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# R-CLES

## Comprehensive Monitoring and Evaluation Plan (CMEP)

Eighth Draft    January 2016

|                                                                                                |    |
|------------------------------------------------------------------------------------------------|----|
| <b>CMEP TABLE OF CONTENTS</b>                                                                  | 2  |
| LIST OF ANNEXES                                                                                | 3  |
| ACRONYMS                                                                                       | 4  |
| <b>INTRODUCTION</b>                                                                            | 6  |
| A. Project Objective of the project                                                            | 6  |
| B. Intermediate Objectives                                                                     | 6  |
| C. Beneficiaries and Timeline                                                                  | 6  |
| D. Purpose and Components of the CMEP                                                          | 7  |
| <b>SECTION I: PROBLEM ANALYSIS</b>                                                             | 8  |
| A. Factors Contributing to Child Labor in Burkina Faso                                         | 8  |
| <b>SECTION II: THEORY OF CHANGE</b>                                                            | 10 |
| A. Results Framework                                                                           | 10 |
| B. Narrative of Project's Theory of Change                                                     | 11 |
| <b>SECTION III: PERFORMANCE MONITORING</b>                                                     | 15 |
| A. Purpose and Use of the Performance Monitoring Plan                                          | 16 |
| B. Project Results and Indicators Table                                                        | 16 |
| C. Overview of Project Data Collection Instruments                                             | 18 |
| <b>SECTION IV: BASELINE STUDY PLAN</b>                                                         | 18 |
| A. Baseline Study Purpose and Use                                                              | 18 |
| B. Description of baseline data collection procedures, responsibilities and timeline           | 19 |
| <b>SECTION V: EVALUATION PLAN</b>                                                              | 24 |
| A. Implementation Evaluations                                                                  | 24 |
| <b>SECTION VI: IMPLEMENTATION AND MANAGEMENT OF CMEP</b>                                       | 26 |
| A. Roles and Responsibilities for Data Collection, Validation, Analysis and Reporting          | 26 |
| B. Management Information System (including DBMS) and Coordination among Implementing Partners | 31 |
| C. Data Quality Assurance Procedures                                                           | 32 |
| D. Supervision of Stakeholder Activities                                                       | 33 |
| E. Securing Computer Data                                                                      | 33 |
| F. Reporting                                                                                   | 33 |
| G. Budget for M&E and Research Activities                                                      | 34 |
| H. Timetable for Implementation of CMEP                                                        | 37 |
| I. Project Results Communication Strategy                                                      | 41 |
| J. Plan for Annual Review and Revisions to the CMEP                                            | 41 |

## LIST OF ANNEXES

**Annex 1** – Full Results Framework with Outputs Included (or Outcome Tree with Outputs)

**Annex 2** – Activities Mapping to Project Outputs and Intermediate Objectives

**Annex 3** – Project Definitions (per national legislation)

**Annex 4** – Project Performance Monitoring Plan

**Annex 5** – Data Quality Assessment Checklist

**Annex 6** – Baseline Study Design and Tools

**Annex 7** – Project Data Collection Table and Instruments

**Annex 8** – Technical Progress Report Template and Data Reporting Tables

**Annex 9** – Draft Decree of List of Hazardous Child Labor

## **ACRONYMS**

|         |                                                                                  |
|---------|----------------------------------------------------------------------------------|
| ACE/EFA | Animateur Chargé d’Education/Education Field Assistants                          |
| CBO     | Community Based Organization                                                     |
| CBNEF   | Centre d'Education de Base Non Formel                                            |
| CLMS    | Child Labor Monitoring System                                                    |
| CMEP    | Comprehensive Monitoring and Evaluation Plan                                     |
| CNC     | Comité National de Coordination/National Coordination Committee                  |
| CPI     | Counterpart International, Inc.                                                  |
| DBMS    | Direct Beneficiary Monitoring System                                             |
| DCI     | Data Collection Instruments                                                      |
| DCT     | Data Collection Table                                                            |
| DQA     | Data Quality Assessment                                                          |
| DRFPTSS | Direction Régionale de la Fonction Publique du travail et de la Sécurité Sociale |
| DSONG   | Direction de Suivi des Organisations Non Gouvernementales                        |
| ES      | Education Specialist                                                             |
| GA      | Government Agency                                                                |
| GoBF    | Government of Burkina Faso                                                       |
| GPC     | Groupeement de Producteur de Coton (Cotton Producers’ Group)                     |
| HH      | Household                                                                        |
| IAMGOLD | Gold Mining Company                                                              |
| IEC/CCC | Information, Education and Communication                                         |
| IGA     | Income Generating Activity                                                       |
| ILO     | International Labor Organization                                                 |
| KAP     | Knowledge, Attitudes, Practices                                                  |
| LFA     | Livelihood Field Agent                                                           |

|          |                                                                                            |
|----------|--------------------------------------------------------------------------------------------|
| LS       | Livelihood Specialist                                                                      |
| MASSN    | Ministère de l'Action Sociale et de la Solidarité Nationale/ Ministry of Social Protection |
| M&E/O    | Monitoring and Evaluation Officer/Chargé de Suivi Evaluation                               |
| ME/S     | Monitoring and Evaluation Specialist/                                                      |
| MENA     | Ministry of Education and Literacy of Burkina Faso                                         |
| MFPTSS   | Ministry of Labor of Burkina Faso                                                          |
| MFI      | Micro Finance Institution                                                                  |
| MJEFP    | Ministry of Youth, Employment and Vocational Training of Burkina Faso                      |
| MSI      | Management Systems International                                                           |
| MTA/ AME | <i>Association des mères d'élèves</i> /Mother and Teacher Association                      |
| NGO      | Non-Governmental Organization                                                              |
| OCFT     | Office for Child Labor, Forced Labor and Human Trafficking                                 |
| OSDV     | On Site Data Verification                                                                  |
| OSH      | Occupational Safety and Health                                                             |
| PMP      | Performance Monitoring Plan                                                                |
| APE/PTA  | <i>Association des Parents d'élèves</i> /Parent and Teacher Association                    |
| R-CLES   | Reducing Child Labor Through Educations and Services                                       |
| SMG      | <i>Comité de Gestion Scolaire</i> / School Management Group                                |
| SOFITEX  | Société des Fibres et Textiles du Burkina/Cotton transformation Company                    |
| SPC F    | Social Protection Community Facilitators                                                   |
| Tdh      | Terre des Hommes                                                                           |
| TPR      | Technical Progress Report                                                                  |
| TS/SW    | Travailleur Social/ Social Worker                                                          |
| UNICEF   | United Nation Children Fund                                                                |
| USDOL    | United States Department of Labor                                                          |
| VSLA     | Village Savings and Loans Association                                                      |

## **INTRODUCTION**

Burkina Faso is a landlocked country located in West Africa, characterized by a majority of the population working in traditional agricultural systems requiring a large labor force. As in numerous other countries in the region, many children are committed voluntarily or involuntarily into early child labor. The country's recent gold mining boom has resulted in production using modern gold mining methods but also artisanal or informal mines where no occupational safety or labor standards are respected, which has worsened the child labor situation. In many regions of the country, gold mining has become one of the most important sources of revenue for a great majority of households. In 2009, according to a UNICEF<sup>1</sup> report, gold was the first source of foreign currency for the country and competes with cotton production for dominance. These two sectors employ the largest number of working children in Burkina Faso.

Child labor in artisanal gold mining sites and cotton fields is a manifestation of the worst forms of child labor and seriously hinders the Government of Burkina Faso's efforts to protect children against child labor. Many children from vulnerable households are regularly engaged in work beyond their physical and psychological abilities in the cotton fields and artisanal gold mines, which jeopardizes their development. This prevents children from going to school or continuing their education when they are already enrolled. To deal with this phenomenon of huge developmental consequences for the country, the U. S. Government, through Department of Labor (USDOL) has funded a project entitled "**Reducing Child Labor Through Education and Services**" (R-CLES) in the regions of Boucle du Mouhoun, Cascades and Hauts-Bassins.

### **A. General Objective of the Project**

The project objective is to contribute to reducing the incidence of child labor in the cotton fields and artisanal gold mining sites in the Cascades, Hauts-Bassins and Boucle du Mouhoun regions by the end of 2016.

### **B. Intermediate Objectives**

In order to achieve its general objective, the project will work through five intermediary objectives or IOs. These include:

IO1: Target populations' attitudes changed to reflect a negative view of child labor/hazardous child labor and a positive view of education

IO2: Use of social protection services by target households has increased

IO3: Target children and youth have increased participation in education

IO4: The incomes and assets of target households and youth have increased

IO5: Public sector, cotton and gold producers, and community structures address child labor

### **C. Beneficiaries and Timeline**

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<sup>1</sup> Etude sur le travail des enfants dans les sites d'orpaillage et les carriers au Burkina Faso – Unicef, 2012.

The direct beneficiaries of the project are as follows:

- 4,000 Children and youth 6 to 17 years engaged in exploitative child labor in cotton fields and artisanal gold mining;
- 6,000 Children and youth aged 6 to 17 years at risk of being involved in exploitative child labor in cotton fields and artisanal gold mining including:
  - o 2,000 presently in school
  - o 4,000 children not presently in school
- 1,000 Households (HH) of the children engaged in or at risk of being engaged in child labor in the cotton fields and artisanal gold mining.

Beneficiaries will be selected as a result of an ongoing baseline study scheduled to be completed at the end of December, 2013 (end of the first quarter of year 2), with enrollment in the program starting in November 2013 with a majority of children to be enrolled in January 2014 and continuing through the first quarter of year 4.

Due to the fact that the school year started in October 2013, the project began beneficiary selection for enrollment through a census between September and October, 2013 to ensure that children did not miss the first quarter of the school year. The census was conducted by the project's social workers with the involvement of government officials (education, social protection agencies), members of producers groups and Community Development Committees members (CVD), and local elected leaders in the project zone. R-CLES began enrolling children in November 2013.

Target children beneficiary enrollment will continue in January, 2014, following the completion of the baseline study. The project will work to enroll maximum numbers of beneficiaries during the first 3 years. However, the enrollment will continue through the first quarter of year 4 for school age children and those to be enrolled in the formal system. For household beneficiaries, enrollment will be organized between years 2 and 3.

Each year, the project social workers will conduct social surveys from the potential list of children provided by the baseline survey, to verify that they meet the project criteria and confirm the category (type or work performed), the risk exposed by the children and the type of recommended service (education, vocational training, livelihood and employment services).

Education support services (distribution of school kits, school handbooks, PTA fees, remedial courses) to targeted children services will continue along the school year during the life of the project.

R-CLES will begin allocating school infrastructure grants after beneficiary enrollment in schools and the completion of a school needs assessment, which is scheduled to start in December 2013. Allocation of these grants will continue throughout year 2 and the first quarter of year 3. The last school grants will be issued in year 3.

Vocational youth employment services will start, after completion of the baseline study. Other livelihood services including Village Saving and Loans Committees (VSLA), farmer schools, and Farming as a Business (FaaB) trainings will start during the third quarter of year 2. However, the identification of target direct beneficiaries from baseline data will start in February 2014.

#### **D. Purpose and Components of the CMEP**



The Comprehensive Monitoring and Evaluation Plan (CMEP) is a critical tool to assess the project's performance and overall efforts to reduce child labor through regular performance monitoring and implementation evaluations. The CMEP will provide a robust and continuous system for monitoring project results against targets and revising the project's approach based on what is learned through this process. To ensure the development of a quality M&E system and the buy-in of all project stakeholders, USDOL requires its grantees to collaborate with a USDOL external M&E contractor to develop a CMEP within the first nine months of after award.

The CMEP serves as a map and way forward for all project staff in terms of expected outcomes and processes for measuring progress of the project. The R-CLES CMEP was developed in collaboration with a USDOL External M&E Expert from MSI, beginning with an initial consultative workshop in April 2013. This initial workshop was held with R-CLES staff and provided technical training on key concepts of the CMEP, in addition to starting the process of drafting its various components. Initial draft products were completed after the workshop and then used during a second workshop held in September 2013 to further develop the CMEP materials.

There are four key tools within the CMEP: A Results Framework (RF) that identifies the project's intended results and illustrates the causal linkages among them; an Activities Map that aligns project activities against results; a Performance Monitoring Plan (PMP) that identifies the indicators of the project's progress towards its intended results, definitions of terms, data sources, frequency and responsible parties for data collection, and data use for management purposes; and a Data Collection Table (DCT) that lists all of the project Data Collection Instruments (DCIs) with a technical description of each. Together, these tools serve as the basis for developing the project baseline study plan, designing the individual data collection instruments, calculating the required M&E budget, and establishing the evaluation plan for the project.

The R-CLES CMEP includes USDOL-OCFT Government Performance and Results Modernization Act (GPRMA) common performance indicators (education and livelihoods) and project-specific performance indicators to monitor progress towards the five project intermediate objectives identified above.

In line with USDOL requirements, R-CLES will report on progress towards the project's indicators and targets through the Technical Progress Reports (TPR) every six months. The project will work closely with a tri-partite committee gathering representation from a) the project b) the local communities and c) the GoBF and its technical departments. The tri-partite committee will meet two times per year, first to discuss planning of activities, and the second meeting to review the activities, to discuss progress and problems encountered in project implementation, and to propose solutions for strengthening approaches. The results of quarterly meetings will be used and shared with USDOL through semi-annual TP narrative reports. The R-CLES mid-term and final implementation evaluations will be conducted by an independent contractor hired by USDOL.

## **SECTION I: PROBLEM ANALYSIS**

### **A. Factors Contributing to Child Labor in Target Country**

The Government of Burkina Faso (GOBF) has ratified key international conventions (ILO conventions 182, 138 and 29) governing the protection of children against hazardous and exploitive work, and translated those agreements into national laws. On an institutional level, the country developed and validated a National Action Plan to prevent child labor with the widespread participation of government and civil society.

However, combatting child labor in Burkina Faso continues to face some limitations related to a) The limited capacities of the services of labor inspection in the country b) The absence of effective enforcement and c) the difficulty of applying the existing laws due to the mobility of child workers. The key drivers of child labor in Burkina Faso are lack of awareness with regards to the dangers, risks and potential solutions to the problem; limited institutional capacity of the GOBF; disincentives to education; and severe rural poverty necessitating difficult household-level economic choices.

In addition to the above factors, at the national level, the lack of awareness of the prevailing national laws, regulations, policies, and signed international conventions (particularly ILO conventions 182 and 138) are major obstacles. Families and employers are sometimes led (consciously or unconsciously) to subvert children's rights, leading to instances of abuse and exploitation.

From a socio-cultural perspective, many households also include the children of extended family members related to the head of household, such as nephews, nieces and grandchildren. There are also "foster children" who may have been "entrusted" ("confiés") to the household by their own families as a source of labor, and who often do not share any blood relation with the head of household.

Accordingly, the results of the last national survey on child labor found nearly 41% (approximately 1.6 million) of children aged 5 to 17 years and nearly 30% of children aged 5-9, conduct economic activities. Most children work in agriculture (69.2%), domestic work (19.2%), trade (5.6%) and mining activities such as gold mining (2.3%). More than one third of children who work in Burkina Faso are victims of the worst forms of child labor. Of this one third, 36% carry out hazardous work.

The Boucle de Mouhoun, Cascades and Hauts-Bassins regions are among the most affected by child labor. These three regions host 23.8% of children 5-17 years with no access to education and/or to youth employment out of 3,651,048 children for the 13 regions of the country. The percentage of children working in the three regions is cause for alarm: 33.7% of children in Boucle du Mouhoun, 25.5% in Cascades and 17.3% in Hauts-Bassins are engaged in economic activities<sup>2</sup>.

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<sup>2</sup> Data source from National Institute for Statistic and Demography, Burkina Faso, 2006: National Survey Report on Child Labor.

## SECTION II: THEORY OF CHANGE

### A. Results Framework

#### CRITICAL ASSUMPTIONS

- No significant increase in the poverty level of target households
- The political situation in the country or sub-region does not cause any instability of population in the project area

**Project Objective:** Contribute to reducing the incidence of child labor in the cotton fields and artisanal gold mining sites in the Cascades, Hauts-Bassins and Boucle du Mouhoun regions by the end of 2016

#### Indicators:

- POC.1 % of project beneficiary children in child labor
- POC.2 % of project beneficiary children engaged in hazardous child labor
- POH.4 % of target households with all children of compulsory school age attending school

**IO1:** Target populations' attitudes changed to reflect a negative view of child labor/HCL and a positive view of education

#### Indicators:

**IO2:** The use of social protection services by target households has increased

#### Indicators:

**IO3:** Target children and youth have increased participation in education

#### Indicators:

- 3.a:** % of beneficiary children who have received any regular form of education during the three months prior to the reporting date
- 3.b:** % of beneficiary children who complete the school year
- E1:** Number of children engaged in or at risk of entering child labor provided with education or vocational services
- E2:** Number of children engaged in or at high-risk of entering child labor provided with formal education services
- E3:** Number of children engaged in or at high-risk of entering child labor provided with non-formal education services
- E4:** Number of children engaged in or at high-risk of entering child labor provided with vocational services

**IO4:** The incomes and assets of target households and youth have increased

#### Indicators:

- 4.b:** % of target HH with an increase in assets

**IO5:** Public sector, cotton and gold producers, and community structures address child labor

#### Indicators:

- C1:** A CLMS is established in the cotton sector as a result of the program

**IO1.1:** Target populations have a better understanding of the dangers, impact, and potential solutions to child labor/HCL and the advantages of education

**IO2.1:** The capacity of Social Protection Agencies in project zones to provide child protection services has increased

**IO2.2:** Project community members understand the importance of social protection services for working children and those at risk of being enrolled in child labor/HCL

**IO2.3:** The volunteers trained in social protection for children provide social protection services to children in project zones

**IO 3.1:** Economic support is provided to selected beneficiaries to have access to education

**IO 3.2:** Learning conditions in formal and non-formal schools in project zones have improved

**IO 3.3:** PTAs, MTAs, and school teachers know the dangers, impact, and potential solutions to child labor/HCL, how to provide psychosocial support to victims, and how to use the CLMS

**IO4.1:** Target youth are engaged in safe employment/occupations

**IO4.2:** Target households provided with livelihood services engage in livelihood activities

**IO5.1:** The CLMS is set up and functional at the regional and national levels

**IO5.2:** Cotton producer and gold miners are provided with fair trade-related knowledge to address CL/HCL

## **B. Narrative of Project's Theory of Change**

Child labor in cotton fields and artisanal gold mines is a huge problem in Burkina Faso. Indeed, many children between the ages of 6 and 16 (the compulsory school age) do not have access to education due to low incomes in their households and the opportunity cost of sending children to school. A significant number of children already enrolled in education drop out of school to engage in hazardous work (cotton fields and artisanal gold mines) because of costs related to schooling.

In this context, R-CLES uses a multi-pronged approach to have a direct impact on the reduction of children working in child labor and hazardous child labor, as well as preventing vulnerable child populations from entering into child labor and hazardous child labor. Specifically, at the impact level, the project will contribute to (i) reducing the proportion of households with child workers below the legal working age in Burkina Faso, (ii) reducing the proportion of households with children engaged in hazardous work (iii) and increasing the proportion of households with all children of compulsory school age attending school.

To achieve this impact, the project will work through five primary components, each with their own intermediary objectives. The following outlines each IO and the theory behind its relationship(s) to the general objective of the project.

### ***IO1: Target populations' attitudes changed to reflect a negative view of child labor/hazardous child labor and a positive view of education***

The project target populations (artisanal miners, cotton producers, artisans, jewelers, carpenters, masons, and other relevant groups including community leaders, parents, teachers and peers) will participate in awareness raising activities on the dangers, impact, and potential solutions to child labor, including education. As a result, they will acquire an increased understanding of the dangers of child labor and hazardous child labor, and a better understanding of the value of education. Accordingly, the theory of change is that this will result in changed attitudes that reflect a negative view of child labor and hazardous child labor, and a more positive attitude towards the value of education.

These awareness campaigns will be conducted throughout 42 targeted *communes* (townships) by Community Based Organizations (CBOs), drama groups and selected community volunteers called "Social Protection Community Facilitators" (SPC Facilitators). R-CLES will sign grant agreements with CBOs, and train them on knowledge of child labor/hazardous child labor/light labor, dangers, risks and potential solutions. These CBOs will also be trained on grant management and Behavior Change Communication (BCC) methods according to the results of the project's baseline KAP survey. A training guide will be produced with project staff and partners (social protection agents and labor agents from the Ministry of Social Action and National Solidarity (MASSN) and Ministry of Labor, respectively).

### ***IO2: The use of social protection services by target households has increased***

Social protection agents are employees (social workers) from the MASSN. According to government policies, this Ministry is responsible for child protection. In each province, there is an office of social protection which is managed by the MASSN.

A needs assessment of Burkina Faso government's social protection services, conducted by the "Child Protection Working Group" between June 2010 and July 2011, identified the following weaknesses and needs in the social protection system:

- 1) Weak technical capacity of staff (including lack of training opportunities)
- 2) Inadequate numbers of staff as compared with the need
- 3) Lack of basic support materials and equipment (including but not limited to: public outreach materials, private intake rooms, and standard office equipment such as computers, copiers, printers and filing cabinets for case folders)
- 4) Limited functional networking mechanisms with other government departments such as education and health services, and with other social protection offices in neighboring jurisdictions that may interface with common clients.

While the MASSN co-chairs the National Coordination Committee (CNC) for the National Action Plan against Child Labor with the Ministry of Labor, MASSN has more operational agencies and more presence at local level than the Ministry of Labor. Based on the identified needs of the MASSN, R-CLES will work to build the capacity of the current social workers, increase the communities' knowledge and awareness of the services provided by the MASSN, and recruit and train a network of SPC Facilitators to serve as conduits between child labor/hazardous child labor cases and the MASSN. With this support for social protection services, the project believes that it will foster increased household use of the social protection services provided by the MASSN.

The project's activities under IO2 will strengthen the technical capacity of social protection agents in the targeted provinces by providing trainings on case management, family mediation, and management of domestic and marital conflicts, rape management, child labor laws and international conventions. An initial needs' assessment will be conducted with the provincial social services offices to determine what most impedes their ability to effectively provide services. Based on this targeted assessment, the project will provide the social protection offices in each project area with small equipment, based on need, thus increasing the offices' material and operational capacity to provide services. This equipment support will be tailored to the real needs of each social protection agency and negotiated in terms of contribution and participation to the project activities and support to the M&E system and sustainability plan. The project will also work with ongoing systems of regular communication between services to increase efficiency in treating cases. Similarly, the project will train MTAs and PTAs on the dangers, impact and potential solutions to child labor.

SPC Facilitators make up for the insufficient number of social service agents and are recruited from within the community. They are defined as any community member in project zones who is engaged on a voluntary basis to assist children at-risk and exploited, and who participates in child labor monitoring activities. They are resource persons recruited on a voluntary basis among members of local organizations involved in the field of social protection. They will receive no salary from the project. The R-CLES project team will select the SPC Facilitators according to the following criteria:

- Reside in the intervention area and be known in the local project area;
- Be a member of an operating/working organization or institution in the field of struggle against child labor or in the welfare of children in general;
- Not be currently involved in more than two community programs as a volunteer;
- Be available for the project activities;

- Be easy to contact (have an actual and accurate address and contact number);
- Be of good morality (never been in prison or involved in criminal activity or a contentious situation related to child exploitation)
- Able to speak French (listening, speaking, reading and writing) and/or be literate in at least one local area language;
- Be in good mental and physical health.

The specific roles of the SPC Facilitators are to: 1) monitor and manage the warning system to fight child labor and hazardous child labor as part of the CLMS; 2) alert agencies such as social services or police if a child is working or at risk of working; 3) support children and households in accessing and using social welfare services; 4) participate in community outreach activities on social protection. As a result of the activities carried out under this IO, R-CLES anticipates the result to be that quality social protection services will be available to target households and children, thereby encouraging needy families to make use of the services.

**IO3: Target children and youth have increased participation in education and vocational training**

The project will increase the participation of target youth and children in education and training with three primary approaches: 1) withdrawing financial barriers to school participation; 2) improving the infrastructure of the schools; and 3) increasing school officials, parents and stakeholders' knowledge of the dangers of child labor and hazardous child labor and ways in which to access protective social services.

The project will train teachers on the dangers, impact, and potential solutions to child labor. The project will withdraw working children of compulsory school age from work and enroll them in school (formal or non-formal) and vocational centers (according to their age). The project will also seek to prevent children (those attending school as well as those who don't) from becoming engaged in child labor by carefully and regularly monitoring their attendance and participation in school as well as their working status. In addition, the project will seek to improve learning conditions through financial assistance (grants) to schools for building rehabilitations and renovations. These renovations will be conducted with community participation and in-kind contribution of labor and/or supplies (concrete, sand, etc.). The grants will be provided to increase community interest and engagement in the maintenance and infrastructure of their local schools while building the credibility of the school in the community's eyes.

In addition, the project will also eliminate economic barriers to children's on-going participation in school. While school enrollment is "free" in the sense that there are no enrollment fees, there are expenses required throughout the school year that often prohibit pupils' continued participation. Thus, the project will provide target children with school kits including critical school supplies: pencils, chalk, and chalk boards in order for pupils to participate in classroom lessons. In addition, mandatory school-related costs such as PTA fees will be covered by the project to ensure that students are able to remain in school.

Target youth (ages 15-17) will be provided with opportunities for apprenticeships with local craftsmen, businesses and employers. They will be given training kits that contain supplies that are necessary to their apprenticeships. A mason apprentice, for example, may receive personal protection equipment, trowel, shovel, hammer, etc. A carpenter apprentice may receive a saw, a hammer, pliers, rulers and planner. A tailor could be provided with a sewing machine, thread, design paper, pencils, chalk, etc.

Some youth will continue using the training kits after apprenticeship sessions as part of an installation kit, depending on the type of material needed and whether it is a recurring item (i.e. nails, thread, pencils, etc.) as opposed to one-time materials received such as hammers, shovels, etc.

**IO4: The incomes and assets of target households and youth have increased**

The overall indicators for measuring success under IO4 are to measure increases in target household assets. The theory behind this IO is that increasing target household incomes and assets will mitigate households' incentives to send children to earn money in the cotton and artisanal gold mining sector. The project will work through two primary sub-outcomes to achieve this IO, tackling both livelihood training and services to target households while providing income generating activity (IGA) training to target youth. The project will strengthen households' management capacity and their access to microcredit programs. VSLAs will also be created as part of the targeted project activities with the households.

R-CLES will facilitate the functioning of VSLAs in areas with associated Farmer Field Schools (FFS). The purpose of the VSLA is to provide an autonomous source of credit sufficient to buy small agricultural equipment or hire seasonal labor during peak activities, such as preparing soil for harvesting. The project will work through the *Union des Producteurs de Coton du Burkina* (UNPCB) to facilitate the creation of producer groups and cooperatives where they do not exist. FFS will provide the initial building blocks for emerging cooperatives.

For households that are already active in cotton production, R-CLES will work through the Ministry of Agriculture's extension agents and the UNPCB's member producer groups (GPC) to provide access to FFS and FaaB training. FaaB training enables farmers to transition from farming for subsistence to a profit generating business, competing successfully in a market-based economy. As a result, the direct return to the farmer from production is increased, resulting ultimately in improved standards of living in terms of housing, food security and basic household needs. 1,000 households will be targeted for this IO; 750 of those households will receive support for economic strengthening services including linkages to micro finance institutions (MFI), VSLA participation, and training on FaaB, and FFS. 250 households will receive installation kits through selected target youth from those households.

The activities directly targeting youth will provide training on running their own businesses while providing skills training for targeted industries. It will also provide linkages to local micro-credit programs. A great number of target youth of legal working age, between 16 – 17 years, already engaged in CL or at risk of being engaged will be trained in occupational safety and health (OSH) according to ILO standards, related to the area in which they work (cotton farming or gold mining). Upon completion of their vocational training, 250 youth will receive installation kits to support their ability to start their own businesses. The installation kits will consist of small tools provided to target youth of legal age according to the type of business they will create and will focus on items not provided in the training kits or items that have been used during vocational training such as thread, nails, and other recurring cost items.

In addition to these activities, three awareness campaigns will be organized for local rural groups, such as the cotton producers' associations, CBOs, youth groups, local craftsmen, and private sector companies (mines and cotton). The objective of these campaigns is to encourage private sector participation in promoting economic opportunities for direct beneficiary youths. In addition, a series of meetings will be held with the Ministry of Civil Service, Employment and Youth, both at the national and regional levels.

The purpose of these meetings will be to facilitate direct beneficiaries' access to opportunities provided by the government.

***IO5: Burkina Faso's Public sector, cotton and gold producers, and community structures address child labor***

IO5, while a separate IO, is also cross-cutting in its connections to the other IOs. The primary focus of achieving this IO will be supporting the creation of a functioning Child Labor Monitoring System (CLMS) while providing the cotton and gold sectors with knowledge of fair trade certification procedures. The overall objective of the CLMS is to ensure that, as a consequence of regular and repeated direct observation, children are safe from exploitation and hazardous work in the cotton sector. The CLMS will establish a functional process that ensures that monitoring is put in place and is coordinated in an appropriate manner between producers and government officials at local and national levels. The CLMS will allow organizations to keep track of beneficiaries, measure the impact of their interventions, and make adjustments accordingly.

The R-CLES project will pilot an initial implementation of the CLMS in the Boucle du Mouhoun region through the cotton producers' regional umbrella association and the UNPCB. The rationale behind targeting the Boucle du Mouhoun region for this pilot is the following:

- According to the 2006 national survey on child labor, 33.7% of the region's children are economically active.
- The region represents Burkina Faso's primary cotton production area compared to the other R-CLES-targeted regions. As an illustration, cotton production (111,200 MT/year) in just two of its six targeted provinces (Bale and Le Mouhoun) in 2012 was superior to that of the entire Hauts-Bassins (108,700 MT) or the whole Cascades Regions (65,600 MT) (UNPCB statistics).
- Compared to others, the Boucle du Mouhoun region is the only region where cotton producers can have large production areas (10 to 20 hectares per producer), therefore there is a greater need for a large labor force.

During year 2, the project will start within the Boucle du Mouhoun and plan for extension into the other two regions for year 3. This extension will be based on the first experience and updating, and adjustments will be made accordingly. At the end of the process, the CLMS will be structured and established, with specific aims, objectives, resources, and content. The CLMS will include for example, schools, non-formal education programs, teachers, and school inspectors, either through regular classroom monitoring to assess which children are absent on a regular basis or by measuring school performance.

R-CLES will also link local partners and communities including cotton producers and gold miners in the target areas to fair-trade and fair-gold certification organizations. After receiving training on the certification standards and process, those interested in the process will be given coaching sessions and technical tools to meet certification criteria.

As a result of these activities, the Government of Burkina Faso and its partners engaged in the fight against child labor will be better equipped to develop reforms and/or update policies and strategies to integrate child labor.

**SECTION III: PERFORMANCE MONITORING**



## A. Purpose and Use of the Performance Monitoring Plan

The Performance Monitoring Plan (PMP) is a tool for measuring the performance of a project. It is also a management tool for all partners and stakeholders to report periodically on the quality of project management and assist in decision making. In the R-CLES project, the PMP will be used to:

- Assist in managing the process of data collection in determining the timing and responsible persons;
- Ensure data comparability over time and across multiple sites of action with clearly defined indicators and specifying the means by which data will be collected; and
- Guide the data analysis.

The PMP will allow the M&E team and all project stakeholders to have a quick overview on the performance indicators, data collection system and those responsible for data collection and tabulation. It will be a reference for the project team, the steering committee and other project partners. The PMP contains the following information:

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

## B. R-CLES Results and Indicators Table

The table below summarizes the indicators established for the project objective and intermediate and supporting objectives. A detailed PMP is in Annex 4.

|                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Objective: Contribute to reducing the incidence of child labor in the cotton fields and artisanal gold mining sites in the Cascades, Hauts-Bassins and Boucle du Mouhoun regions by the end of 2016</b> |
| POC.1 % of project beneficiary children in child labor                                                                                                                                                             |
| POC.2 % of project beneficiary children engaged in hazardous child labor                                                                                                                                           |
| POH.4 % of target households with all children of compulsory school age attending school                                                                                                                           |
| <b>IO1: Target populations' attitudes changed to reflect a negative view of child labor/HCL and a positive view of education</b>                                                                                   |
| <b>IO1.1: Target populations have a better understanding of the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</b>                                                    |
| 1.1.a # of individuals exposed to awareness raising campaigns about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education                                                |
| <b>IO2: Use of social protection services by target households has increased</b>                                                                                                                                   |
| <b>IO 2.1: Capacity of Social Protection Agencies in project zones to provide child protection services increased</b>                                                                                              |
| 2.1.b # of activities held by social networks with decentralized public administrations, local NGOs and CBOs in case management in the project area                                                                |
| <b>IO 2.2: Project community members understand the importance of social protection services for working children and those at risk of being enrolled in child labor/HCL</b>                                       |
| <b>IO 2.3: The volunteers trained in social protection for children provide social protection services to children in project zones</b>                                                                            |

|                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3.a: # of households that receive social protection services provided by SPCFs                                                                                                             |
| 2.3.b: # of references to protection agencies by SPCFs for beneficiary children of RCLES                                                                                                     |
| 2.3.c: # of SPCFs trained on the social protection guidelines working in communities                                                                                                         |
| <b>IO 2.3.1: The volunteers trained by the project have a better understanding of the provision of social protection services to children</b>                                                |
| 2.3.1 a # of SPCFs trained on social protection skills                                                                                                                                       |
| 2.3.1.b % of SPCFs trained by the project who can correctly answer at least 70% of questions on knowledge of the practices of social protection of children                                  |
| <b>IO 2.3.2: An accountability mechanism for volunteers is in place</b>                                                                                                                      |
| <b>IO3: Target children and youth have increased participation in education</b>                                                                                                              |
| 3.a: % of beneficiary children who have received any regular form of education during the three months prior to the reporting date                                                           |
| 3.b: % of beneficiary children who complete the school year                                                                                                                                  |
| E1: Number of children engaged in or at risk of entering child labor provided with education or vocational services                                                                          |
| E2: Number of children engaged in or at high-risk of entering child labor provided with formal education services                                                                            |
| E3: Number of children engaged in or at high-risk of entering child labor provided with non-formal education services                                                                        |
| E4: Number of children engaged in or at high-risk of entering child labor provided with vocational services                                                                                  |
| <b>IO 3.1: Economic support provided to selected beneficiaries to have access to education</b>                                                                                               |
| 3.1. a # of scholarships and/or kits provided to target beneficiaries from the project                                                                                                       |
| <b>IO 3.2: Learning conditions in formal, non-formal schools and vocational training centers in project zones improved</b>                                                                   |
| 3.2.a # and % of target schools where physical infrastructure (classrooms, latrines, etc.) has been repaired or upgraded                                                                     |
| <b>IO 3.3: PTAs, MTAs, and school teachers know the dangers, impact, and potential solutions to child labor/HCL, how to provide psychosocial support to victims, and how to use the CLMS</b> |
| 3.3.a # of PTAs, MTAs, and education stakeholders trained by the project                                                                                                                     |
| <b>IO4: The incomes and assets of target households and youth have increased</b>                                                                                                             |
| 4.b % of target HH with an increase in assets                                                                                                                                                |
| <b>IO 4.1: Target youth employed in safe employment/occupations</b>                                                                                                                          |
| 4.1.b # of target youth trained on safe employment and business opportunities                                                                                                                |
| L3: Number of children provided with employment services                                                                                                                                     |
| <b>IO 4.2: Target households provided with livelihood services engaged in livelihood activities</b>                                                                                          |
| L1: Number of households receiving livelihood services                                                                                                                                       |
| L2: Number of adults provided with employment services                                                                                                                                       |
| L4: Number of individuals provided with economic strengthening services                                                                                                                      |
| <b>IO5 Public sector, cotton and gold producers, and community structures address child labor</b>                                                                                            |
| C1: A CLMS is established in the cotton sector as a result of the program                                                                                                                    |
| <b>IO 5.1: Child Labor Monitoring System in cotton sector set up and functional at the regional and national levels</b>                                                                      |
| 5.1.a # of villages who have an operating CLMS at local level                                                                                                                                |
| 5.1.c # of individuals trained on how to implement and use the CLMS                                                                                                                          |
| <b>IO 5.2 Cotton producers and gold miners provided with fair trade-related knowledge to address Child Labor/ HCL</b>                                                                        |

|                                                                                 |
|---------------------------------------------------------------------------------|
| 5.2. a # of cotton producers trained on fair-trade and certification procedures |
| 5.2. b # of gold producers trained on fair trade and certification procedures   |

### C. Overview of Project Data Collection Instruments

To collect data on the various indicators of the project, R-CLES will use a total of 8 data collection instruments (DCI). The project Data Collection Table (DCT), found in Annex 7, describes each DCI and lists the related indicators and responsibilities for data collection. The list of the DCIs includes:

- Allocation of Services Sheets
- Certification Procedures Tracking Form
- Child Questionnaire
- Children Referral Sheet
- CLMS Meeting Tracking Form & Reporting/Meeting Notes on CLMS by Committee
- Household Questionnaire
- Post Training Form
- Reception of Rehabilitation Works Form
- SPCFs Services Activity Reports
- Training Attendance Sheet

## SECTION IV: BASELINE STUDY PLAN

### A. Baseline Study Purpose and Use

OCFT Grantees are required to budget for, conduct and analyze baseline surveys for their projects. Baseline data is defined as a collection of information for a set of indicators that describes the key characteristics of a certain group or situation at a given point in time prior to the start of an intervention. This data is the basis for future analysis of project results and provides a picture of the child labor situation in the target area immediately prior to project implementation. A **baseline survey** is the exercise to systematically collect, analyze and report on the baseline data. Baseline studies for OCFT projects involve surveying individuals, households, teachers and/or schools, and may include supplemental situational analyses of institutional capacities or other implementing environment-related factors.

In line with OCFT guidelines, the purpose of the R-CLES project's baseline study is to collect data on children engaged in or at high risk of being engaged in exploitative child labor in the project targeted areas, including child working conditions, living conditions and participation in education. The baseline study will also collect information from households that contain children engaged in or at high-risk of child labor to inform the selection of direct beneficiaries for education and livelihood services

The R-CLES baseline survey will contribute to the measurement of R-CLES project outcomes and inform management decisions by:

- Targeting/identifying beneficiaries that meet predetermined criteria;
- Estimating the prevalence of child labor in project areas;
- Providing baseline values of indicators: for example, benchmarks on work status and educational status of direct beneficiaries;
- Providing context-related information to plan interventions.

Information from the baseline survey will be used to:

- Develop reliable and realistic project targets and identify direct beneficiaries;
- Inform project design and activities, including identification and development of relevant services for direct beneficiaries;
- Establish benchmarking on work and education status of beneficiary children;
- Establish estimates of the prevalence of child labor in project areas;
- Contribute to the measurement of project impact;
- Inform management decisions throughout the period of the project.

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

The baseline study was conducted by an independent consulting firm hired following an open call for proposals. The methodology mixes quantitative data and qualitative data collection.

**Quantitative data collection** consisted of a HH survey throughout the 4 communes during 21 days. The focus was on issues related to work status/ education status of children and children's wellbeing including relationship with the school, occupation and habits during holidays, attitudes and practices of the target population. In the case of child laborers, emphasis was placed on the characteristics and nature of the work they perform. HH income and livelihood data was collected as well. All data collected under the quantitative survey was disaggregated by gender.

**Qualitative data collection** was conducted by 3 surveyors and provided contextual information and service mapping, including schools and vocational training, social protection services performed by government agencies at the regional level, child labor, social services availability, and youth employment services and opportunities.

A purposive sample of 3,333 households with at least 3 children within the target age range was interviewed in the project zone. The sample frame was data from the general population census 2013 on children aged 5 to 19, and a purposive sample of 3333 households with at least 3 children meeting the age criterion was drawn. On this basis, households were drawn from 32 targeted communes, with six (6) villages on average selected in each commune for a total average of eighteen (18) households per village.

The table below presents the distribution of the sample among target regions, proportional to the size of each regional population:

| REGIONS                  | # communes | # children per region | # HH par region | # villages per region | # HH per village |
|--------------------------|------------|-----------------------|-----------------|-----------------------|------------------|
| <b>Boucle de Mouhoun</b> | 23         | 5476                  | 1825            | 92                    | 20               |
| <b>Cascades</b>          | 12         | 2857                  | 952             | 48                    | 20               |
| <b>Hauts Bassins</b>     | 7          | 1667                  | 556             | 28                    | 20               |
| <b>Total</b>             | <b>42</b>  | <b>10000</b>          | <b>3333</b>     | <b>168</b>            |                  |

Data collection was conducted in the villages of 42 communes including cotton production areas and gold mining sites. It was performed by 21 quantitative investigators, 3 qualitative surveyors and 3 supervisors (social workers, teachers, members of associations of producers of cotton), with a good knowledge of the area covered by the project, and previously trained on data collection by the consulting firm. In each region, the team was composed of 7 enumerators, 1 supervisor, and 1 qualitative data collector.

The baseline activities were launched in the last week of September, 2013. The development of data collection tools, especially the household questionnaire (HH intake form), involved the collaboration of the RCLES project team. The objective was to support integrating all the guidance provided in the terms of reference:

- 1) A HH questionnaire was developed to gather information on household composition, resources and livelihoods, children's education and work status and youth employment, their contribution to the household operation, HH income and assets.
- 2) A record of identifying children working in the cotton fields and gold mines in the three regions.
- 3) Interview guides: for employers and support staff, other scheduled interviews with key stakeholders including the education system, shelters, structures offering social protection services to children and HH, micro -finance, and security forces.

The first results of this study (list of potential beneficiaries including children and households) were received in mid-December 2013 from the firm. This was to help the project enroll its targeted beneficiaries during the actual school year.

### Knowledge Attitude and Practice (KAP) Survey

Counterpart International's sub grantee and partner Terre des Hommes (TdH) selected a firm to conduct the KAP after a competitive process through local newspapers. The contract was signed with the firm and the study began after a scoping meeting. The study started on July 17<sup>th</sup>, 2013. The sampling method was a combination of stratified sampling and simple random sampling. Thus, in a first step, the statistical universe was divided into three strata.

Stratum 1 includes all the villages where cotton is more important. Stratum 2 includes all villages where people engage more in gold mining activities, and the last stratum is composed of all villages where the two activities (cotton and gold mine) coexist without one or the other being predominant. The draw of the primary sample is made using simple random sampling within each stratum. The table

below shows the number of sampling villages in each region and the number of households surveyed per village.

| Regions           | Provinces | Communes | Villages | Number of households |                   |
|-------------------|-----------|----------|----------|----------------------|-------------------|
|                   |           |          |          | Initial Sampling     | Sampling Surveyed |
| Boucle du Mouhoun | 2         | 8        | 10       | 210                  | 210               |
| Cascades          | 2         | 4        | 7        | 147                  | 147               |
| Hauts-Bassins     | 2         | 6        | 6        | 126                  | 126               |
| Total             | 6         | 18       | 23       | 483                  | 483               |

*Timing for the Implementation of the KAP and Baseline Surveys*

| ACTIVITIES                                                                                                                                                       | Jul-13          | Aug-13 | Sep-13  | Oct-13     | Nov-13 | Dec-13 | Jan-14 | Feb-14 | Mar-14 | Apr-14 | May-14 | June-14 | July-14 | Aug-14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|---------|------------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| Selection for KAP survey                                                                                                                                         | X               |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP surveyors training                                                                                                                                           | Jul 14 to 16    |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP data collection                                                                                                                                              | Jul 17 to Aug 2 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP DATA analysis                                                                                                                                                |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP draft report submission                                                                                                                                      |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP second draft report submission to RCLES                                                                                                                      |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| KAP report comments from RCLES and submission of final document                                                                                                  |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| Final KAP survey report submission to USDOL                                                                                                                      |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| Selection for baseline survey                                                                                                                                    |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| Baseline survey contracting                                                                                                                                      |                 |        |         |            |        |        |        |        |        |        |        |         |         |        |
| Work sessions between R-CLES project technical group and selected firm for orientation                                                                           |                 |        | Sept 30 |            |        |        |        |        |        |        |        |         |         |        |
| Orientation of data collection team members, development of data collection tools, training of researchers, pre-test                                             |                 |        |         | Oct 2 to 5 |        |        |        |        |        |        |        |         |         |        |
| Develop, review and finalization of data collection tools/ upgrade collection in relation to different quantitative tools and the method of their administration |                 |        |         | End Oct 17 |        |        |        |        |        |        |        |         |         |        |

| ACTIVITIES                                                                                                                             | Jul-13 | Aug-13 | Sep-13 | Oct-13 | Nov-13     | Dec-13 | Jan-14 | Feb-14 | Mar-14 | Apr-14 | May-14 | June-14 | July-14 | Aug 14       |
|----------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|------------|--------|--------|--------|--------|--------|--------|---------|---------|--------------|
| in the sites investigated /reviewed and adaptation of tools from the results pre-test                                                  |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Upgrading collection agents from the various qualitative tools (interview guides and other tools) / Completing the collection planning |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Data collection within three (3) target regions                                                                                        |        |        |        |        | End Nov 26 |        |        |        |        |        |        |         |         |              |
| Entry, transcription, processing and analysis of quantitative data                                                                     |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Preparation and submission of the databases of project beneficiary lists                                                               |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Preparation and submission of the draft report of the study to R-CLES Project / Counterpart                                            |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Comments and feedbacks from RCLES on the draft report                                                                                  |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Preparation and re submission of the draft 2 report of the study to R-CLES Project / Counterpart                                       |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Comments and feedbacks from USDOL on the draft 2 report                                                                                |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Preparation and re submission of the draft 3 report of the study to R-CLES Project / Counterpart                                       |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Comments and feedbacks from USDOL on the draft 3 report                                                                                |        |        |        |        |            |        |        |        |        |        |        |         |         |              |
| Preparation and submission of the final report of the study to R-CLES Project / Counterpart                                            |        |        |        |        |            |        |        |        |        |        |        |         |         | end Aug 2014 |



## **SECTION V: EVALUATION PLAN**

### **A. Implementation Evaluations**

During the implementation of the project, an external party will conduct a mid-term and a final implementation evaluation:

- **Mid - term evaluation:** A mid-term implementation evaluation will be conducted between December 2014 and February 2015. It will cover topics including the following:
  - Examine progress towards implementing the CMEP and accurate data collection and reporting.
  - Assess progress towards establishing a CLMS.
  - Assess the degree to which the project design is appropriate or adequate to address the key causes of child labor among beneficiary children and households.
  - Determine the extent to which project activities match the expected results outlined in project design.
  - Evaluate the project's effectiveness in removing children from child labor.
  - Assess the project's success in engaging with key stakeholders, including the Government of Burkina Faso;
  - Evaluate the timing, progress, and potential effectiveness of the livelihood components of the project.
  - Make recommendations for adjustments in strategy and/or implementation where needed.
- **Final implementation evaluation:** A final implementation evaluation will be conducted no later than three months before the project's end. The scheduled period is August to October 2016. It will cover topics including the following:
  - Examine the project's effectiveness in meeting its intended results and objectives.
  - Assess the soundness of program design and the extent towards which implementation matched program design.
  - Examine program management.
  - Determine the extent to which project objectives in relation to the CLMS were met.
  - Identify good practices and challenges that can contribute to learning for future projects.
  - Assess the project's effectiveness in engaging with key stakeholders so they continue working towards a sustained child labor reduction beyond the life of the project.

The final evaluation will use mixed methods. The evaluators will analyze quantitative data collected on the project's CMEP indicators and review other secondary data (e.g. project documents). The evaluators will also collect qualitative data (e.g, through key information interview and Focus Group Discussions). The

final evaluation report will present all findings with evidence, link them with conclusions, and make recommendations for future projects of this kind.

- The final evaluation also will benefit from the results of an endline survey commissioned by the project. The survey will be similar to the baseline survey and is expected to be conducted during the same seasonal period as the baseline. The survey will focus on issues related to the work status/education status of children and their wellbeing, including their relationship with the school, their activities and habits during holidays, and the attitudes and practices of target population among project beneficiaries. It will collect data on HH income and livelihood services and on key project indicators. The final evaluation will compare the results of the endline survey with that of the baseline survey and try to extract the potential influence of project activities on project results.

## SECTION VI: IMPLEMENTATION AND MANAGEMENT OF CMEP

The table below outlines the roles and responsibilities across project staff concerning the various data collection, validation, analysis, and reporting activities outlined in this CMEP.

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

| Individuals             | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROJECT STAFF</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Project Director</b> | <p>The Project Director will be responsible for overseeing all project technical activities and managing the project budget in the field. He will ensure that annual work plans are developed and implemented, that project targets are set and achieved, and that semi-annual reports are written and submitted on time. He will supervise the overall implementation of the CMEP and will ensure compliance with USDOL procedures.</p> <p>He will be responsible for project data sharing with national stakeholders and liaise with project steering committee and the Burkina Direction for NGO Monitoring (DSONG).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Social Workers</b>   | <p>The Social Workers will be responsible for monitoring an average of 5 children per day and will make the initial contact with the children and their families and evaluate each child's level of development and work with the project's education team to determine the best placement for the child (formal or non-formal education, vocational training). The social workers will also assess whether the child requires any type of intervention from the local social services prior to being reintegrated into an educational setting. The social worker will work with each child to establish a life plan and assist the M&amp;E Officers to collect the data to be entered into Direct Beneficiary Monitoring System (DBMS). Finally, the social workers will also assist the Livelihoods Development team to determine whether the child's household should be considered for economic strengthening services.</p> <p>In addition, the social workers will collect data on: social protection services provided, CBO grantees on various awareness activities targeting communities, child work status and wellbeing including CL and HCL, education status, and HH with child laborers. They will oversee the data collection and reporting system from Social Protection Community Facilitators (SPCFs) and social protection agencies. Finally, they will enter data into the Direct Beneficiary Monitoring System (DBMS).</p> |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>M&amp;E Officer</b>      | <p>The M&amp;E Officer will be responsible for maintaining the Direct Beneficiary Monitoring System (DBMS), which is an essential tool for case management, and ensure that the system is in place at all levels to track work status and education status of each beneficiary.</p> <p>He will also help develop, implement and update the project's Comprehensive Monitoring and Evaluation Plan (CMEP) and provide technical assistance to refine the Child Labor Monitoring System (CLMS). He will ensure that a regular and repeated direct observation system is in place and children are safe from exploitation and hazardous work in the cotton sector. He will support the coordination between producers and government officials at local and national level established through the CLMS. He will provide technical support to organizations through the CLMS to keep track of beneficiaries, track that they receive proper interventions, and make adjustments accordingly.</p> <p>In addition, the M&amp;E Officer will supervise the M&amp;E Field Agents in the field offices. He will:</p> <ul style="list-style-type: none"> <li>- Be the secondary level of data quality assessment and data validation.</li> <li>- Produce analysis, periodical documents and reports.</li> </ul> <p>He will oversee implementation of the baseline and endline surveys, including survey methodology and data collection, supporting the design, selecting and tracking specific indicators, developing strategies for data collection, and conducting regular reporting on approved indicators. The M&amp;E Officer will aggregate and analyze data from the three regional coordinators and the records in the national database, and will submit consolidated reports (with technical support from Counterpart HQ M&amp;E team) to the Project Director. Finally, he will provide input data for the Technical Progress Report (TPR).</p> |
| <b>M&amp;E Field Agents</b> | <p>In each regional office, the M&amp;E Field Agents will play a key role in monitoring and managing grantee performance, implementing and updating the project's Comprehensive Monitoring and Evaluation Plan (CMEP), and providing input into the Child Labor Monitoring System (CLMS). They will:</p> <ul style="list-style-type: none"> <li>- Do the primary level of data quality assessment and data validation.</li> <li>- Aggregate data collected in the project intervention areas.</li> </ul> <p>M&amp;E Field Agents will aggregate the data and database records, analyze and submit reports (if necessary with the support of the M&amp;E Officer) to the regional coordinators, who will then review and transmit them to the M&amp;E Officer.</p> <p>Together, they constitute, with the M&amp;E Officer, the project M&amp;E Team.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Education Specialist</b> | <p>The Education Specialist will be responsible for providing high-level technical assistance in the area of education, whether formal, non-formal or vocational. He will advise the project and government counterparts on</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                      | <p>reinserting direct beneficiaries into the system, assessing learning environments, resolving access barriers to education, identifying and supporting participation in educational and training facilities, developing educational opportunities, improving curricula, designing appropriate teaching materials, and providing teacher training.</p> <p>The Education Specialist will supervise the Education Field Agents in the field offices. He will be responsible for overall data collection and management under the education component of the project. He will work with the M&amp;E team to design data collection and school assessment tools, and supervise the school needs and safety and security assessment process.</p>                                                                                                                                                                                                                               |
| <b>Education Agents (ACE)</b>        | <p><b>Field</b></p> <p>The Education Field Agents (ACE) will be responsible for an average of 17 schools per agent. Each agent is responsible for all children placed in their schools. They will collect data relating to:</p> <ul style="list-style-type: none"> <li>- Identification of children</li> <li>- Their enrollment and attendance into education programs</li> <li>- Regular monitoring of education and vocational training structures safety and school environment and learning conditions</li> <li>- School grant management</li> <li>- Education status of children</li> </ul> <p>They will also provide support to social workers on children work status and supervise PTA management and the functioning of child labor monitoring groups at school level.</p> <p>ACEs will compile the data received in addition to their own activity data and prepare monthly reports transmitted to the M&amp;E Officers.</p>                                     |
| <b>Livelihood Specialist</b>         | <p>The Livelihood Specialist will be responsible for providing high-level technical assistance in the areas of economic strengthening, employment generation, income-generating activities, business development services, productivity transfers, and social protection. He will liaise with the relevant government counterparts and supervise the Livelihood Field Agents in the field offices. Together they will form the project's Livelihood Development Team.</p> <p>In addition, he will be responsible for overall data collection and management under the Livelihood component of the project. He will work with the M&amp;E team to design data collection, vulnerability assessment and HH survey tools; supervise the income and assets assessment tools design and data collection process at the HH level, provide feedback on the baseline survey; and ensure that qualitative data are available on livelihood activities during reporting periods.</p> |
| <b>Livelihood Field Agents (LFA)</b> | <p>The Livelihood Field Agents (LFA) will be responsible for technical support to project beneficiaries at the HH level and youth employment services. They will collect data on economic strengthening and livelihood services provided to HH on a regular basis and monitor data on HH working children and livelihood activities implemented by target HH and youth.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                        | <p>They will collect data on certification procedures and coach interested cotton or gold producers toward the certification processes.</p> <p>LFAs will compile the data received in addition to their own activity data and prepare monthly reports transmitted to the M&amp;E officers in their zone.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Regional Coordinators</b>                           | <p>Regional Coordinators manage the regional office, including setting up office systems, supervising technical and support staff and human resources systems and procedures. They oversee implementation of project activities in their assigned region including:</p> <ul style="list-style-type: none"> <li>o Liaising with education leaders, social protection agencies, school communities, and other local functionaries</li> <li>o Organizing trainings and development workshops</li> <li>o Establishing and engaging multi-stakeholder counterpart teams at regional and local levels</li> <li>o Organizing and implementing community and school level activities</li> <li>o Identifying and assessing the capabilities of regional NGOs, CBOs, and other partners</li> <li>o Overseeing regional grantees</li> </ul> <p>They coordinate with Regional and Head Office technical staff to ensure that technical assistance needs are addressed. They contribute to Project Annual Work Planning, reporting, monitoring and evaluation. They participate in periodic project planning meetings and coordinate with regional staff of other organizations working on CL/HCL and social protection and other donor projects.</p> |
| <b>Social Protection Community Facilitators (SPCF)</b> | <p>Social Protection Community Facilitators (SPCF): 1) monitor and manage the warning system to fight child labor and hazardous child labor as part of the CLMS; 2) alert agencies such as social services or police if a child is working or at risk of working; 3) support children and households in accessing and using social welfare services; and 4) participate in community outreach activities on social protection.</p> <p>They work under the supervision of the Social Workers and collect data on the HH, including use of social protection services and livelihood services to the HH. They fill child intake follow up forms and social protection and reference services to children forms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>IMPLEMENTING PARTNERS</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Terre des Hommes (TdH)</b>                          | <p>Terre des Hommes (TdH) has changed role and will now have an advisory services role, focused on workshops and technical training.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Counterpart International</b>                       | <p>Counterpart International (CPI) leads the Awareness Raising, Social Protection, Education and Livelihoods and Youth Employment and M&amp;E component.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Reducing Child Labor Through Educations and Services (R CLES): CMEP**

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|                                                           | <p>CPI will collect, review, and analyze data and monitor the results of project interventions</p> <p>CPI is responsible for reporting to USDOL and data sharing system with the Government of Burkina Faso and the steering committee.</p> |
| <b>School Management Working Group</b>                    | The School Management Working Group reports direct beneficiary daily attendance at school, and any absences, their causes and their frequency.                                                                                              |
| <b>PTAs/ MTAs</b>                                         | PTAs/ MTAs monitor and report to teachers (and subsequently Field Agents) on children who work long hours after school, during weekends, or during school breaks.                                                                           |
| <b>CBO grantees</b>                                       | CBO grantees provide data on coverage in various awareness raising campaigns in target communities according to the design of their grant. They will submit quarterly reports in a template provided by the project.                        |
| <b>Cotton producers groups and umbrella organizations</b> | The Cotton producers groups (and umbrella organizations) fill R-CLES designed child labor monitoring tools in the cotton fields.                                                                                                            |
| <b>Teachers/trainers/business owners</b>                  | These actors register the daily school attendance and performance of enrolled children placed into schools, vocational centers and apprenticeship sites.                                                                                    |
| <b>GOVERNMENT PARTNERS</b>                                |                                                                                                                                                                                                                                             |
| <b>Social Protection Agencies</b>                         | Social Protection Agencies report quarterly on social protection services provided to HH and children by type, and on the case management system and the networking system.                                                                 |
| <b>Labor Agencies</b>                                     | Labor Agencies validate labor data at the regional and national levels, and in the data analysis and sharing system as representatives of the government on CL/HCL.                                                                         |

## **B. Management Information System (including DBMS) and Coordination among Implementing Partners**

### **1. Direct Beneficiary Monitoring System (DBMS)**

Project Beneficiary Monitoring: R-CLES will monitor direct beneficiaries, ensuring that a holistic view of project impact is presented. The project will target 10,000 children, 4,000 of whom are already engaged in child labor in gold mines or cotton fields and 6,000 at risk of entering child labor. The project will also monitor 1,000 households of children engaged in or at high-risk of entering child labor.

At this time, no school has a mechanism in place to monitor child labor. However, most of them have a PTA and/or MTA. These existing committees used to work separately. Counterpart will implement a pyramid strategy for monitoring the 10,000 direct child beneficiaries and the 1,000 direct household beneficiaries by making these committees work together with contribution from RCLES field agents.

At the top tier, Counterpart's Social Workers, Education Field Agents, and Livelihoods Field Agents will ensure accurate and holistic data are collected on direct beneficiaries. They will make visits to all households and children themselves; as well, they will enact a comprehensive monitoring process that will report on the beneficiaries' work status and education status. The Social Workers and Field Agents will be organized in an area based team (ABT) including 1 Social Worker, 1 Education Specialist and 1 Livelihood Agent. Each ABT will cover a group of children, households and village sites (schools, mining areas, cotton production areas, etc.)

The Field Agents will liaise with the tiers below them on the monitoring pyramid. At the first tier, the local school management working group will be set up in each school and made up of the School Director, one PTA member and one MTA member. School teachers at project supported schools will be the second tier in monitoring the direct beneficiaries. Working directly with the school, they will report on: 1) direct beneficiaries' daily attendance at school; and, 2) any absences and the cause and frequency of these absences. The third and lowest tier of the monitoring pyramid will be mothers' groups and parent-teacher groups; these groups will be crucial in reporting to teachers (and subsequently Field Agents) on children who work long hours after school, during weekends, or during school breaks. They will organize school mediations and community sensitization. This tier is envisioned to be represented by the group(s) and not the individuals, as the group dynamic creates ownership of the project and social responsibility among the families.

The Area Based Team formed by project staff responsible for the monitoring of direct beneficiaries will work to identify the second and third tier of the pyramid using the following criteria:

- Teachers of any child receiving project services or headmasters of any school housing the children benefiting from the project.
- Teachers and headmasters of schools that are close to gold mines and cotton fields.

Tier 3 will be comprised of PTA and MTA of any school receiving a child. These groups will be trained on the following topics through trainings designed and led by specialists supported by the project:

- Hazards and danger of child labor in the cotton fields and gold mines;
- Psychosocial childcare, and;
- Effects associated with the use of pesticides by children in cotton fields.

Project beneficiaries monitoring system reporting tools will be developed by the R-CLES M&E staff and shared with the second and third tier of the pyramid. Reporting templates will be given to each level to report on any aspect of child monitoring. The teaching team will primarily provide project



staff on school attendance by maintaining a daily attendance registry. This document is verified monthly by the school headmaster and the inspector of schools during his visit. Also, the teaching team will track the students and regularly inform the education assistant of the R-CLES project on their educational status, including attendance, behavior and any other useful information on each beneficiary. The team also regularly observes the behavior of the recipients and informs the social worker who can provide guidance.

## **2. Feedback Mechanisms**

Feedback to all R-CLES project stakeholders and implementing partners will be done according to the following protocol:

- ✓ Feedback from USDOL to the field through Counterpart HQ on the results and lessons learned in the semi-annual Technical Progress Report. This feedback will be used to improve the quality of project implementation and guide field personnel and teams. Information will also be shared with implementation partners and beneficiaries in sessions that will allow discussions of the difficulties encountered in achieving targets and objectives, and for information dissemination on the results of the project.
- ✓ Two day quaterly consultation meetings between the core project team, the Regional Coordinators and M&E officers willl also be organized to validate overall data. This will foster discussion on the difficulties encountered in achieving different targets. These sessions will be utilized for the dissemination of information. It will be critical to review the data collection system with the project team to improve their quality.
- ✓ Annual regional workshops will be organized with the government officials and outreach mobilizations teams to discuss the results obtained in the different project interventions areas. These meetings will serve also as a platform for advocacy for the project.
- ✓ Monthly data validation meetings by regional teams together with implementing partners (volunteers, CBOs, teachers, cotton producers, traditional gold miners, social action agencies) will be held to ensure the quality of implementation.

## **C. Data Quality Assurance Procedures**

The objective of the audit of data quality is to ensure that the data collected:

- Are from reliable sources;
- Reflect actual activities actually carried out;
- Are not double counted;
- Are not compiled with errors;
- Are used to avoid false reporting.

This verification will be undertaken on all levels of the chain of data collection and reporting system. At the **entry level** (CBOs, SMG, Volunteers, and school management groups, producers organizations, producers umbrella associations): Once a month, the project staff (SW, EFA, LFA) will check all recorded data on the primary tools filled by actors from the peripheral level for data consistency, coherence and completeness.

At the **intermediate level** (M&E Assistants): Each staff will randomly choose 5% of all the monthly reports / monthly data sheets of SW, EFA, LFA from covered areas, review the veracity of the information in the field among relevant beneficiaries and conduct a recount from the primary collection tools. The comparison is also made with the compiled data.

The M&E Assistants will conduct at least one data quality control exercise each month to ensure the reliability and consistency of data.

Regional Coordinators will review 100% of CBO and volunteers reports for consistency of information and possible action to be taken.

At the **central level**, the Project Specialists (education and livelihood) will review 100% of the reports for possible corrective action.

**DQA:** The M&E Officer will randomly select 5% of all monthly reports of M&E Field Agents. He will also do an on-site checking of the consistency of information and conduct a recount of the lower levels involved. This activity will be done in the field. The DQA report will be prepared and recommendations made. The data quality assessment will be done in year 2 and at the end of school year 3 using DOL's DQA (Data Quality Assessment) Checklist. This is a signal to the stakeholders at different levels to ensure good reporting and make sure that reliable data are reported to the donor.

#### **D. Supervision of Stakeholder Activities**

Routine supervision will be used as a strategy to strengthen the capacity of stakeholders at all levels. Supervision forms will be developed and validated with all stakeholders. The Social Workers, Education Field Agents, Livelihood Field Agents and M&E staff will supervise CBOs and CLMS Committees once a month on the basis of supervision sheets designed for this purpose. In addition, M&E Officers can use the tool to control the quality of data while monitoring/supervising field activities.

After each supervision trip, a report will be prepared on the results obtained and lessons learned. A template will be prepared as well. Coordinators, with the support of the M&E Field Agents (if required) will conduct quarterly monitoring visits/supervision of the implementation of the activities of each municipality and/or province, and produce a report for each output monitored. The supervision will focus on the implementation of project activities, collaboration with relevant technical departments, CBOs, volunteers, cotton producers, partners and miners/mining companies sharing information, and the transmission of activity reports. The M&E Officer, Project Director, and the Education and Livelihood Specialists will ensure quarterly monitoring visits/supervision of the implementation of the activities of each region and produce a report for output monitoring.

#### **E. Securing Computer Data**

As part of the DQA, a data keeping system will be set up throughout the information management system.

- At the **lower level**, data from CBOs, volunteers, social protection agencies, School Management Groups (at schools), producers' organizations, and CLM groups, and primary and secondary sources of data will be kept carefully in paper form.
- At the **middle level**, copies of filled forms and reports will be collected and conserved throughout the project life of activity (LOA). The SW, EFA, LFA, have access to computers. M&E Team will enter primary and secondary data into a database system using Excel software. Access to the database will be restricted through the use of codes and passwords. Each project Regional Coordinator will store all field data from the region under his/her supervision.

- At the **high level**, to ensure safety and security those data will be stored both on computers disks and on external supports (USB key, external hard disk, CD / DVD-ROM). The project M&E data will be kept during the LOA and for 3 years after the project ends. The safety of the data system is the responsibility of the M&E staff. Also, the M&E staff will create a backup system (backup) monthly on an external hard drive.

## F. Reporting

Reporting to USDOL on project progress towards achieving results will be done every six months. R-CLES will use the Technical Progress Report template which includes attachments and an Excel spreadsheet with all indicators and applicable targets.

## G. Budget for M&E and Research Activities

| Description                                                                            | Revised Budget  | Comments                                                                                                                                               |
|----------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conduct Children's' Census and profiling</b>                                        | <b>\$25,000</b> | Baseline provided the potential list of beneficiaries<br>Children's' census and profiling allow to confirm if these children meet the project criteria |
| Children status Profiling (social survey)                                              | \$11,773        |                                                                                                                                                        |
| Monitoring and supervision                                                             | \$1,994         |                                                                                                                                                        |
| Data quality control                                                                   | \$3,988         |                                                                                                                                                        |
| Printing expenses                                                                      | \$3,624         |                                                                                                                                                        |
| Communications cost                                                                    | \$860           |                                                                                                                                                        |
| Meals for communities mobilization                                                     | \$1,048         |                                                                                                                                                        |
| Workshops with partners (social protection agents and project team)                    | \$968           |                                                                                                                                                        |
| Capitalization                                                                         | \$745           | Capitalization is the documentation of the best practices to enable their replication in other areas and / or contexts                                 |
| <b>Comprehensive Monitoring and Evaluation Plan</b>                                    | <b>\$54,205</b> |                                                                                                                                                        |
| <b>Workshops with partners (Gov. agencies, Projects) Twice (April, September 2013)</b> | <b>\$20,941</b> | The real cost of the two CMEP workshops                                                                                                                |
| Training-Supplies & Material                                                           | \$976           |                                                                                                                                                        |
| Value Added Tax- non-reportable                                                        | \$932           |                                                                                                                                                        |
| Training-Ground Transport.                                                             | \$1,033         |                                                                                                                                                        |
| Training-Lodging, Meals & Inc.                                                         | \$10,727        |                                                                                                                                                        |
| Training-Communications                                                                | \$2,183         | Translation services, printing and copying                                                                                                             |
| M&IE                                                                                   | \$430           |                                                                                                                                                        |
| Conferences & meetings                                                                 | \$4,660         |                                                                                                                                                        |

|                                                                                     |                  |                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annual Review and Revisions to the CMEP workshop                                    | \$10,235         | The Annual Review and Revisions to the CMEP workshop is a comprehensive review of the entire M&E system; whereas the annual workshop is for activities review and programming |
| Office supplies                                                                     | \$1,043          |                                                                                                                                                                               |
| Training-Lodging, Meals & Inc.                                                      | \$9,192          |                                                                                                                                                                               |
| Annual detailed planning of project activities workshops (3 during project life)    | \$23,029         | Planning is the beginning of monitoring and evaluation, These workshops allow to review the indicators and project achievements                                               |
| Office supplies                                                                     | \$2,346          |                                                                                                                                                                               |
| Training-Lodging, Meals & Inc.                                                      | \$20,683         |                                                                                                                                                                               |
| <b>Training</b>                                                                     | <b>\$37,000</b>  |                                                                                                                                                                               |
| Training on DBMS                                                                    |                  |                                                                                                                                                                               |
| Training staff on DBMS initial and recycling in year 3                              | \$5,000          | Four planned trainings: two initial training and 2 recycling                                                                                                                  |
| Training partners on DBMS initial and recycling in year3                            | \$8,000          |                                                                                                                                                                               |
| Data collection by volunteers (communication and travel)                            | \$7,200          |                                                                                                                                                                               |
| Data collection system/database for DBMS                                            | \$3,000          |                                                                                                                                                                               |
| Training of staff and partners and annual retraining during the life of the project | \$13,800         | The trainings proposed will focus on data collection tools and Excel software. Those trainings will be conducted by consultants                                               |
| <b>Assessments and Surveys</b>                                                      | <b>\$153,842</b> | LQAS was referred to in assessment and survey section                                                                                                                         |
| Baseline                                                                            | \$70,000         |                                                                                                                                                                               |
| Follow up surveys                                                                   | \$3,000          |                                                                                                                                                                               |
| Lot Quality Assurance Sampling (LQAS)                                               | \$9,740          |                                                                                                                                                                               |
| Endline                                                                             | \$70,000         |                                                                                                                                                                               |
| Various costs (Administrative costs, VAT, Supervision/communication fees)           | \$1,102          |                                                                                                                                                                               |
| <b>KAP</b>                                                                          | <b>\$26,753</b>  |                                                                                                                                                                               |
| Administrative costs                                                                | \$860            |                                                                                                                                                                               |
| Consultancy fees                                                                    | \$20,293         |                                                                                                                                                                               |
| Others fees (result dissemination, meeting)                                         | \$5,600          |                                                                                                                                                                               |
| <b>Mid Term/Final Evaluation</b>                                                    | <b>\$70,000</b>  |                                                                                                                                                                               |
| Mid Term Evaluation                                                                 | \$35,000         |                                                                                                                                                                               |

*Reducing Child Labor Through Educations and Services (R CLES): CMEP*

|                    |                  |
|--------------------|------------------|
| Final Evaluation   | \$35,000         |
| <b>Grand Total</b> | <b>\$366,800</b> |

## H. Timetable for Implementation of CMEP

The table below represents the Workplan of CMEP related activities throughout the life of the project.

| Step /Task                                                                                                                                                                                               | Year 1<br>2013 |  |  |  | Year 2<br>2014 |  |  |  | Year 3<br>2015 |  |  |  | Year 4<br>2016 |  |  |                                                 | Person/unit<br>responsible | With<br>support from<br>/<br>participation<br>of |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|--|--|----------------|--|--|--|----------------|--|--|--|----------------|--|--|-------------------------------------------------|----------------------------|--------------------------------------------------|
| First step : Preparation and Training                                                                                                                                                                    |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |                                                 |                            |                                                  |
| First CMEP workshop: Problem Analysis, Results Framework and Indicators                                                                                                                                  |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, OCFT, MSI                     |                            |                                                  |
| Consultation on the design of the Baseline Study                                                                                                                                                         |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, R-CLES M&E staff, MSI         |                            |                                                  |
| Virtual consultations between OCFT /MSI / R-CLES on the Performance Management Plan (PMP), The Data Comparison Table (DCT), Data Quality Assessments (DQAs), the project schedule and the project budget |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | R-CLES M&E staff, OCFT, MSI                     |                            |                                                  |
| Baseline Study (September 2013)                                                                                                                                                                          |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, R-CLES M&E staff, consultants |                            |                                                  |
| Selection for KAP survey (July 2013)                                                                                                                                                                     |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, R-CLES M&E staff, consultants |                            |                                                  |
| KAP surveyors training                                                                                                                                                                                   |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project M&E Officer and consultants             |                            |                                                  |
| KAP data collection                                                                                                                                                                                      |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project M&E Officer and consultants             |                            |                                                  |
| KAP data analysis                                                                                                                                                                                        |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project consultants                             |                            |                                                  |

| Step /Task                                                                                                                                     | Year 1<br>2013 |  |  |  | Year 2<br>2014 |  |  |  | Year 3<br>2015 |  |  |  | Year 4<br>2016 |  |  |  | Person/unit<br>responsible                           | With<br>support from<br>/<br>participation<br>of |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|--|--|----------------|--|--|--|----------------|--|--|--|----------------|--|--|--|------------------------------------------------------|--------------------------------------------------|
| KAP report document submission                                                                                                                 |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  |                                                      |                                                  |
| Second CMEP workshop (September 2013)<br>Finalization of the PSP, DCT, DQA, project<br>schedule and budget as well as data<br>collection table |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | Project Director, R-<br>CLES M&E staff,<br>OCFT, MSI |                                                  |
| Establishment of the M&E system (standard<br>forms, data collection and entry procedures,<br>Direct Beneficiary Management System<br>(DBMS)    |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | Project Director, R-<br>CLES M&E staff               |                                                  |
| Training for project staff on the DBMS                                                                                                         |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | R-CLES M&E staff                                     |                                                  |
| Train project staff, government partners, and<br>project managers on project M&E including<br>data collection tools and procedures             |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | R-CLES M&E staff                                     |                                                  |
| Train project coordinators and staff in the<br>use of data collection tools                                                                    |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | R-CLES M&E staff                                     |                                                  |
| Supervise the beneficiary selection process                                                                                                    |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | Project Director, R-<br>CLES M&E staff               |                                                  |
| Expand training on the DBMS to each target<br>zone                                                                                             |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | R-CLES M&E staff<br>and local<br>coordinators        |                                                  |
| <b>Second Step : Implementation</b>                                                                                                            |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  |                                                      |                                                  |
| Ensure proper implementation of the<br>baseline study (data collection and report)                                                             |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |  | R-CLES M&E staff                                     |                                                  |

| Step /Task                                                                     | Year 1<br>2013 |  |  |  | Year 2<br>2014 |  |  |  | Year 3<br>2015 |  |  |  | Year 4<br>2016 |  |  |                                                                         | Person/unit<br>responsible         | With<br>support from<br>/<br>participation<br>of |
|--------------------------------------------------------------------------------|----------------|--|--|--|----------------|--|--|--|----------------|--|--|--|----------------|--|--|-------------------------------------------------------------------------|------------------------------------|--------------------------------------------------|
| Provide feedback to the consultant on the baseline report                      |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, R-CLES M&E staff, Sectoral Specialists, consultant    |                                    |                                                  |
| Approve final baseline study report                                            |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | R-CLES M&E staff & USDOL                                                |                                    |                                                  |
| Collect monitoring system data                                                 |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | R-CLES M&E staff                                                        |                                    |                                                  |
| Examine project performance with project stakeholders                          |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | R-CLES M&E staff                                                        | Project stakeholders               |                                                  |
| Provide feedback based on performance monitoring data to project leadership    |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | R-CLES M&E staff                                                        |                                    |                                                  |
| Select themes and prepare TORs for special studies and research on child labor |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, R-CLES M&E staff, education specialist, project staff | Project stakeholders               |                                                  |
| Translate and disseminate research results and documents                       |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Project Director, DRFPTSS                                               |                                    |                                                  |
| Mid-term implementation evaluation                                             |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Consultant                                                              |                                    |                                                  |
| Third Step : Completion of Endline Study and Final Evaluation                  |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  |                                                                         |                                    |                                                  |
| Endline study                                                                  |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Consultant                                                              | Project Director, R-CLES M&E staff |                                                  |
| Draft final endline study report for USDOL                                     |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Consultant                                                              | Project Director, R-CLES M&E staff |                                                  |



*Reducing Child Labor Through Educations and Services (R CLES): CMEP*

| Step /Task                      | Year 1<br>2013 |  |  |  | Year 2<br>2014 |  |  |  | Year 3<br>2015 |  |  |  | Year 4<br>2016 |  |  |            | Person/unit<br>responsible                             | With<br>support from<br>/<br>participation<br>of |
|---------------------------------|----------------|--|--|--|----------------|--|--|--|----------------|--|--|--|----------------|--|--|------------|--------------------------------------------------------|--------------------------------------------------|
| Final implementation evaluation |                |  |  |  |                |  |  |  |                |  |  |  |                |  |  | Consultant | USDOL,<br>Project<br>Director, R-<br>CLES M&E<br>staff |                                                  |

## I. Project Results Communication Strategy

Project results will be communicated to external partners in the following way:

- *Cadre de Concertation Régionaux/Cadre de Concertation Provinciaux*: these are regional and provincial technical discussion groups established by the government and presided by regional and provincial officials. They include decentralized government technical services as well as development partners. They are sharing and exchange mechanisms on the results of each project at work in the areas under their purview. R-CLES will participate in this mechanism to disseminate the results of the project.
- R-CLES team quarterly meetings: these internal meetings will serve as a forum to examine and share information and experiences related to project performance results.
- Steering committee sessions: this committee monitors and steers project activities, and as such it will examine and validate project results. The members are as follows:
  1. National Cotton Producers Union (UNPCB)
  2. Ministry of Social Action and National Solidarity (MASSN)
  3. Ministry of Labor of Burkina Faso (MFPTSS)
  4. Miners' union
  5. Ministry of Education and Literacy of Burkina Faso (MENA)
  6. Ministry of Youth, Employment and Vocational Training of Burkina Faso (MJEFP)
  7. Three regional PTAs from project areas
  8. CBO Mouvement Enfants et Jeunes Travailleurs
- Submission of technical reports to the “Département de Suivi des ONG” (DSONG): project results will be communicated to the government through this channel. DSONG is a government entity that supervises all interventions from different NGOs. Submission of annual reports using their template is a requirement in the host country agreement.
- The transmission of semiannual Technical Progress Reports to the project donor (in April and October): it is the channel through which the project team will communicate the results of the project to USDOL.

## J. Plan for Annual Review and Revisions to the CMEP

During the implementation of the project, the CMEP is going to experience periodic updates. Thus, according to the need, certain indicators can be reviewed and readjusted according to the context. Also, an annual technical review meeting of the CMEP is expected for each September month from 2014 to 2015. The deadlines for review are below:

| Time Period         | Review                          |
|---------------------|---------------------------------|
| 14-16 July 2014 /15 | Review of data collection tools |
| 2-5 Sept. 2014/15   | Review of CMEP                  |

*Reducing Child Labor Through Educations and Services (R CLES): CMEP*

|                  |                                                                              |
|------------------|------------------------------------------------------------------------------|
| 8-9 Dec. 2014/15 | Review of the information management system and the communication of results |
| March 2015       | Review of the PMP                                                            |

## **Annex 1.**

### **Full Results Framework with Outputs**

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### CRITICAL ASSUMPTIONS

- No significant increase in the poverty level of target households
- The political situation in the country or sub-region does not cause any instability of population in the project area

**Project Objective:** Contribute to reducing the incidence of child labor in the cotton fields and artisanal gold mining sites in the Cascades, Hauts-Bassins and Boucle du Mouhoun regions by the end of 2016

### Indicators:

- POC.1 % of project beneficiary children in child labor
- POC.2 % of project beneficiary children engaged in hazardous child labor
- POH.4 % of target households with all children of compulsory school age attending school

**IO1:** Target populations' attitudes changed to reflect a negative view of child labor/HCL and a positive view of education

### Indicators:

**IO2:** The use of social protection services by target Households has increased

### Indicators:

**IO3:** Target children and youth have increased participation in education

### Indicators:

- 3.a:** % of beneficiary children who received any regular form of education during the three months prior to the reporting date
- 3.b:** % of beneficiary children who complete the school year
- E1:** Number of children engaged in or at risk of entering child labor provided with education or vocational services
- E2:** Number of children engaged in or at high-risk of entering child labor provided with formal education services
- E3:** Number of children engaged in or at high-risk of entering child labor provided with non-formal education services
- E4:** Number of children engaged in or at high-risk of entering child labor provided with vocational services

**IO4:** The incomes and assets of target households and youth have increased

### Indicators:

- 4.b:** % of target HH with an increase in assets

**IO5:** Public sector, cotton and gold producers, and community structures address child labor

### Indicators:

- C1:** A CLMS is established in the cotton sector as a result of the program

**IO1.1:** Target populations have a better understanding of the dangers, impact, and potential solutions to child labor/HCL and the advantages of education

### Outputs:

1. Cotton producers, artisanal gold miners, and other actors exposed to messages about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education through public conferences, debates, and theatrical plays
2. Communities in target zones are exposed to messages about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education through media (TV and radio) broadcasts, theater plays, and film forums.

**IO 2.1:** The capacity of Social Protection Agencies in project zones to provide child protection services has increased

### Outputs:

1. Social protection structures have small equipment including technical document on child protection issues, etc.
2. Social protection agents provided with new child protection skills (case management, family mediation, etc).
3. Social protection agencies are in regular (quarterly) contact with decentralized public administrations, local NGOs and CBOs in case management in the project area.

**IO 2.2:** Project community members understand the importance of social protection services for working children and those at risk of being enrolled in child labor/HCL

### Outputs:

- Project community members made aware of what social services are, and the assistance that social services can provide to them.
- 1. Education stakeholders trained on the dangers, impact, and potential solutions to child labor/HCL.
- 2. MTA members trained on the dangers, impact, and potential solutions to child labor/HCL.

**IO 2.3:** The volunteers trained in social protection for children provide social protection services to children in project zones

**IO 2.3.1:** The volunteers trained by the project have a better understanding of the provision of social protection services to children

### Outputs:

1. Volunteers trained on how to provide social protection services for children.

**IO 2.3.2:** An accountability mechanism for volunteers is in place

### Outputs:

1. Field activities conducted by volunteers are monitored monthly by Social Protection Agents

**IO 3.1:** Economic support is provided to selected beneficiaries to have access to education

### Outputs:

1. Children provided with scholarships and school kits (notebooks, books, pens, pencils, school bags, etc.)
2. PTA and vocational training center fees are paid for children and youth enrolled in educational institutions
3. Youth engaged in apprenticeship provided with tools and equipment

**IO 3.2:** Learning conditions in formal and non-formal schools in project zones have improved

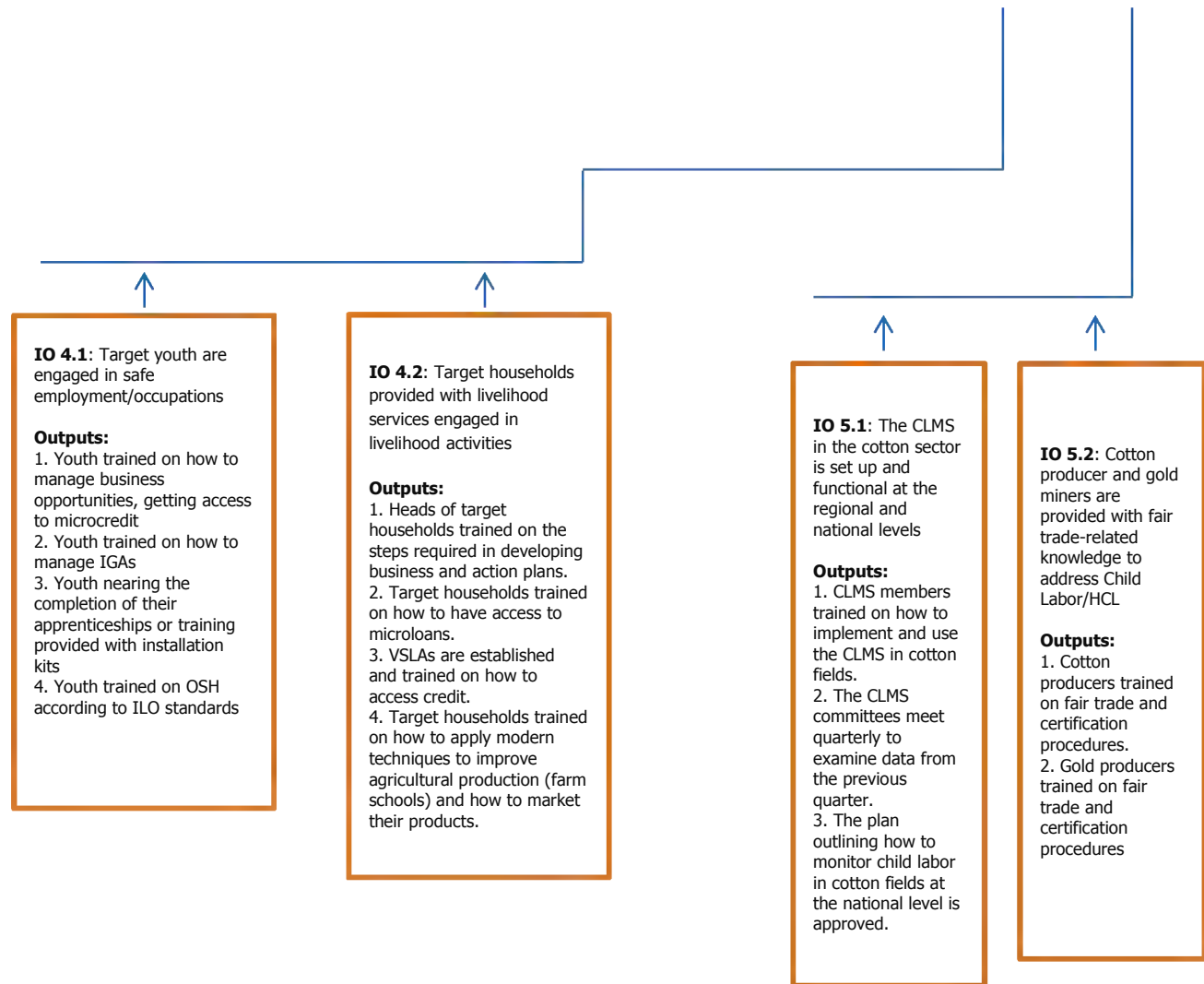
### Outputs:

1. Physical infrastructure (classrooms, latrines, etc.) has been repaired or upgraded in target schools.

**IO 3.3:** PTAs, MTAs, and school teachers know the dangers, impact, and potential solutions to child labor/HCL, how to provide psychosocial support to victims, and how to use the CLMS

### Outputs:

1. PTAs, MTAs, and school teachers trained on the dangers, impact, and potential solutions to child labor/HCL
2. PTAs, MTAs, and school teachers trained on how to provide psychosocial support to victims
3. PTAs, MTAs, and school teachers trained on how to use the CLMS



**Annex 2.**

**Project Activities Map against Intermediate and Supporting Objectives and Outputs**

## Annex 2: Activities Mapping to Project Outputs and Intermediate Objectives

| Outputs and Intermediate Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>IO1: Target populations' attitudes changed to reflect a negative view of child labor/HCL and a positive view of education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>IO1.1: Target populations have a better understanding of the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ol style="list-style-type: none"> <li>1. Cotton producers, artisanal gold miners, and other actors are exposed to messages about the dangers, impact, and potential solutions to child labor through public conferences, debates, and theatrical plays.</li> <li>2. Community members (artisans, jewelers, carpenters, masons, and other relevant groups including community leaders, parents, teachers and peers and others agriculture sector members) in target zones are exposed to messages about the dangers, impact, and potential solutions to child labor through media (TV and radio) broadcasts, theater plays, and film forums.</li> </ol> | <ol style="list-style-type: none"> <li>1. Organize an Opening ceremony for the launch of project activities.</li> <li>2. Produce a training guide with project staff and partners (social protection agents and labor agents from the Ministry of Social Action and National Solidarity (MASSN) and Ministry of Labor, respectively) on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>3. Provide annual grants to 6 CBOs (02 in each region) for BCC activities on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</li> <li>4. Train 30 CBOs members on grant management and BCC methods on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</li> <li>5. Organize quarterly public conferences throughout the 42 targeted communes for cotton producers and artisanal miners where the messages will focus on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</li> <li>6. Organize quarterly public conferences throughout the 42 targeted communes, for different actors, separate from that for cotton producers and artisanal miners, where the messages will also focus on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>7. Develop awareness raising messages based on the needs identified in the KAP survey for targeted populations around the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>8. Develop and disseminate 500 awareness materials to targeted populations throughout the 42 targeted communes on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>9. Produce, at least four times a month throughout the 42 targeted communes, radio broadcasts on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> </ol> |



| Outputs and Intermediate Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>10. Once a year, produce a television broadcast on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>11. Once a year in each region, produce a theater piece for targeted communities on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>12. Organize quarterly theatrical plays on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education at market places and public spaces for the benefit of artisans, jewelers, carpenters, masons, and other local members.</li> <li>13. Organize, on a quarterly basis, film forums for targeted communities discussing the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>14. Organize quarterly debates in each region for artisanal miners on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education.</li> <li>15. Organize quarterly theatrical plays on the dangers, impact, and potential solutions to child labor/HCL and the advantages of education at mining and cotton production sites.</li> </ol> |
| <b>IO2: Use of social protection services by target households has increased</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IO 2.1: Capacity of Social Protection Agencies in project zones to provide child protection services increased</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>1. Social protection structures have small equipment including technical document on child protection issues, BCC equipment for raising awareness, listening rooms materials, armchairs, printers, desks, chairs, and computers, from the project activities</li> <li>2. Social protection agents know new child protection skills (case management, family mediation, management of marital conflict, rape management, child labor laws and international conventions).</li> <li>3. Social protection agencies are in regular contact with decentralized public administrations, local NGOs and CBOs in case management in the project area.</li> </ol> | <ol style="list-style-type: none"> <li>1. Conduct needs' assessment with the provincial social services offices to determine what most impedes their ability to effectively provide services.</li> <li>2. Provide social protection services with technical documentation on child protection and awareness-raising materials and small equipment, as well as equipment such as computers, printers, desks/chairs.</li> <li>3. Organize three training sessions per year in each region for 75 social protection agents on the dangers, impact, and potential solutions to child labor/HCL (including child labor laws, and international conventions on child labor), case management, family mediation, matrimonial conflict management, rape management.</li> <li>4. Train 25 security forces, labor agents, judiciary officials and health agents in each region on the dangers, impact, and potential solutions to child labor/HCL (including child labor laws, and</li> </ol>                                                                                                                                                                                                                                                                     |

| Outputs and Intermediate Objectives                                                                                                                                                                                                                                                                                                                       | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                           | <p>international conventions on child labor) and case management.</p> <ol style="list-style-type: none"> <li>Organize an orientation workshop with stakeholders in child protection for the establishment of provincial networks of child protection in the provincial headquarters housing the project coordination offices</li> <li>Put in place in each province a provincial network of child protection</li> <li>Educate members of different networks on hazards, impacts and potential solutions related to child labor and case management</li> <li>Support provincial networks in developing an operational action plan on child protection</li> </ol> |
| <b>IO 2.2: Project community members understand the importance of social protection services for working children and those at risk of being enrolled in child labor/HCL</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>Education stakeholders know the dangers, impact, and potential solutions to child labor/HCL.</li> <li>MTA members know the dangers, impact, and potential solutions to child labor/HCL; and how to provide psychosocial support to victims.</li> </ol>                                                             | <ol style="list-style-type: none"> <li>Organize two training sessions per year for 25 education stakeholders (volunteer teachers, PTAs and MTAs) on the dangers, impact, and potential solutions to child labor/HCL.</li> <li>Train 20 MTA members in a yearly training session on the dangers, impact, and potential solutions to child labor/HCL; and how to provide psychosocial support to victims.</li> </ol>                                                                                                                                                                                                                                              |
| <b>IO 2.3: The volunteers trained in social protection for children provide social protection services to children in project zones</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>IO 2.3.1: The volunteers trained by the project have a better understanding of the provision of social protection services to children</b>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>Volunteers are selected in the targeted communities</li> <li>Trained Volunteers understand their specific roles on the support of children and households in accessing and using social welfare services</li> <li>Trained volunteers participate in community outreach activities on social protection.</li> </ol> | <ol style="list-style-type: none"> <li>Select volunteer using the project criteria</li> <li>Organize one training per year for 30 volunteers on the provision of social protection for children</li> <li>Train volunteers on the management of the early warning system to fight CL and HCL</li> </ol>                                                                                                                                                                                                                                                                                                                                                          |
| <b>IO 2.3.2: An accountability mechanism for volunteers is in place</b>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>Volunteers know how to provide social protection services for children.</li> <li>Field activities conducted by volunteers are supervised monthly.</li> </ol>                                                                                                                                                       | <ol style="list-style-type: none"> <li>Train volunteers on CL/HCL data management at community level.</li> <li>Provide volunteer with M&amp;E materials.</li> <li>Conduct monthly supervision of field activities conducted by volunteers.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>IO3: Target children and youth have increased participation in education</b>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>IO 3.1: Economic support provided to selected beneficiaries to have access to education</b>                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>Working children of compulsory school age in project zones are withdrawn from work</li> <li>Children of compulsory school age in project zones at risk of working are enrolled in educational or vocational training institutions and</li> </ol>                                                                   | <ol style="list-style-type: none"> <li>Identify potential beneficiary children for the project.</li> <li>Identify and select relevant educational institutions including schools, vocational training centers, and local businesses, for apprenticeship</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                              |

| Outputs and Intermediate Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>opportunities for apprenticeship (depending on their age).</p> <ol style="list-style-type: none"> <li>PTA and vocational training center fees are paid for children enrolled in educational institutions.</li> <li>Children provided with scholarships and school kits (notebooks, books, pens, pencils, school bags, etc.).</li> <li>Selected beneficiaries are provided with apprenticeship kits in the project zones.</li> </ol>                                                                                                                                             | <p>that meet project criteria.</p> <ol style="list-style-type: none"> <li>Pay the PTA and vocational training fees for children enrolled at the different educational institutions.</li> <li>Provide children enrolled in educational institutions with scholarships and school kits.</li> <li>Provide training kits to selected children for vocational training and apprenticeship.</li> </ol>                                                                                                                                                                                                                                                                            |
| <b>IO 3.2: Learning conditions in formal, non-formal schools and vocational training centers in project zones improved</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>Physical infrastructure (classrooms, latrines, etc.) has been repaired or upgraded in target schools.</li> <li>Target educational institutions receive grants from the project.</li> <li>PTAs, MTAs, and school teachers know the dangers, risks, and physical and psychological impact of child labor.</li> </ol>                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>Conduct a school needs assessment in each region to determine the needs of the students.</li> <li>Provide grants to selected schools and vocational training centers for school renovations (infrastructure and equipment for vocational centers).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>IO 3.3: PTAs, MTAs, and school teachers know the dangers, impact, and potential solutions to child labor/HCL, how to provide psychosocial support to victims, and how to use the CLMS</b>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>Child labor monitoring groups are set up in each targeted school or vocational center.</li> <li>Target communities know how to provide support to CL/CHL victims.</li> <li>Teachers know the dangers, impact, and potential solutions to child labor, how to provide psychosocial support to victims, and how to use the Child Labor Monitoring System (CLMS).</li> </ol>                                                                                                                                                                   | <ol style="list-style-type: none"> <li>Train PTAs, MTAs, and school teachers on the dangers, risks, and physical and psychological impact of CL/HCL</li> <li>Train 75 teachers per year on the dangers, impact, and potential solutions to CL/HCL; and on how to provide psychosocial support to victims.</li> <li>Set up children monitoring groups in each school</li> <li>Organize a training session for 75 PTA and AME members per year on the use of the Child Labor Monitoring System (CLMS).</li> </ol>                                                                                                                                                             |
| <b>IO4: The incomes and assets of target households and youth have increased</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>O 4.1: Target youth employed in safe employment/occupations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>Youth know how to manage business opportunities, getting access to microcredit</li> <li>Youth know how to manage IGAs</li> <li>Youth nearing the completion of their apprenticeships or training provided with installation kits</li> <li>Target youth are trained on OSH according to ILO standards</li> <li>Youth employment opportunities are identified.</li> <li>Civil society organizations, private sector companies and government relevant programs participate to the provision of employment to direct beneficiaries.</li> </ol> | <ol style="list-style-type: none"> <li>Identify in each region the project youth beneficiaries.</li> <li>Train 250 youth on managing business opportunities and getting access to microcredit.</li> <li>Provide 250 youth nearing the completion of their apprenticeships or training with installation kits.</li> <li>Assist the youth in setting up their business</li> <li>Train 200 targeted youth of legal working age, between 16 – 17 years, already engaged in CL or at risk of being engaged will be trained in occupational safety and health (OSH) according to ILO standards, related to the area in which they work (cotton farming or gold mining)</li> </ol> |

| Outputs and Intermediate Objectives                                                                                                                                                                                                                                                                                                                                                                                          | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>Organize 3 awareness campaigns for local rural groups such as the cotton producers' associations, CBOs, youth groups, local craftsmen, and private sector companies (mines and cotton) to encourage private sector participation in promoting economic opportunities for direct beneficiary youths.</li> <li>Organize 1 meeting /year with the Ministry of Civil Service, Employment and Youth, both at the national and regional levels, to facilitate direct beneficiaries' access to opportunities provided by the government.</li> </ol>                                                                                                                                                                           |
| <b>IO 4.2: Target households provided with livelihood services engage in livelihood activities</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>Heads of vulnerable households know the steps required in developing business and action plans.</li> <li>Households have access to microloans.</li> <li>VSLAs are established and households know how to access credit.</li> <li>Target households know how to apply modern techniques to improve agricultural production (farm schools) and how to market their products.</li> </ol> | <ol style="list-style-type: none"> <li>Train the 400 heads of vulnerable households on the steps required in applying for a microloan and developing business plans</li> <li>Provide coaching support to 75% of trained heads of vulnerable households in their application for microloans.</li> <li>Establish 60 VSLAs (Village Savings and Loans Associations) in target communes.</li> <li>Train VSLAs on how to access microcredit.</li> <li>Train the heads of vulnerable households on the steps required to develop action plans.</li> <li>Train 600 target households on modern techniques to improve agricultural production (farm schools).</li> <li>Train 220 target households on how to market their agricultural products.</li> </ol>           |
| <b>IO5: Public sector, cotton and gold producers, and community structures address child labor</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>IO 5.1: The Child Labor Monitoring System in the cotton sector is set up and functional at the regional and national levels</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>CLMS members trained on how to implement and use the CLMS in cotton fields.</li> <li>The CLMS committees meet quarterly to examine data from the previous quarter.</li> <li>The plan outlining how to monitor child labor in cotton fields at the national level is approved.</li> </ol>                                                                                              | <ol style="list-style-type: none"> <li>Organize national meeting with cotton production partners and ILO to develop terms of reference for the design of the CLMS</li> <li>Set up pilot phase for the Child Labor Monitoring System (CLMS) at the regional level starting with Boucle du Mouhoun.</li> <li>Organize a national workshop to approve the plan to monitor child labor in cotton fields.</li> <li>Extend CLMS in other two regions Cascades and Hauts bassins.</li> <li>Train 100 cotton producers group (25 producers in each group) in target regions on CL reporting system using the CLMS.</li> <li>Train 25 members of CLMS in each region on implementing the monitoring system and using the monitoring tools in cotton fields.</li> </ol> |

| Outputs and Intermediate Objectives                                                                                                                                                                            | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>7. Organize semi-annually monitoring meetings with the CLMS committees to examine monitoring data from the previous quarter.</li> <li>8. Organize regional workshop to present results on the CLMS in each target area.</li> <li>9. Collect data on the characteristics of child labor in cotton fields.</li> <li>10. Organize one national workshop per year to present and approve regional data on child labor in cotton fields.</li> <li>11. Provide technical training and material (computer and software) assistance to UNPCB to set up a Database management system on CL in the cotton sector.</li> </ol> |
| <b>IO 5.2: Cotton producers and gold miners provided with fair trade-related knowledge to address Child labor/ HCL</b>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ol style="list-style-type: none"> <li>1. Cotton producers and gold miners provided with fair trade-related knowledge to address Child labor/ HCL engage in fair trade and certification procedures</li> </ol> | <ol style="list-style-type: none"> <li>1. Train miners and cotton producers on certification procedures.</li> <li>2. Provide coaching sessions and technical tools to cotton producers and artisanal gold miners interested in to meet certification criteria.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                 |

### **Annex 3.**

#### **Project key words Definitions**

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|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult                                         | Any male or female 18 years of age or older (inclusive of 18).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Attendance                                    | To be counted as attending school, children must attend school at least 75% of the total number of school days during a month (Ministry of Education of Burkina Faso definition).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Attitude                                      | A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior (Oxford Dictionary).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Beneficiary                                   | Any person identified after the baseline study and receiving project interventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| CBO (Community Based Organization)            | A group of individuals with their own organized initiative who, within the community, makes the promotion of development of their main activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Child                                         | Any girl or boy below age 18.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Children at high-risk of entering child labor | <p>The RCLES Project defines high-risk children as the following:</p> <ul style="list-style-type: none"> <li>• Children who have a sibling engaged in child labor</li> <li>• Children who have one or more deceased parents and live in extreme poverty (living on less than \$1.25 USD a day)</li> <li>• Children who live within a close proximity (10 km) to gold mines and/or cottons fields in which child labor is a factor and who live in extreme poverty (living on less than \$1.25 USD a day)</li> <li>• Children who are not currently enrolled in formal education due to family economic factors and who are within the age parameters to be enrolled including child belonging to a child-headed household, child's guardian or parent has a disability or chronic illness; child is an orphan or is being fostered/adopted.</li> <li>• Children who live in extreme poverty (living on less than \$1.25 USD a day) and whose parents work in cotton fields and/or gold mines</li> </ul> <p><b>*Each child meeting one of these criteria will be considered as at risk.</b></p> |
| Child labor                                   | <p>The following cases constitute Child Labor:</p> <ul style="list-style-type: none"> <li>▪ Children 6-12y currently in any type of work</li> <li>▪ Children 13-15y currently in any type of work other than light work as defined in GoB Decree 2008-27/MTSS/SG/DGSST</li> <li>▪ Children 16-17y working in hazardous conditions (based on the decree number 2009-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                | 365/PRES/MTSS/MS/MASSN of May 28th, 2009 on list of hazardous labor prohibited for children). See definition for hazardous work below.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Compulsory school age          | Compulsory school age in Burkina Faso is between 6 and 16 years old inclusive (Act 013- 2007/AN).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Decentralized structure        | It is an organization set up by the state, under the control of the communities and independently managed by the elected representatives within them; e.g. the mayor, the regional council.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employment services assistance | Technical support (training, installations kits, , etc.) given to a young person or an adult for the success of his/her project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Formal education               | All educational activities happening within the school setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Hazardous Labor                | <p>Any work, as described in the list from the Decree number 2009-365/PRES/PM/MTSS/MS/MASSN of GoBF, that is likely to endanger the physical, mental or moral health, and safety, performed by a person below age 18. A sample of the type of work includes and not limited to:</p> <ul style="list-style-type: none"> <li>- In agriculture sector: spreading of fertilizer and pesticides, working with dangerous machinery, transfer of livestock herds from one grazing ground to another without supervision, nighttime shepharding, cutting fodder at dangerous heights, and handling deworming of animals.</li> <li>- In mining sector: underground work ore mining using chemicals, fire and explosives, crushing, washing, winnowing, transporting blocks of stone, cut by hand, grinding, and dry polishing of rocks, casting of metals, ores treatment by mercury amalgamation</li> </ul> <p>Note: for specifics please see attached copy of the decree</p> |
| Household                      | A number of people living under the same roof and sharing the same meal with at least one child whose age is between 6 and 17 years old, and who is under the responsibility of one of them called the head of household. A head of household can be a man, a woman or a child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Income-generating activity     | Production activity and/or marketing conducted by a person or a household in order to generate financial resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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| Installation kit      | Set of materials and tools made available to a young beneficiary of the project in order to support the creation of his/her own business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Light work            | <p>Any work performed by children ages 13 to 15 that is not likely to harm their health or development and does not hinder their participation in school including vocational training programs or their capacity to benefit from the instruction received. The occupation of a child in light work should not exceed four and half hours per day</p> <p>Light work is forbidden during Sundays and holidays; and during nights between 8pm to 8am (GoB Decree 2008-27/MTSS/SG/DGSST)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Livelihoods           | A means of living, and the capabilities, assets (including both material and social resources, such as, food, potable water, health facilities, educational opportunities, housing, and time for participation in the community), and activities required for it. A livelihood encompasses income, as well as social institutions, gender relations, and property rights required to support and sustain a certain standard of living. It includes access to and benefits derived from social and public services provided by the state, such as education, health services, microfinance, and other infrastructure. Sustainable livelihood programs seek to create long-lasting solutions to poverty by empowering their target population and addressing their overall well-being. USDOL child labor elimination projects focus on ensuring that households can cope with and recover from the stresses and shocks and maintain or enhance present and future capabilities and assets in a way that helps them overcome the need to rely on the labor of their children to meet basic needs. |
| Non-formal education  | All educational activities and trainings structured and organized in a non-school setting. This includes literacy, trainings and the development of a literate environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Potential beneficiary | Any person, family or household identified following the selection criteria of the R-CLES project from the baseline study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Registered child      | Any child beneficiary of project interventions with references (identity, residence status) that are physically or electronically mentioned and recorded, whatever the point of contact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| School grantee        | Any school or vocational training receiving project grants.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| School kit            | All school kits, supplies and materials helping to facilitate the enrollment of children in school or vocational training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                             |                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Small equipment                                             | As part of this project, small equipment means computer, printer, furniture and office supplies that the project is likely to have in order to strengthen the logistical capacity of partner organizations.                                                                                                                               |
| Social Protection Agency                                    | Any structure (organization), public or private, that provides a set of legal, social and economic interventions to support individuals, families and communities in their efforts to reduce the risks of vulnerability.                                                                                                                  |
| Social Protection Agent                                     | Any person sworn to prevent, to take charge of vulnerable situations and to work for the improvement of the quality of life for individuals, groups and communities.                                                                                                                                                                      |
| Target Child                                                | Boys and girls 6 through 15 years of age working in the cotton fields and artisanal gold mines or at risk of working at time of enrollment in project activities. This definition includes children in and out of school. They are not eligible for apprenticeship, business and employment services.                                     |
| Target Youth                                                | Boys and girls 16 through 17 years of age working in the cotton fields and artisanal gold mines or at risk of working at time of enrollment project activities. Target youth at this age are eligible for apprenticeship services but only those under legal working age from 16 to 17 are eligible for employment and business services. |
| Vocational training                                         | All activities aiming to ensure the acquisition of knowledge, skills and abilities required for an occupation demanding competence and efficiency.                                                                                                                                                                                        |
| Social Protection Community Facilitators (SPC) Facilitators | Any community member in project zones who is engaged on a voluntary basis to assist children at-risk and exploited, and who participates in monitoring activities.                                                                                                                                                                        |

**Annex 4.**

**Project Performance Monitoring Plan (PMP)**

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**Project Performance Monitoring Plan (PMP)**

| Indicator                                                                      | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                             | Data Analysis /Use          |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|----------------------------------------------------------------|-----------------------------|
| <b>Project Objective: Incidence of child labor in target districts reduced</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |                     |                                                                |                             |
| POC.1% of project beneficiary children in child labor                          | <ul style="list-style-type: none"> <li>Any child beneficiary engaged in the following activities will be considered as a child in child labor: Children 6-12y currently in any type of work</li> <li>Children 13-15y currently in any type of work other than light work as defined in GoB Decree 2008-27/MTSS/SG/DGSST</li> <li>Children 16-17y working in hazardous conditions (based on the decree number 2009-365/PRES/MTSS/MS/MASSN of May 28th, 2009 on list of hazardous labor prohibited for children)</li> </ul> <p>Percentage calculated on the basis of project beneficiaries that live in RCLES geographic intervention areas and have received a service. All children that have passed away, or have been transferred (move outside of RCLES' institutions of interventions – formal/informal schools and vocational training centers) will not be included in the calculation of this indicator for a reporting period. All children that have an attendance rate of 50% or lower</p> | Child Questionnaire               | Quarterly           | Project M&E, education and livelihoods team and social workers | Periodic performance review |

| Indicator                                                               | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                             | Data Analysis /Use          |
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|                                                                         | <p>in formal and informal school and vocational trainings, still living in the RCLES territories of operation will be considered as having abandoned the program. They will be included in the calculation of this indicator as child laborers, unless proof of absence for other reasons is provided (e.g. providing doctors note explaining low attendance rate due to hospitalization).</p> <p><u>Method of calculation</u></p> <p><b>Numerator:</b> Number of project beneficiary children engaged in CL</p> <p><b>Denominator:</b> Total number of project beneficiary children during programmatic year.</p> <p><b>Disaggregated by</b> zone, sex, age category (6-12; 13-15; 16;17)</p> <p><b>Unit:</b> beneficiary child</p> |                                   |                     |                                                                |                             |
| POC.2% of project beneficiary children engaged in hazardous child labor | Any child engaging in any form of work, as described in the list from the Decree number 2009- 365/PRES/PM/MTSS/MS/MASSN of GoBF government, that is likely to endanger the physical, mental or moral health, and safety, below age 18 will be counted under                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Child Questionnaire               | Quarterly           | Project M&E, education and livelihoods team and social workers | Periodic performance review |

| Indicator | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Data Source (see DCT for details) | Reporting Frequency | Person Responsible | Data Analysis /Use |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|--------------------|--------------------|
|           | <p>this indicator. A sample of the type of work includes and not limited to:</p> <ul style="list-style-type: none"> <li>- In agriculture sector: fertilizer spreaders and pesticides, working with dangerous machinery, pipes transhumant herds without supervision, conducted at night to grazing animals, cutting forage at dangerous heights, handling deworming</li> <li>- In mining sector: underground workings ore mining using chemicals, fire and explosives, crushing, washing, winnowing, transport blocks of stone, cut by hand, grinding polishing dry rocks, work of cast metals, ores treatment by mercury amalgamation</li> </ul> <p>Percentage calculated on the basis of project beneficiaries that live in RCLES geographic intervention areas and have received a service. All children that have passed away, or have been transferred (move outside of RCLES' institutions of interventions – formal/informal schools and vocational training centers) will not be included in the calculation of this indicator for a reporting period.</p> <p><u>Method of calculation</u></p> |                                   |                     |                    |                    |

| Indicator                                                                          | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                             | Data Analysis /Use                  |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|----------------------------------------------------------------|-------------------------------------|
|                                                                                    | <p><b>Numerator:</b> Number of Children under the age 18 engaged in HCL</p> <p><b>Denominator:</b> Total number of project beneficiary children.</p> <p><b>Disaggregated by</b> zone, sex, age category (6-12; 13-15; 16-17)</p> <p><b>Unit:</b> beneficiary child</p>                                                                                                                                                                                                                                                                                                                                                                                     |                                   |                     |                                                                |                                     |
| POH. 4 % of target HH with all children of compulsory school age attending school. | <p>Compulsory school age in Burkina Faso is between 6 and 16 years old inclusive (Act 013- 2007/AN). This indicator measures all beneficiary households of livelihood services under RCLES that has 100% of its children between 6 and 16 years old that are attending formal education institutions.</p> <p><u>Method of calculation</u></p> <p><b>Numerator:</b> Number of target HH with all children of compulsory school age attending school.</p> <p><b>Denominator:</b> Number of target HH with children of compulsory school age.</p> <p><b>Disaggregated by</b> zone, cotton producers HH, gold miners HH</p> <p><b>Unit:</b> beneficiary HH</p> | Household Questionnaire           | Annual              | Project M&E, education and livelihoods team and social workers | Periodic project performance review |

| Indicator                                                                                                                                                           | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Source (see DCT for details)                                    | Reporting Frequency | Person Responsible                                                                          | Data Analysis /Use         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------|----------------------------|
| <b>IO1.1: Target populations have a better understanding of the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |                     |                                                                                             |                            |
| 1.1.a # of individuals exposed to awareness raising campaigns about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education | <p>Any individual exposed to awareness raising campaigns about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education in target areas will be counted under this indicator. Awareness raising campaigns can include plays, school assemblies, radio programs, community events, etc. The intended audience includes artisanal gold miners, cotton producers, community members, amongst others. For awareness campaigns that are done via community radio, these radio stations will provide a written and signed letter stating the number of individuals reached through the broadcasting.</p> <p><u>Method of calculation</u></p> <p># of individuals exposed to awareness raising campaigns about the dangers, impact, and potential solutions to child labor/HCL and the advantages of education</p> <p><b>Disaggregated by</b> sex, zone, sector (e.g. mining, cotton, education, etc.); campaign type (e.g. radio, in person, debates, etc.)</p> <p><b>Unit:</b> Individuals</p> | Attendance Sheets; Mass messaging reports (signed by radio stations) | Quarterly           | Project M&E, education and livelihoods team/Surveyors/ CBOs partners in awareness campaigns | Project performance review |
| <b>IO2: Use of social protection services by target households has increased</b>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |                     |                                                                                             |                            |



| Indicator                                                                                                                                                                    | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Data Source (see DCT for details)                | Reporting Frequency | Person Responsible                                        | Data Analysis /Use          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------|-----------------------------------------------------------|-----------------------------|
| <b>IO 2.1: Capacity of Social Protection Agencies in project zones to provide child protection services increased</b>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                     |                                                           |                             |
| 2.1.b # of activities held by social protection networks with decentralized public administrations, local NGOs and CBOs in case management in the project area               | <p>Activities carried out by social protection networks include outreach, case management, and other activities related to reducing and eliminating child labor. All activities that will be counted under this indicator will be those done by social protection networks with technical or financial support from the RCLES project.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregated by</b> activity type (training, case management, etc.) type of structure (administration, CBO, local NGO); zone</p> <p><b>Unit:</b> Activities</p> | Activity Reports from Social Protection Networks | Quarterly           | Project M&E team/social workers/ Social Service Providers | Periodic performance review |
| <b>IO 2.2: Project community members understand the importance of social protection services for working children and those at risk of being enrolled in child labor/HCL</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                     |                                                           |                             |
| <b>IO 2.3: The SPCFs trained in social protection for children provide social protection services to children in project zones</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                     |                                                           |                             |
| 2.3.a: # of households that receive social protection service(s) provided by SPCFs                                                                                           | <p>A number of people living under the same roof and sharing the same meal with at least one child whose age is between 6 and 17 years old, and who is under the responsibility of one of them called the head of household. A head of household can be a man, a woman or a child</p> <p><u>Method of calculation:</u> Enumeration.</p>                                                                                                                                                                                                                            | Social Services Provision Form                   | Semi-annual         | Education Team<br>Local Coordinator<br>M&E Team           | Periodic performance review |

| Indicator                                                                             | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                              | Data Analysis /Use          |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|-------------------------------------------------|-----------------------------|
|                                                                                       | <p>Note: For the purposes of this indicator, the term “receive” refers to the point at which a HH receives their first social protection service as a result of the project’s direct support. A HH may only be counted once under this indicator during the life of the project.</p> <p><b>Disaggregated by</b> head of HH gender, by cotton HH, gold miners HH, HH headed by children sex, zone</p> <p><b>Unit :</b> Household</p>                                                                            |                                   |                     |                                                 |                             |
| 2.3.b: # references to protection agencies by SPCFs for beneficiary children of RCLES | <p>A reference is any action of directing a beneficiary of RCLES to a specialized social service i.e. health, justice, nutrition, security, education. A child can benefit from multiple references focusing on different needs. This indicator is intended to count the number of references only.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregated by</b> sex of referred child, type of child (at risk, or victims), zone, type of reference</p> <p><b>Unit:</b> child (person)</p> | Children Referral Sheet           | Quarterly           | Social workers<br>Local Coordinator<br>M&E Team | Periodic performance review |
| 2.3.c: # of SPCFs trained on the social protection                                    | <p>A SPCF is any community member in project zones who is engaged on a voluntary basis to assist children at-risk and exploited, and who</p>                                                                                                                                                                                                                                                                                                                                                                   | SPCFs Services Activity Reports   | Quarterly           | Social workers,<br>Local Coordinator,           | Periodic performance review |

| Indicator                                                                                                                                | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data Source (see DCT for details) | Reporting Frequency | Person Responsible            | Data Analysis /Use          |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|-------------------------------|-----------------------------|
| guidelines working in communities                                                                                                        | <p>participates in monitoring activities trained by the project. Any SPCF that has received training and submits monthly reports that are verified and validated by the RCLES team will be considered as “working” in the community.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregated by</b> sex, zone</p> <p><b>Unit:</b> Individual</p>                                                                                                                                                                                                                    | (submitted by SPCFs)              |                     | M&E Team                      |                             |
| <b>IO 2.3.1: The SPCFs trained by the project have a better understanding of the provision of social protection services to children</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |                     |                               |                             |
| 2.3.1 a # of SPCFs trained on social protection skills                                                                                   | <p>Any member of the community in the project area that has engaged on a voluntary basis to help monitor children at risk of work or working will be considered as a SPCF. To be counted as trained, SPCFs will have had to attend at least one complete training conducted by the project staff or any designated trainer by RCLES. All those individuals that start a training program and then quit will not be counted under this indicator.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregated by</b> sex and zone</p> <p><b>Unit:</b> SPCFs (person)</p> | Training Attendance Sheet         | Quarterly           | M&E Team, Faciliator/Trainers | Periodic performance review |

| Indicator                                                                                                                                                   | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                                    | Data Analysis /Use          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|---------------------------------------------------------------------------------------|-----------------------------|
| 2.3.1.b % of SPCFs trained by the project who can correctly answer at least 70% of questions on knowledge of the practices of social protection of children | <p>All SPCFs that have completed a training on social protection and have scored 70% or greater on the post-training test will be counted under this indicator. The post-training test will be developed and administered by the trainers.</p> <p><u>Method of calculation:</u></p> <p><b>Numerator:</b> # of trained SPCFs who can correctly answer at least 70% of training post test questions</p> <p><b>Denominator:</b> # of trained SPCFs who completed the training</p> <p><b>Disaggregated by</b> sex, zone</p> <p><b>Unit:</b> SPCFs (person)</p> | Post Training Tests               | Quarterly           | M&E Team, Facilitator/Trainers                                                        | Periodic performance review |
| <b>IO 2.3.2: An accountability mechanism for SPCFs is in place</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |                     |                                                                                       |                             |
| <b>IO3: Target children and youth have increased participation in education</b>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |                     |                                                                                       |                             |
| 3.a: % of beneficiary children who received any regular form of education during the three months prior to the reporting date                               | <p>Any RCLES child beneficiary that has a regular attendance rate at a formal/informal school or vocational training center will be counted towards this indicator. Regular form of education means that the child beneficiary has an attendance rate greater than 75% during a month, for all three months during a quarter. If a child beneficiary has an attendance rate of 75% or less during a month during the quarter, he or she will no longer be counted as having</p>                                                                            | Child Questionnaire               | Quarterly           | Education Team, Local Coordinator, M&E Team, School Administration/Teacher/Inspectors | Periodic performance review |

| Indicator                                                   | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                               | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                     | Data Analysis /Use          |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|------------------------------------------------------------------------|-----------------------------|
|                                                             | <p>received a regular form of education during this period.</p> <p><u>Method of calculation</u></p> <p><b>Numerator:</b> # of children who received any regular form of education (formal, non-formal or vocational) during the six months prior to the reporting date.</p> <p><b>Denominator:</b> Total number of enrolled children during the period.</p> <p><b>Disaggregation by</b> sex , zone, category (working child or at risk child).</p> <p><b>Unit:</b> beneficiary (person)</p> |                                   |                     |                                                                        |                             |
| 3.b: % of beneficiary children who complete the school year | <p>Any child identified after the baseline study and receiving project interventions enrolled in formal education programs will be accounted for under this indicator. Children will be counted as having completed the school year if they take the end of year exams, regardless of whether they pass or fail these exams.</p> <p><u>Method of calculation</u></p> <p><b>Numerator:</b> # of beneficiary children enrolled in an education program who take end of year exams.</p>        | Child Questionnaire               | Quarterly           | <p>Education Team /Teachers</p> <p>Local Coordinator, M&amp;E Team</p> | Periodic performance review |

| Indicator                                                                                                           | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                                            | Data Analysis /Use          |
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|                                                                                                                     | <p><b>Denominator:</b> Total number of children enrolled in education programs during the school year.</p> <p><b>Disaggregation by</b> sex, zone, category (worker child or at risk child), age group (6-12; 13-15; 16-17)</p> <p><b>Unit:</b> beneficiary (person)</p>                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                     |                                                                                               |                             |
| E1: Number of children engaged in or at risk of entering child labor provided with education or vocational services | <p>A child is counted as being provided with education or vocational services when he/she begins a RCLES specific educational Service. A child may only be counted once under this indicator during the life of the project even if he or she receives multiple services. This indicator will count all categories of children (worker or at risk) provided with educational services (formal, non- formal and vocational training).</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation by</b> sex,/ zone, category (worker or at risk child), educational service; age group (6-12; 13-15; 16-17)</p> <p><b>Unit:</b> child (person)</p> | Allocation of Services Sheet      | Quarterly           | Project SPC facilitators/project, Local Coordinator, M&E Team, education and livelihoods team | Periodic performance review |
| E2: Number of children engaged in or at high-risk of entering child labor                                           | <p>A child is counted as being provided with education services the first day he or she begins RCLES education supported programs. Formal is all education schools recognized by</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Allocation of Services Sheet      | Quarterly           | Project SPC facilitators/project                                                              | Periodic performance review |

| Indicator                                                                                                             | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                                       | Data Analysis /Use          |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|------------------------------------------------------------------------------------------|-----------------------------|
| provided with formal education services                                                                               | <p>the government. A child may only be counted <u>once</u> under this indicator during the life of the project even if he or she receives multiple formal education services.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation by</b> sex, zone, category (worker or at risk child); age group (6-12; 13-15; 16-17)</p> <p><b>Unit:</b> child (person)</p>                                                                                                                                                                                                                                                              |                                   |                     | Local Coordinator, M&E, education and livelihoods Team                                   |                             |
| E3: Number of children engaged in or at high-risk of entering child labor provided with non-formal education services | <p>A child is provided with non-formal education service the first day he/she begins educational activities and trainings structured and organized in a non-school setting. This includes literacy, trainings, CEBNF (Centre d'éducation de base non formelle), Centre Alpha, etc. A child may only be counted once under this indicator during the life of the project even if he or she receives multiple non-formal education services.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation by</b> sex, zone, category (worker or at risk child); age group (6-12; 13-15; 16-17)</p> <p><b>Unit:</b> child (person)</p> | Allocation of Services Sheet      | Quarterly           | Project SPC facilitators/project, Local Coordinator, M&E, education and livelihoods Team | Periodic performance review |



| Indicator                                                                                                   | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                                       | Data Analysis /Use          |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|------------------------------------------------------------------------------------------|-----------------------------|
| E4: Number of children engaged in or at high-risk of entering child labor provided with vocational services | <p>A child is provided with vocational training the first day he/she begins any activities aiming to ensure the acquisition of knowledge, skills and abilities required for an occupation demanding competence and efficiency. A child may only be counted <u>once</u> under this indicator during the life of the project even if he or she receives multiple vocational services.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation by</b> sex, zone, category (worker or at risk child), sector of vocational training (e.g. mechanic, seamstress); age group (6-12; 13-15; 16-17).</p> <p><b>Unit:</b> child (person)</p> | Allocation of Services Sheet      | Quarterly           | Project SPC facilitators/project, Local Coordinator, M&E, education and livelihoods Team | Periodic performance review |
| <b>IO 3.1: Economic support provided to selected beneficiaries to have access to education</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                   |                     |                                                                                          |                             |
| 3.1. a # of scholarships and/or kits provided to target beneficiaries from the project                      | <p>This indicator will count the number of scholarships and/or kits provided to target beneficiaries. Scholarships include payment of school fees, PTA association fees, as well as vocational training fees. Kits are defined as a package of supplies and materials provided directly to a child to facilitate his/her enrollment in school, vocational training, or to support the creation of his/her own business (installation kits).</p>                                                                                                                                                                                                       | Allocation of Services Sheet      | Quarterly           | Education Team<br>Local Coordinator<br>M&E Team                                          | Periodic performance review |



| Indicator                                                                                                                  | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Source (see DCT for details)      | Reporting Frequency | Person Responsible                          | Data Analysis /Use          |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------|---------------------------------------------|-----------------------------|
|                                                                                                                            | <p>This indicator counts each time a scholarship, kit, and/or tools/equipment is provided, even if more than one is provided to the same child.<br/> <u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation by</b> sex, zone, category (worker or at risk child); service (scholarship, kit)</p> <p><b>Unit:</b> Service</p>                                                                                                                                                                                                                                                                                                                                                                                     |                                        |                     |                                             |                             |
| <b>IO 3.2: Learning conditions in formal, non-formal schools and vocational training centers in project zones improved</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |                     |                                             |                             |
| 3.2.a # and % of target schools where physical infrastructure (classrooms, latrines, etc.) has been repaired or upgraded   | <p>A target school or a school/institution is any infrastructure that hosts RCLES beneficiaries; this includes formal schools, non-formal schools, and vocational training centers. An infrastructure that has received rehabilitation work or upgrades through the RCLES project in order to make learning better (e.g. blackboards, latrines, classrooms, roof repairs etc.) will be counted towards this indicator.</p> <p><u>Method of Calculation</u></p> <p><b>Numerator:</b> total number of school with project beneficiaries children repaired physical infrastructures by the project intervention</p> <p>Denominator: total # of schools projected to receive upgrades which receive a grant from the project</p> | Reception of Rehabilitation Works Form | Annual              | Education Team, Local Coordinator, M&E Team | Periodic performance review |

| Indicator                                                                                                                                                                                    | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Data Source (see DCT for details) | Reporting Frequency  | Person Responsible                                                 | Data Analysis /Use          |
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|                                                                                                                                                                                              | <b>Disaggregation:</b> Formal school, non-formal school, vocational training centers<br><br><b>Unit:</b> school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                   |                      |                                                                    |                             |
| <b>IO 3.3: PTAs, MTAs, and school teachers know the dangers, impact, and potential solutions to child labor/HCL, how to provide psychosocial support to victims, and how to use the CLMS</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                   |                      |                                                                    |                             |
| 3.3.a # of PTAs, MTAs, and education stakeholders trained by the project                                                                                                                     | Any community person, member of PTA or MTA, or educational stakeholder, are any person mandated by the school; those counted towards this indicators are those who have received training by the project. Training modules must include one of the following: the dangers, impacts and the potential solutions of CL/HCL; or how to provide psychosocial support for victims. A person will be counted only if they attend the entirety of the training.<br><br><u>Method of calculation:</u> Enumeration<br><br><b>Disaggregation:</b> sex, zone, MTA member, PTA member, Teacher<br><br><b>Unit:</b> Person | Training Attendance Sheet         | Quarterly            | Education Team, Local Coordinator, M&E Team, Facilitator/ Trainers | Periodic performance review |
| <b>IO4: The incomes and assets of target households and youth have increased</b>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                   |                      |                                                                    |                             |
| 4.b % of target HH with an increase in assets                                                                                                                                                | Assets represent all tangible and intangible assets owned by a household and that can be converted into cash income. The RCLES team will use the average price of each asset to calculate a total cash value of the household. In doing such, the team will be able to                                                                                                                                                                                                                                                                                                                                        | HH Questionnaire                  | Baseline and Endline | Local Coordinator, M&E Team, education and livelihoods team,       | Periodic performance review |

| Indicator                                                                     | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Source (see DCT for details) | Reporting Frequency | Person Responsible                                                 | Data Analysis /Use          |
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|                                                                               | <p>compare the total cash value to assets between baseline and endline evaluation. A household will be counted as having increased assets if their total cash value at endline is higher than their total cash value at baseline.</p> <p><u>Method of Calculation</u></p> <p><b>Numerator:</b> # of beneficiary households with an increase in assets</p> <p><b>Denominator:</b> Total number of beneficiary households</p> <p><b>Disaggregation:</b> male household, women households, children households, zone</p> <p><b>Unit:</b> HH</p> |                                   |                     | SPCFs/ Social Worker                                               |                             |
| <b>IO 4.1: Target youth employed in safe employment/occupations</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |                     |                                                                    |                             |
| 4.1.b # of target youth trained on safe employment and business opportunities | <p>Youth (16-17 years old) trained on safe employment and business opportunities through support of the RCLES project will be counted towards this indicator. Safe employment training focuses on OSH as defined by ILO standards. Business opportunity training focuses on microcredit access and Income Generating Activities (IGA) by a person of household in order to generate financial resources.</p> <p><u>Method of calculation:</u> Enumeration</p>                                                                                | Training Attendance Sheet         | Quarterly           | Livelihood Team, Local Coordinator, M&E Team, Facilitator/ Trainer | Periodic performance review |

| Indicator                                                                                          | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data Source (see DCT for details)              | Reporting Frequency | Person Responsible                               | Data Analysis /Use          |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------|--------------------------------------------------|-----------------------------|
|                                                                                                    | <b>Disaggregation:</b> sex, zone, training topic<br><br><b>Unit:</b> youth (person)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |                     |                                                  |                             |
| L3: Number of children provided with employment services                                           | <p>Youth (15-17 years old) that receive employment services will be counted once, and only once, towards this indicator during the life of project. Employment services: are all services provided by the RCLES project to children at legal working age which aim to increase employment, job retention, earnings, and occupational skills of participants. Employment services may include the provision or linkage to employment assistance programs, business start-up packages (installation kits), and occupational safety and health training.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone, employment service type, age</p> <p><b>Unit:</b> youth (person)</p> | Allocation of Services Sheet; Attendance Sheet | Quarterly           | Livelihood Team<br>Local Coordinator<br>M&E Team | Periodic performance review |
| <b>IO 4.2: Target households provided with livelihood services engage in livelihood activities</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                |                     |                                                  |                             |
| L1: Number of households receiving livelihood services                                             | A household should be counted as receiving a livelihood service when any member of a household is supplied with their <u>first</u> livelihood service by the RCLES project. A household may only be counted <u>once</u> , even if more than one person in the household                                                                                                                                                                                                                                                                                                                                                                                                                                             | Allocation of Services Sheet, Attendance Sheet | Quarterly           | Livelihood Team<br>Local Coordinator<br>M&E Team | Periodic performance review |

| Indicator                                              | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Data Source (see DCT for details)              | Reporting Frequency | Person Responsible                                                | Data Analysis /Use          |
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|                                                        | <p>receives a livelihood service during consecutive reporting periods. Livelihood services in this project are related to all activities including farmer field schools, Village Savings and Loan Association participation, Fair Trade, OSH and farming as business-related activities.<br/>Method of calculation: Enumeration</p> <p><b>Disaggregation:</b> Type of service, zone</p> <p><b>Unit:</b> household</p>                                                                                                                                                                                                                                                                                                                                                                  |                                                |                     |                                                                   |                             |
| L2: Number of adults provided with employment services | <p>An adult is any male or female 18 years of age or older (inclusive of 18). An adult is considered provided with employment services the first he receives any services related to employment from RCLES intervention. An adult can only be counted once, and should be included in this indicator even if he or she starts an employment service but does not complete it (e.g. doesn't finish a 3-day training, starts but doesn't complete a business plan). Employment services provided to adults are all services provided by the RCLES project which aim to increase employment, job retention, earnings, and occupational skills of participants. Employment services may include the provision or linkage to employment assistance programs, business start-up packages</p> | Allocation of Services Sheet, Attendance Sheet | Quarterly           | Livelihood Team, Local Coordinator, M&E Team, Facilitator/Trainer | Periodic performance review |

| Indicator                                                                                         | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data Source (see DCT for details)                        | Reporting Frequency | Person Responsible                                                   | Data Analysis /Use          |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------|----------------------------------------------------------------------|-----------------------------|
|                                                                                                   | <p>(installation kits), and occupational safety and health training.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone, type of service</p> <p><b>Unit:</b> adult (person)</p>                                                                                                                                                                                                                                                               |                                                          |                     |                                                                      |                             |
| L4: Number of individuals provided with economic strengthening services                           | <p>Economic strengthening services are defined as services that aim to increase the economic well-being of participants. Economic strengthening services may include the provision or linkage to micro-credit/loan programs, farming as business skills, Village Savings and Loan Associations, Agriculture Production technics,</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone, type of economic activity</p> <p><b>Unit:</b> person</p> | Allocation of Services Sheet, Attendance Sheet           | Quarterly           | Livelihood Team, Local Coordinator, M&E Team, Facilitators/ Trainers | Periodic performance review |
| <b>IO5 Public sector, cotton and gold producers, and community structures address child labor</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          |                     |                                                                      |                             |
| C1: A CLMS is established in the cotton sector as a result of the program                         | An established CLMS is defined as the active process that ensures that systems are put in place to observe and report on CL and is coordinated in an appropriate manner with government, private sector, producers                                                                                                                                                                                                                                                                  | CLMS Meeting Tracking Form & Reporting/Meetin g Notes on | Quarterly           | M&E team Department of CL for GoB CLMS Committee                     | Periodic performance review |

| Indicator                                                                                                                       | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data Source (see DCT for details)                                         | Reporting Frequency | Person Responsible        | Data Analysis /Use          |
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|                                                                                                                                 | umbrella, community members. The CLMS is considered as established once a comprehensive pilot program is developed in least one of the targeted regions in the cotton sector. Reporting/meeting notes on CLMS by committee will serve as the reporting mechanism to ensure that the steps necessary have been taken to put the CLMS into place.                                                                                                                                                                                                                                                                                                                                                                     | CLMS by Committee                                                         |                     |                           |                             |
| <b>IO 5.1: The Child Labor Monitoring System in the cotton sector set up and functional at the regional and national levels</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |                     |                           |                             |
| 5.1.a # of villages who have an operating CLMS at local level                                                                   | <p>Villages will be counted if they have a CLMS that meet all the criteria needed to be considered operational.</p> <p>An operating CLMS meets the following criteria:</p> <ul style="list-style-type: none"> <li>- The system is focused on the child at work and/or in school;</li> <li>- It involves all relevant partners in the field, including labor inspectors if appropriate;</li> <li>- Relevant partners use regular, repeated observations to identify children in the workplace and determine risks to which they are exposed;</li> <li>- Relevant partners refer identified children to the most appropriate alternative to ensure that they are withdrawn from hazardous work;</li> <li>-</li> </ul> | CLMS Meeting Tracking Form & Reporting/Meeting Notes on CLMS by Committee | Quarterly           | M&E team, CLMS committees | Periodic performance review |

| Indicator                                                                                                             | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Source (see DCT for details) | Reporting Frequency | Person Responsible             | Data Analysis /Use          |
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|                                                                                                                       | <ul style="list-style-type: none"> <li>- The CLMS committee meets quarterly to examine data that was collected during the previous quarter.</li> </ul> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> zone</p> <p><b>Unit:</b> village</p>                                                                                                                                                                                                                                                                                                                       |                                   |                     |                                |                             |
| 5.1.c # of individuals trained on how to implement and use the CLMS                                                   | <p>Any individual designated by the village to monitor (track, report, advise) CL/HCL including children work status/ education status/ school attendance as part of their main activity within the group will be counted under this indicator if they are trained on how to use and implement on the CLMS.</p> <p>Training will consist of a guide to identified if a child is in a work status as defined by national labor law and how to report on it.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone,</p> <p><b>Unit:</b> member (Person)</p> | Training Attendance Sheet         | Quarterly           | M&E team, Facilitator/ Trainer | Periodic performance review |
| <b>IO 5.2 Cotton producers and gold miners provided with fair trade-related knowledge to address Child labor/ HCL</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |                     |                                |                             |
| 5.2. a # of cotton producers trained on fair-trade and certification procedures                                       | <p><b>Fair Trade</b> is a trading system whose objective is to achieve greater equity in international trade. Its approach is to use trade as a lever for development and reducing</p>                                                                                                                                                                                                                                                                                                                                                                                                       | Training Attendance Sheet         | Semi-annual         | M&E team                       | Periodic performance review |



| Indicator                                                                     | Indicator Definition* and Unit of Measurement                                                                                                                                                                                                                                                                                                                                   | Data Source (see DCT for details) | Reporting Frequency | Person Responsible | Data Analysis /Use          |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------|--------------------|-----------------------------|
|                                                                               | <p>inequalities, ensuring fair compensation for producers.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone</p> <p><b>Unit:</b> cotton producer (person)</p>                                                                                                                                                                            |                                   |                     |                    |                             |
| 5.2. b # of gold producers trained on fair trade and certification procedures | <p><b>Fair Trade</b> is a trading system whose objective is to achieve greater equity in international trade. Its approach is to use trade as a lever for development and reducing inequalities, ensuring fair compensation for producers.</p> <p><u>Method of calculation:</u> Enumeration</p> <p><b>Disaggregation:</b> sex, zone</p> <p><b>Unit:</b> gold miner (person)</p> | Training Attendance Sheet         | Semi-annual         | M&E team           | Periodic performance review |

**Annex 5.**

**Data Quality Assessment Checklist**

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|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |              |    |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|----------|
| 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: <i>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.</i> |                                                                                                                                                                                       |              |    |          |
| Date of Assessment:                                                                                                                                                                                                                                                                |                                                                                                                                                                                       | Assessed by: |    |          |
|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       | YES          | NO | COMMENTS |
| <b>VALIDITY-Data should clearly and adequately represent the intended result.</b>                                                                                                                                                                                                  |                                                                                                                                                                                       |              |    |          |
| 1                                                                                                                                                                                                                                                                                  | Does the information collected measure what 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)?                                  |              |    |          |
| <b>REALIABILITY-Data should reflect stable and consistent processes and analysis methods over time.</b>                                                                                                                                                                            |                                                                                                                                                                                       |              |    |          |
| 1                                                                                                                                                                                                                                                                                  | When the same data collection method is used to measure the same things multiple times, is the same result produced each time? (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?                                                                 |              |    |          |
| <b>TIMELINESS-Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.</b>                                                                                                                          |                                                                                                                                                                                       |              |    |          |
| 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?                                                                                                                               |              |    |          |
| <b>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.</b>                                                                                                                        |                                                                                                                                                                                       |              |    |          |
| 1                                                                                                                                                                                                                                                                                  | Is the data collection method used exact enough to register the expected change? (a yardstick may not be precise enough to measure change for a few millimeters.)                     |              |    |          |
| <b>INTEGRITY-Data collected should have safeguards to minimize risk of transcription error or data manipulations.</b>                                                                                                                                                              |                                                                                                                                                                                       |              |    |          |
| 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?                     |                 |  |  |
| <b>SUMMARY</b>                                                                                                     |                                                                                      |                 |  |  |
| 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:                                                                             |                                                                                      |                 |  |  |
| <b>IF NO DATA AVAILABLE FOR THE INDICATOR</b>                                                                      |                                                                                      | <b>COMMENTS</b> |  |  |
| 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 6.**

### **Baseline Study Design (TOR) and Tools**

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**Terms of Reference (TOR) for the baseline study for the implementation of the RCLES project on the current situation of child labor in the cotton fields and gold mines in the in Boucle du Mouhoun, Cascades and Hauts-Bassins Regions.**

**Background**

Burkina Faso is a poor country whose economy is based on agriculture and subsistence farming, which are the main occupations of the labor force. As part of the Burkina Faso sustainable development policy, priority has been given to cotton production, which provides higher incomes for producers.

In addition, for nearly a decade, the country has been experiencing an unprecedented mining boom characterized by granting operating permits to companies with a foreign majority ownership. In addition to these regulated operations, there are many artisanal gold sites that attract many adults and children. Thus, in these two sectors of the economy, children are routinely exploited in work beyond their physical and intellectual capacities, which compromises their psychological development. In addition, those who work in the cotton industry are exposed to chemicals and pesticides, while those engaged in the gold mines are often required to break or crush stones, carry heavy loads and use harmful chemicals, including mercury.

Many socio-economic drivers prevent children from going to school or continuing their education when they are already registered. The results of the latest national survey conducted by the Burkina Faso government in 2006 on child labor estimated nearly 41% of children aged 5 to 17 years and nearly 30% of children aged 5 to 9 are engaged in economic production. Most children work in agriculture (69.2%), domestic work (19.2%), trade (5.6%) and gold mining (2.3%).

To address this phenomenon with huge consequences for the development of the country, the U.S. Government, through its Department of Labor's (USDOL's) Office of Child Labor, Forced Labor and Human Trafficking (OCFT), has committed to fund a project entitled "Reducing Child Labor Through Education and Services" (R-CLES) in the regions of Boucle du Mouhoun, Cascades and Hauts-Bassins.

For the implementation of the RCLES project, OCFT grantee Counterpart International intend to collect baseline data on the current situation of child labor in the cotton fields and gold mines in the project areas.

**I. R-CLES Project Objectives**

The R-CLES project aims to reduce the incidence of child labor in the cotton fields and artisanal gold mining in the Cascades, Boucle du Mouhoun and Hauts-Bassins Regions. To achieve this Project Objective, R-CLES intends to accomplish the following main tasks:

- Promote behavior change for the fight against child labor and increase the use of welfare services for children and their families through the project areas: Boucle du Mouhoun, Cascades and Hauts-Bassins.
- Provide appropriate education and vocational training to children working in the cotton fields and gold project sites in the regions of Boucle du Mouhoun, Cascades and Hauts-Bassins.
- Promote income-generating activities and access to employment opportunities for young people and households of children working in the cotton fields and artisanal gold mining sites in the areas of Boucle du Mouhoun, Cascades and Hauts-Bassins.

-Strengthen the institutional and political capacity of the Government of Burkina Faso to significantly reduce child labor in the cotton fields and mines in the regions of Boucle du Mouhoun, Cascades and Hauts-Bassins.

## **II. Baseline Objective**

The baseline study must collect data on children engaged in or at high risk of being engaged in exploitative child labor in the project targeted areas, including child working conditions, living conditions and participation in education. The baseline study will also collect information from households that contain children engaged in or at high-risk of child labor to inform the selection of direct beneficiaries for education and livelihood services, including the following tasks:

- 1) Develop reliable and realistic project targets and identify direct beneficiaries
- 2) Inform project design and activities, including identification and development of relevant services for direct beneficiaries
- 3) Establish benchmarking on work and education status of beneficiary children
- 4) Establish estimates of the prevalence of child labor in project areas
- 5) Contribute to the measurement of project impact
- 6) Inform management decisions throughout the period of the project

## **III. Expectations from the Baseline Consultants**

### **1. General Objectives**

- 1) Evaluate the access and utilization of social protection services by targeted households and children.
- 2) Identify education (formal and non-formal) and vocational training offers for target children in the project zones.
- 3) Evaluate learning conditions at the formal schools, non-formal schools and vocational training centers in target areas.
- 4) Evaluate living conditions (revenue) for target households in the project area.
- 5) Evaluate youth employment opportunities in the project covered area.
- 6) Analyze the institutional and environmental context at both central and local (project area) level for the fight against child labor in Burkina Faso.

### **2. Evaluation Components**

#### **a. Social Protection and Child Wellbeing**

- Specific requirements:
  - Analyze the child wellbeing in the project target area according to GoBF policy and ILO convention 138, 182.

- Conduct a household survey in the different target provinces to gain an understanding of families and children engaged in labor in the cotton and gold industries in the target regions.
  - Follow assessment criteria that are in line with the criteria in the project SGA and project document.
  - Obtain list of large households in the 42 communes covered by the project and complement it with a list of households from the National Institute for Statistics and Demographics (INSD). From that list:
  - Identify all potential beneficiary households (at least 1,500) according to project criteria through household visits.
  - Identify potential children beneficiaries during visits to households, cotton farms and gold mines in the target areas, using the criteria outlined in the program document.
- Deliverables
- Provide the list of 4,000 working children potential beneficiaries who meet minimum criteria of the project: name, address, work status, education status, etc. in the cotton fields and gold mining sites in the targeted provinces
  - Provide the list of 6,000 children at high risk of working potential beneficiaries who meet minimum criteria of the project: name, address, work status, education status in the cotton fields and gold mining sites in the targeted provinces
  - Results of the assessment of the well-being of the children engaged in child labor in or at high-risk of child labor in the target regions using the criteria as: working or not, type of work performed for working children (targeting hazardous work and the worst forms of child labor), hours worked per day, family status, migrant or resident, reason for being engaged in labor, age, risk and danger encountered (rape, domestic violence, pregnancy, drug, alcohol)

**Household Survey Results including:**

- Survey variables: Household size,
- Average annual income,
- Engagement in income-generating activities,
- Occupation for the heads of households,
- Other sources of income,
- Type and distribution of household expenditures (education, health, production equipment, food, housing, etc.)
- Work and education status for each household child age from 6 to 17 years.
- Provide the list of other opportunities including livelihood and IGA (other than gold and cotton production) made by the targeted household.
- Provide the share and proportion of income earned through these other opportunities relative to the total income of these households.



## **b. Service Mapping**

- Specific requirements:

Follow assessment criteria that are in line with the criteria in the project SGA and project document. Work with government official to perform this part of the work.

- Deliverables:

- Results of the assessment of the social protection services for children (number of beneficiaries of existing services; number of qualified agents; number and type of services provided, availability, access and use of child protection services by children and households that contain children engaged in or at high-risk of child labor in the target regions.
- Results of the assessment of the level of care (coverage, scope, access, availability, etc.) available to children engaged in child labor in target regions
- List of identified needs of child protection structures and staff (rehabilitation, training, equipment) in the targeted provinces.
- List and name of the different organizations, associations, volunteers, projects, programs, etc. involved in the field of child labor, education and social protection in the targeted provinces.
- List and number of different government-supported structures providing social protection in the targeted provinces.
- List and number of cotton farmers trained on child labor, as well as the thematic of the trainings and by whom.
- List and number of gold miners trained as well as the thematic of the trainings.

## **c. School and Vocational Training Assessment**

- Specific requirements:

Follow assessment criteria that are in line with the criteria in the project SGA and project document. Work with government official and APE /AME to perform this part of the work.

- Deliverables

- List name and location of all formal schools including classrooms, teachers and number of students in all target provinces.
- List name and location of formal schools that meet the project criteria.
- List name and location of all non-formal schools, classes, teachers and number of student in all target provinces.
- List name and location of non-formal schools that meet the project criteria.

- List of available vocational training centers in the project intervention areas, including enrollment, access conditions and the number of trainees by sector and technical options provided.
- Results of assessment of the status of school infrastructures: state buildings (residential teachers, classrooms, school canteen and kitchens) latrines, fencing, and school well or running water, playground.
- List, name, location, contact of available safe apprenticeships for children from local professional craftsmen in the project intervention areas, including availability, access and accessibility conditions, and hosting capacity by sector.
- List name and location of schools that meet the minimum criteria in the project for ensuring that the emotional, psychological and physical safety of the children is upheld.

#### **d. Business**

- Specific requirements:

Provide a clear understanding of this part and methodology to conduct the work.

Follow assessment criteria that are in line with the criteria in the project SGA and project document.

- Deliverables

- List of existing microfinance institutions involved in the targeted provinces and the conditions of access to micro-credit.
- List of existing funding opportunities available for young people in each region, access and funding conditions.
- List of existing farmer field schools in the target regions, sector, location, access and trainings.
- List (by name) and number of artisanal gold sites and cotton farms in general and those operating, as well as their geographical locations.

#### **e. Institutional Capacity and Policy**

- Specific requirements:

Provide a methodology to perform this part of the work.

Work with the Government, in particular the Department of Child Labor (MFPTSS) and Child Protection (MASSN).

Meet and discuss with all listed stakeholders in the project document.

- Deliverables

- List of all existing committees against child labor in the three regions (location, address, contact person, phone number and email), as well as local, provincial, regional, and national level committees.

- List of existing partners of the cotton and gold mining sectors in the fight against child labor (including action plans available).
- List of child labor monitoring system members.
- Types and activities performer by this committee, problems and solutions for each.

#### **IV. Consultant Tasks**

Note that:

- a. All indicators counting individuals should be disaggregated by gender and region.
- b. The consultant will develop and follow assessment criteria that are in line with criteria in the project SGA and project document for defining children engaged in or at risk of work in child labor, children's well-being, and school assessments.
- c. It will be a requirement that data collection instruments include the type of work children are doing. The data collection instruments should include the type of child labor that children are doing, i.e. working in hazardous work, working an illegal number of hours, etc. The consultant should address it in the technical proposal.

The tasks of the consultant include:

- a. Review existing literature and collect secondary data and information relevant to the success of this study
- b. Interview officials at the regional and / or national level
- c. Coordinate the collection and analysis of secondary and primary data with other members of the technical team
- d. Define a clear overall methodology to achieve the objectives of the survey
- e. Complete the list of individuals, groups and populations to interview
- f. Define a sampling method that includes establishment of the sampling frame, the stratification of villages, and the formation of strata; justify selection of sampling method based upon the study's objectives and the project's data needs
- g. Develop tools for data collection
- h. Present collection tools and methodology to project technical team
- i. Proceed with the recruitment and training of investigators and supervisors
- j. Develop a plan to conduct the survey, including methods for sampling, development of data collection instruments, enumerator training, instrument testing data sources, data collection, data entry, data quality assurance, data analysis, schedule.
- k. Develop detailed proposed study report outline

- l. Test data collection tools
- m. Conduct data collection throughout targeted regions
- n. Coordinate with the R-CLES field teams and maintain close contact with supervisors
- o. Provide technical support to teams in the field
- p. Organize the data entry
- q. Analyze the data by province and by region
- r. Ensure compliance with planning and results achievement in a timely manner
- s. Provide progress reports every two weeks on the evolution of the field work
- t. Write the report of the study
- u. Present the results and recommendations of the study during a workshop, which will take place with different stakeholders.
- v. Integrate recommendations from the workshop, Counterpart and USDOL into the final report
- w. Provide the raw data in the electronic format used for recording, processing, analysis and interpretation of study results
- x. Transmit all records of investigations completed and approved by the R-CLES Project Director

## **V. Sources of Data Collection**

The following is an illustrative list of data sources:

- a. Regional and provincial offices of the Ministry of National Education, Higher and Secondary Education, Labour and Social Security, Agriculture and Food Security, Social Action and National Solidarity, Youth, etc.
- b. Members of cotton producer associations and the regular and artisanal gold miners
- c. Associations of parents, mothers and teachers
- d. The members of the village development committees
- e. Households in the targeted provinces Community leaders (local and traditional authorities, religious leaders, leaders of youth associations)
- f. The school teachers and directors
- g. DOL reports
- h. Working children, children at risk

## **VI. The proposal**

The proposal should include the following point that will be used as selection criteria:

1. A clear description of the mission showing a good understanding of the TOR
2. The methodology to conduct the survey including methods for sampling, development of data collection instruments, enumerator training, instrument testing data sources, data collection, data entry, data quality assurance, data analysis, schedule.
3. A clear and detailed operation plan to conduct the study
4. The responses to address the questions issued during the pre-award application of the short listed consultants.
5. A detailed budget (to provide in a separate file)

## **VII. Survey Area**

The study will be conducted in the targeted provinces of the project area.

## **VIII. Period and Duration of the Survey**

The study will be conducted in the targeted provinces of the project area.

## **Annex 7.**

### **Project Data Collection Table and Instruments**

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## Annex 7. Project Data Collection Table and Instruments

| DCI                                               | Technical Description                                                                                                                                                                                                                                                                                                                                                 | Related Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Filled By:                   | Level :    | Verified By<br>- % spot<br>check | When    |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------|----------------------------------|---------|
| Allocation of Services Sheets (Fiche de dotation) | This sheet allows the team to track individuals that have been provided with an RCLES service (e.g. kits, school fees, PTA fees, etc.). This sheet must include the commune and village in which these services were given with a signed sheet by the beneficiary (or parent/tutor) acknowledging the receipt of these services, along with their name, age, and sex. | <u>E1: Number of children engaged in or at risk of entering child labor provided with education or vocational services (Q6, Q7)</u><br><br><u>E2: Number of children engaged in or at high-risk of entering child labor provided with formal education services (Q6, Q7)</u><br><br><u>E3: Number of children engaged in or at high-risk of entering child labor provided with non-formal education services (Q6, Q7)</u><br><br><u>E4: Number of children engaged in or at high-risk of entering child labor provided with vocational services (Q6, Q7)</u><br><br><u>3.1. a # of scholarships and/or kits provided to target beneficiaries from the project</u> | Allocation of Services Sheet | Individual | Project M&E Team                 | Monthly |

| DCI | Technical Description | Related Indicators                                                                                                                                                                                                                                                                                                                                                                                                                       | Filled By: | Level : | Verified By<br>- % spot<br>check | When |
|-----|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|----------------------------------|------|
|     |                       | <u>L3: Number of children provided<br/>with employment services<br/>(Section 2, Q1, Q2, Q4)</u><br><br><u>L1: Number of households<br/>receiving livelihood services<br/>(Section 2, Boxes 1 &amp; 2)</u><br><br><u>L2: Number of adults provided<br/>with employment services<br/>(Section 2, Q1, Q2, Q4)</u><br><br><u>L4: Number of individuals<br/>provided with economic<br/>strengthening services (Section 2,<br/>Q1, Q2, Q4)</u> |            |         |                                  |      |
|     |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |         |                                  |      |
|     |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |         |                                  |      |



| DCI                                                                                          | Technical Description                                                                                                                                                                                             | Related Indicators                                                                                                                                                                                                                                                                                                                                                                                        | Filled By:                                                          | Level :    | Verified By<br>- % spot check | When           |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------|-------------------------------|----------------|
| Certification Procedures Tracking Form (Formulaire de Suivi des Procédures de Certification) | This form records information, for each cotton grower/gold producer trained in certification procedures, on their engagement in such procedures, as well as why not (if they are not engaged in such procedures). | <u>5.a: % of cotton growers/gold producers trained who are engaging in certification procedures (Part 2)</u>                                                                                                                                                                                                                                                                                              | Project Livelihood team                                             | individual | M&E team                      | Every 6 months |
| Child Questionnaire (Questionnaire Enfants)                                                  | This form records information, for each child, on their age, sex, educational situation, child labor situation, and other information allowing the project to identify children who are in child labor or HCL     | <u>POC.1 % of project beneficiary children in child labor (Section 6.a)</u><br><br><u>POC.2 % of project beneficiary children engaged in hazardous child labor (Section 6.b)</u><br><br><u>3.a: % of beneficiary children who received any regular form of education during the six months prior to the reporting date</u><br><br><u>3.b: % of beneficiary children who complete the school year (Q9)</u> | Project SPC facilitators/ project social workers and education team | Children   | Project M&E team /            | Every 6 months |

| DCI                                                                                                                     | Technical Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Related Indicators                                                                                                                                                                         | Filled By:                                                     | Level :                          | Verified By<br>- % spot check               | When                                                       |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------|---------------------------------------------|------------------------------------------------------------|
| Children Referral Sheet (Fiche de Référence des Enfants)                                                                | This form records information on the child being referred to social protection agencies: the name, sex, age, location of origin, and child labor/HCL/at risk situation. It also records the social protection agency the child is referred to, as well as more specifics about why the child is being referred, any previous interventions, and particular observations.                                                                                                                         | <u>2.3.b: # of protection agencies by SPCFs for beneficiary children of RCLES (Each filled out form counts as an indication that a child was referred. All its sections are relevant.)</u> | <u>SPCFs/ project social workers</u>                           | Individual                       | <u>Project M&amp;E Officer</u>              | Every 6 months                                             |
| CLMS Meeting Tracking Form (Formulaire de Suivi des Réunions CLMS)<br>&<br>Reporting/Meeting notes on CLMS by committee | This form is essentially a meeting summary sheet. It records, for each CLMS meeting; the date and location of the meeting; the names, position, and organization/committee of each participant; whether this is a national or local CLMS; the results of the meeting; and the results of the review of the data from the previous quarter. This form should be attached to a reporting/meeting notes provided by the CLMS committee that detail what the meetings focused on and topics covered. | <u>C1: A CLMS is established in the cotton sector as a result of the program.</u><br><br><u>5.1.a # of villages that have an operating CLMS at local level.</u>                            | M&E Officer<br><br>Project Regional coordinator / and M&E team | Institution<br><br>Institutional | Project director<br><br>Project M&E Officer | Every 6 months<br><br>Every 6 months<br><br>Every 6 months |

| DCI                                               | Technical Description                                                                                                                                                                                                         | Related Indicators                                                                                                                                                                                                          | Filled By:                                          | Level :       | Verified By - % spot check    | When           |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------|-------------------------------|----------------|
|                                                   |                                                                                                                                                                                                                               |                                                                                                                                                                                                                             | Project Regional coordinator / and M&E team         | Institutional | Project M&E Officer           |                |
|                                                   |                                                                                                                                                                                                                               |                                                                                                                                                                                                                             | Project Regional coordinator / and M&E team         | Institutional | Project M&E Officer           | Every 6 months |
| HH Questionnaires (Questionnaire Enquete Ménages) | For each household, this form records any livelihood service received and the date(s) when it was received; if the service resulted into a livelihood activity and which one; and if the HH is still engaged in this activity | <u>POH.4 % of target households with all children of compulsory school age attending school (Part A, Boxes 3 &amp; 4)</u><br><br><u>4.b % of target HH with an increase in assets (Part B, Section 2, Q2.2, Q2.4, Q2.6)</u> | Project Livelihood team (specialist and Assistants) | Individual    | Project Livelihood Specialist | Every 6 months |
| Post-Training Tests (Post-Test)                   | Post-Training Tests are given to trainees after the completion of a training. These can be devised by either the RCLES team or the facilitator/trainer hired to lead the                                                      | <u>2.3.1.b % of SPCFs trained by the project who can correctly answer at least 70% of questions on knowledge of the practices of</u>                                                                                        | Project social workers                              | individual    | Project M&E                   | Every 6 months |



| DCI                                                                                        | Technical Description                                                                                                                                                                                          | Related Indicators                                                                                                                                                                                                                                                                                                                                                                                                                     | Filled By:             | Level :    | Verified By - % spot check | When           |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------|----------------------------|----------------|
| Reception of Rehabilitation Works Form (Formulaire de Suivi des Travaux de Réhabilitation) | This form records the findings of monitoring visits to targets schools. The information collected is: contract specifications, whether or not the work done matches them, and observations.                    | <u>3.2.a % of target schools where physical infrastructure (classrooms, latrines, etc.) has been repaired or upgraded (Section 2)</u>                                                                                                                                                                                                                                                                                                  | Project Education team | Individual | Project M&E                | Every 6 months |
| SPCFs Services Activity Reports (Rapport Services des Volontaires)                         | This report records, for each SPCF, their name, reporting period, and area of operation. The reports should include lists of school visits, lists of household visits, and list of vocational training visits. | <u>2.1.b # of activities held by social protection networks with decentralized public administrations, local NGOs and CBOs in case management in the project area (Each filled out form counts as an indication that there are regular contacts between these stakeholders in case management. All its sections are relevant.)</u><br><br><u>2.3.a Number of households that receives social protection services provided by SPCFs</u> | Project social workers | individual | Project M&E Team           | Annually       |

| DCI                                                   | Technical Description                                                                                                                                                                       | Related Indicators                                                                                                                                                                                                                                                                                                                                 | Filled By:                                                                         | Level :    | Verified By<br>- % spot check | When           |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------|-------------------------------|----------------|
|                                                       |                                                                                                                                                                                             | <u>2.3.c: # of SPCFs trained on the social protection guidelines working in communities.</u>                                                                                                                                                                                                                                                       |                                                                                    |            |                               |                |
| Training Attendance Sheet (Liste Présence Formations) | This sheet records information about the training provided (theme, location, date) and about each attendee (name, sex) and the general profile of the attendees (youth, CLMS members, etc). | <u>1.1.a # of individuals exposed to awareness raising campaigns about the dangers, impact and potential solutions to child labor/HCL and the advantages of education.</u><br><br><u>2.2.a # of education stakeholders and MTA members trained by the project</u><br><br><u>2.3.1 a # of SPCFs trained on social protection skills (Section 2)</u> | Project social workers<br><br>Project education team<br><br>Project education team | Individual | Project M&E Team              | Every 6 months |

| DCI | Technical Description | Related Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Filled By:                                                                               | Level :                             | Verified By<br>- % spot check                           | When |
|-----|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------|------|
|     |                       | <p>3.3.a # of PTAs, MTAs, and school teachers trained</p> <p>4.1.b # of target youth trained on safe employment and business opportunities</p> <p><u>L3: Number of children provided with employment services</u></p> <p><u>L1: Number of households receiving livelihood services (Section 2, Boxes 1 &amp; 2)</u></p> <p><u>L2: Number of adults provided with employment services (Section 2, Q1, Q2, Q4)</u></p> <p><u>L4: Number of individuals provided with economic strengthening services (Section 2, Q1, Q2, Q4)</u></p> | <p>Project education team</p> <p>Project livelihood team</p> <p>Regional coordinator</p> | <p>Individual</p> <p>individual</p> | <p>Project M&amp;E Team</p> <p>Project M&amp;E Team</p> |      |

| DCI | Technical Description | Related Indicators                                                                    | Filled By: | Level<br>: | Verified By<br>- % spot<br>check | When |
|-----|-----------------------|---------------------------------------------------------------------------------------|------------|------------|----------------------------------|------|
|     |                       | 5.1.c # of individuals trained on<br>how to implement and use the<br>CLMS (Section 2) |            |            |                                  |      |



**Annex 8.**

**Technical Progress Report Template with Data Reporting Tables**

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The Technical Progress Report template will be that provided in the FY 12 Management Procedures and Guidelines Annex.

The data reporting table that R-CLES will use to report indicator data is in EXCEL format and is stored in a separate file.

## **Annex 8.**

### **Data Reporting Table**

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The Technical Progress Report with Data Reporting Tables is, from January 9, 2015 onwards, a separate Excel spreadsheet that will be included with each submission of the CMEP.

Annex 9: Draft Decree of List of Hazardous Child Labor

**PROJET DE DECRET**

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**BURKINA FASO**

**Unite - Progres - Justice**

**Projet de decret n°2014-  
/PRES/PM/MFPTSS/MS/MASSN  
revisant le Decret n° 2009-  
365/PRES/PM/MTSS/MS/MASSN  
du 28 mai 2009 portant  
determination de la liste des  
travaux dangereux interdits aux  
enfants au Burkina Faso**

**LE PRESIDENT DU FASO,  
PRESIDENT DU CONSEIL DES MINISTRES,**

**Vu** la Constitution ;

**Vu** le decret n° 2012-1038/PRES du 31 decembre 2012 portant nomination  
du Premier Ministre ;

**Vu** le decret n° 2013-002/PRES/PM du 02 janvier 2013 portant Composition  
du gouvernement;

**Vu** le decret n° 2012-588/PRES/PM du 12 jui\*/-11et 2012 portant  
attributions des membres du gouvernement ;

**Vu** le decret n° 2011-465 /PRES/PM/MFPTSS portant organisation du  
Ministere de la fonction publique, du travail et de la securite sociale ;

***Vu la convention n°182 de l'Organisation Internationale du Travail sur  
les pires formes de travail des enfants, 1999;***

***Vu la loi 28-2008/AN du 13 mai 2008 portant code du travail au  
Burkina Faso ;***

***Vu la loi n°029-2008/AN du 15 mai 2008 portant lutte contre la traite***

*Etude de base en vue de la relecture du decret n° 2009-365/PRES/PM/MTSS/MS/M4SSN clu 28 mai  
2009 portant determination de la lisle des travaux dungereux intenlits aux enfants au Burkina Faso**Page 1*

***des personnes et les pratiques assimilees;***

**Vu** l'avis du Comite technique national consultatif d'hygiene et de securite en sa séance du .....

**Vu** le decret n° 2009-365/PRES/PM/MTSS/MS/MASSN du 28 mai 2009 portant determination de la liste des travaux dangereux interdits aux enfants au Burkina Faso ;

Sur rapport du Ministre de la fonction publique, du travail et de la securite sociale ;

Le Conseil des ministres entendu en sa séance du...;

**DECRETE**

**Article 1**

Le present decret, pris en application ***de la convention n°182 de l'Organisation Internationale du Travail sur les pires formes de travail des enfants de 1999*** et de Particle 153 du Code du Travail, ***determine la liste des travaux dangereux interdits attic enfants au Burkina Faso.***

Par enfant, il faut entendre toute personne a.gee de moms de dix huit ans.

**Article 2 (nouveau)**

***Au sens du present decret, le travail des enfants designe toutes activites productives remuneree ou non, effectuees pour un tiers, pour son propre compte, pour celui de sa famille ou pour un membre de sa famille.***

***Les enfants sont protégés contre les activites qui les privent de leur enfance, de leur potentiel, de leur dignite, et nuisent à leur developpement physique et psycho logique.***

***Dans les etablisements de quelque nature qu'ils soient, agricoles, commerciaux ou industriels, publics ou prives, laiques ou religieux, mame lorsque ces etablisements ont un caractere d'enseignement professionnel ou de bienfaisance, y compris les entreprises familiales ou chez les particuliers, il est interdit d'employer les enfants de l'un ou l'autre et des travaux dangereux.***

**Article 3**

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**Sont des travaux dangereux interdits aux enfants de l'un ou de l'autre sexe, les travaux qui, par leur nature ou les conditions dans lesquelles ils s'exercent, sont susceptibles de nuire à la sante, à la securite ou et la moralite de l'enfant.**

**Ce sont notamment :**

- les travaux qui exposent les enfants a des seviles physiques, psychologiques ou sexuels ;
- les travaux qui s'effectuent sous terre, sous l'eau, a des hauteurs dangereuses ou dans des espaces confines ;
- les travaux qui s'effectuent avec des machines, du materiel ou des outils dangereux, ou qui impliquent de manipuler ou porter de lourdes charges ;
- les travaux qui s'effectuent dans un milieu malsain, pouvant notamment exposer les enfants a. des substances, des agents ou des procedes dangereux, ou a. des conditions de temperature, de bruit ou de vibrations prejudiciables a leur sante ;
- les travaux qui s'effectuent dans des conditions particulierement difficiles, par exemple pendant de longues heures ou pour lesquels l'enfant est retenu de maniere injustifiee dans les locaux de l'employeur ;
- les travaux susceptibles de porter atteinte au developpement et a. la capacite de reproduction des enfants ;
- les travaux qui impliquent l'utilisation de tout chariot elevateur pour le deplacement des charges ;
- les travaux qui pri vent les enfants de leur scolarite ou de l'opportunit  d'aller à l'ecole ;**
- les travaux qui empechent les enfants d'être assidus à l'ecole ou d'avoir l'aptitude et beneficier de l'instruction revue.**

#### **Article 4**

Il est egalement interdit d'employer les enfants de l'un ou de l'autre sexe un travail effectif de plus de huit heures par jour.

La journee de travail ci-dessus mentionnee doit etre coup  par un ou plusieurs repos dont la duree totale ne peut etre inferieure a. deux (02) heures.

#### **Article 5**

Les garcons et les filles de 16 a. 17 ans ne peuvent porter, trainer ou pousser tant a l'interieur qu'à l'exterieur du lieu habituel de travail, des charges superieures aux poids, vehicule y compris, determines dans le tableau suivant :

| Type de charges | Garcons | Filles |
|-----------------|---------|--------|
|-----------------|---------|--------|

|                                                |                 |                 |
|------------------------------------------------|-----------------|-----------------|
| Port de fardeaux                               | 20 kilogrammes  | 15 kilogrammes  |
| Transport par brouette                         | 40 kilogrammes  | 30 kilogrammes  |
| Transport par charrette<br>a. bras 2 roues     | 130 kilogrammes | 65 kilogrammes  |
| Transport par vehicule<br>a. 3 roues a pedales | 75 kilogrammes  | 60 kilogrammes  |
| Transport par vehicule<br>a. 4 roues           | 250 kilogrammes | 200 kilogrammes |

### **Article 6**

La liste des travaux dangereux interdits aux enfants par secteur d'activites est determinee dans le tableau suivant :

| Secteur     | Activites                                                                            | Facteurs de risque                                               | Raisons de l'interdiction                                |
|-------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|
| Agriculture | Epandage d'engrais chimiques et de pesticides                                        | <b>Exposition aux produits chimiques</b>                         | <b>Maladies speciales,</b> intoxication                  |
|             | Manipulation d'agents chimiques dangereux ( <i>pesticide, fongicide, herbicide</i> ) | <b>Exposition aux produits chimiques</b>                         | <b>Maladies speciales,</b> intoxication                  |
|             | Conduite de tracteurs et autres engins de travaux agricoles.                         | <b>Machines dangereuses et lourdes exposition mix vibrations</b> | Accidents, Blessures, troubles auditifs                  |
|             | <i>Labour a la charrue</i>                                                           | <b>Machine dangereuse, travail excedant leur force</b>           | Accidents, Blessures                                     |
|             | Manipulation de machines dangereuses                                                 | <b>Machines dangereuses Exposition aux vibrations</b>            | Accidents, troubles auditifs                             |
|             | Transport et manipulation de produits toxiques                                       | <i>Exposition aux produits toxiques</i>                          | <i>Maladies speciales,</i> intoxication                  |
|             | Traitement des semences                                                              | <i>Exposition aux produits toxiques</i>                          | <i>Maladies speciales</i>                                |
|             | <b>Guider les bœufs de labours pendant les trauma</b>                                | <b>Reaction imprevisible d'animaux, agressivite des animaux</b>  | <b>Accidents, Blessures d'encornement et pietinement</b> |





|         |                                                                           |                                                       |                                                                                         |
|---------|---------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------|
|         | Confection de buttes                                                      | Travail pénible, posture inconfortable                | Troubles musculaires troubles osseux                                                    |
|         | Repiquage de riz                                                          | Exposition à l'humidité                               | Maladies des pieds et des mains, maladies parasitaires                                  |
|         | Culture irriguée pratiquée dans les grands canaux, les canaux principaux. | Exposition à l'humidité, risques de noyade            | maladies Bees à l'humidité, maladies parasitaires accidents mortels                     |
|         | Battage de riz                                                            | Poussieres nuisibles, bruit                           | Maladies respiratoires, Blessures, Irritations cutanées, troubles auditifs et oculaires |
|         | Vannage du riz                                                            | Poussieres nuisibles                                  | Maladies respiratoires, Irritations cutanées, troubles auditifs et oculaires            |
|         | Recolte de coton                                                          | Exposition aux pesticides et aux poussieres nuisibles | Maladies spéciales, intoxication                                                        |
|         | Preparation des champs de coton utilisation de produits inflammables      | Bisques d'accident, de morsures, brulures             | Blessures                                                                               |
|         | Cueillette de fruits                                                      | Bisques de chutes, accidents                          | Blessures                                                                               |
| Elevage | Conduite de troupeaux d'animaux en transhumance sans encadrement d'adulte | Morsures, piqûres, travail pénible                    | Blessures, troubles psychologiques                                                      |

|                       |                                                                                    |                                                                                       |                                           |
|-----------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------|
|                       | Coupe de fourrage à des hauteurs dangereuses                                       | <b>Risques de chutes, accidents</b>                                                   | Blessures                                 |
|                       | Conduite des animaux au paturage la nuit                                           | <b>Morsures, piqures, accidents</b>                                                   | Blessures                                 |
|                       | Convoyage à pied de troupeaux d'animaux destinés à la commercialisation            | <b>Morsures, piqures, accidents, travail pénible, cibles faciles pour les bandits</b> | Blessures, troubles psychologiques        |
|                       | Manipulation et contention des animaux dans les parcs traditionnels de vaccination | <b>Accidents, insécurité</b>                                                          | blessures                                 |
|                       | Manipulation de déparasitant vétérinaire interne et externe                        | <b>Exposition aux produits chimiques</b>                                              | Intoxication, maladies spéciales          |
| <b>Pêche</b>          | Jet de la lance                                                                    | <b>Accidents</b>                                                                      | Blessures, noyade                         |
|                       | <b>Conduite des pirogues</b>                                                       | <b>Accidents</b>                                                                      | <b>Noyade</b>                             |
| <b>Agroforesterie</b> | Coupe de bois                                                                      | <b>Manipulation d'outils tranchants, travail pénible</b>                              | Blessures, troubles musculaires et osseux |
|                       |                                                                                    |                                                                                       |                                           |
| <b>Chasse</b>         | Pose de pièges                                                                     | <b>Manipulation d'outils dangereux, morsures, Accidents,</b>                          | Blessures                                 |
|                       | Guide de chasse                                                                    | <b>Travail pénible, risques d'accident, Morsures de serpent</b>                       | Blessures, troubles musculaires et osseux |

|                  |                                                                                                                                             |                                                       |                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------|
|                  | P steur                                                                                                                                     | <b>Agression par les animaux, Morsures de serpent</b> | Accidents, blessures            |
|                  | Manipulation des armes                                                                                                                      | <b>Risques d'accidents</b>                            | Accidents                       |
| <b>Industrie</b> | Fabrication et reparation des accumulateurs électriques au plomb                                                                            | <i>Exposition au plomb</i>                            | <i>Maladies speciales</i>       |
|                  | Fabrication d'alliage et soudure contenant 10% de plomb                                                                                     | <i>Exposition au plomb</i>                            | <i>Maladies speciales</i>       |
|                  | Manipulation, traitement, reduction des cendres contenant du plomb                                                                          | <i>Exposition au plomb</i>                            | <i>Maladies speciales</i>       |
|                  | Grattage et ponçage des peintures a la ceruse et au sulfate de plomb                                                                        | <b>Exposition au plomb</b>                            | <b>Maladies speciales</b>       |
|                  | Travaux de peinture de toute nature comportant l'emploi de la ceruse, du sulfate de plomb et de tous autres produits contenant ces pigments | <b>Exposition, a la &amp;Cruse, au plomb</b>          | <b>Maladies speciales</b>       |
|                  | Recuperation du v eux plomb                                                                                                                 | <b>Exposition au plomb</b>                            | <b>Maladies speciales</b>       |
|                  | Metallurgie, affinage, fonte du plomb, de ses alliages et des metaux plombifere                                                             | <b>Exposition au plomb</b>                            | <b>Maladies speciales</b>       |
|                  | Fabrication, manipulation des matieres explosives                                                                                           | <b>Risques d'explosion</b>                            | Accidents                       |
|                  | Manipulation des engins, artifices, ou objets contenant des matieres explosives                                                             | <b>Risques d'explosion</b>                            | Poussieres nuisibles, accidents |
|                  | Utilisation et manipulation des explosifs                                                                                                   | <b>Risques d'explosion</b>                            | Accidents                       |

|  |                                                                                                                                                                                        |                                                                   |                                      |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------|
|  | Graissage, nettoyage, visite, reparation de machines ou mecan smes en marche                                                                                                           | <b>Risques d'accidents</b>                                        | Accidents, blessures et intoxication |
|  | Production, emmagasinage, mise en bouteille de gaz comprime ou liquefie                                                                                                                | <b>Risques d'explosion, exposition à des substances nuisibles</b> | Accidents, blessures et intoxication |
|  | Entretien, surveillance des recipients sous press'on                                                                                                                                   | <b>Risques d'explosion</b>                                        | Accidents, Blessures                 |
|  | Tout travail dans les locaux oh se trouvent des machines actionnees A la main ou par un moteur dont les parties dangereuses ne comportent pas de dispositifs de protection appropries. | <b>Risques d'accidents</b>                                        | Accidents                            |
|  | Toute manœuvre d'appareils generateurs d'electricite                                                                                                                                   | <b>Risque d'electrocution</b>                                     | Electrisation, electrocution         |
|  | Fabrication du chlorure de chaux                                                                                                                                                       | <b>Exposition à des substances nuisibles</b>                      | Bralures, <b>maladies speciales</b>  |
|  | Fabrication des chlorures alcalins, eau de javel;                                                                                                                                      | <b>Exposition à des substances nuisibles</b>                      | Bralures, <b>maladies speciales</b>  |
|  | Fabrication et manutention d'acides;                                                                                                                                                   | <b>Exposition à des substances dangereuses</b>                    | Bralures, <b>maladies speciales</b>  |
|  | Travaux exposant habituellement aux vapeurs de mercure, au mercure et ses composes                                                                                                     | <b>Exposition au mercure, à des emanations nuisibles</b>          | Intoxication,                        |
|  | Egrenage du coton sans protection                                                                                                                                                      | <b>Poussieres nuisibles, risques d'accidents</b>                  | <b>Maladies speciales,</b> blessures |

|                                             |                                                                |                                                                                                      |                                                                                       |
|---------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                             | Effilochage et déchiquetage des chiffons sans protection       | <b>Poussieres nuisibles</b>                                                                          | <b>Maladies speciales,</b>                                                            |
|                                             | Travaux avec Fair comprimé                                     | <b>Risques d'explosion, Accidents</b>                                                                | Blessures                                                                             |
|                                             | Operation d'abatage d'an maux dans les abattoirs               | <b>Manipulation d'outils tranchant</b>                                                               | Accidents, blessures, troubles psychologiques                                         |
|                                             | <b>Emploi dans les exploitations clandestines</b>              | <b>Activites illicites, isolement, risques d'abus</b>                                                | <b>Troubles psychologiques</b>                                                        |
| <b>Mines, carrieres, sites d'orpaillage</b> | Travaux souterrains des mines, carrières et sites d'orpaillage | <b>Eboulement, espace confiné et mat aéré</b>                                                        | Blessures, Troubles respiratoires, troubles ophtalmologiques                          |
|                                             | Extraction de minerai à l'aide de produits chimiques           | <i>Exposition aux produits chimiques,</i>                                                            | Emanations nuisibles, intoxication                                                    |
|                                             | Extraction de minerai à l'aide d'explosifs                     | <i>Risque d'explosion</i>                                                                            | Accidents, blessures                                                                  |
|                                             | Extraction de minerai à l'aide du feu                          | <b>Risque d'incendie, exposition aux produits inflammables</b>                                       | Brulures                                                                              |
|                                             | Taille à la main, broyage, polissage à sec de roche            | <b>Manipulation d'outils dangereux, exposition poussieres nuisibles, position de travail pénible</b> | Blessures, maladies respiratoires, maladies speciales, troubles musculaires et osseux |

|  |                                                                                         |                                                                                                       |                                                                                                    |
|--|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  | Concassage de mineral                                                                   | <b>Manipulation d'outils dangereux, Poussieres nuisibles, Postures inconfortable, travail penible</b> | Blessure s , maladies respiratoires, troubles musculaires et osseux                                |
|  | Lavage, vannage de mineral                                                              | <b>Poussieres nuisibles, position de travail penible</b>                                              | Blessure s , maladies respiratoires, troubles musculaires et osseux                                |
|  | Transport de blocs de pierres                                                           | <b>Travaux epuisants, risques d'accidents</b>                                                         | Blessure s , Maladies musculaires et osseuses                                                      |
|  | <b>Meulage ou pilage du minerai concasse</b>                                            | <b>Travaux epuisants, blessures, Poussieres nuisibles, exposition aux vibrations</b>                  | <b>Blessures, maladies respiratoires, troubles auditifs dus aux vibrations, maladies speciales</b> |
|  | <b>Remonter le minerai à la surface</b>                                                 | <b>Travaux epuisants, accidents, Poussieres nuisibles</b>                                             | <b>Blessures, maladies respiratoires, troubles musculaires et osseux</b>                           |
|  | <b>Transport d'eau pour le lavage de minerai</b>                                        | <b>Travaux epuisants, accidents, Poussieres nuisibles</b>                                             | <b>Blessures, maladies respiratoires, troubles musculaires et osseux</b>                           |
|  | Travaux de coulee de metaux                                                             | <b>Exposition à des substances nuisibles, inflammables</b>                                            | Accidents, brulures, emanations nuisibles                                                          |
|  | Travaux de traitement de minerai par amalgamation au mercure sur les sites d orpaillage | <b>Exposition au mercure</b>                                                                          | Emanations nuisibles                                                                               |

| Batiments et<br>travatut publics |                                                                                            |                                             |                                                    |
|----------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------|
|                                  |                                                                                            |                                             |                                                    |
|                                  | Travaux d'elevation de toute nature                                                        | <b>Risque d'accident</b>                    | Blessures                                          |
|                                  | Travaux sur echafaudages volants, echelles suspendues et plate- formes ;                   | <b>Risque de chutes,</b>                    | Blessures                                          |
|                                  | Travaux de montage et de demontage d'appareil de levage;                                   | <b>Manipulation machines dangereuses de</b> | Blessures                                          |
|                                  | Conduite d'appareils de levage autres que les elevateurs guides fonct onnant en cage close | <b>Manipulation machines dangereuses de</b> | Accidents                                          |
|                                  | S gnalement aux conducteurs d'appareils de levage                                          | <b>Risques d'accidents</b>                  | Blessures                                          |
|                                  | Arrimage, accrochage ou reception des charges en elevation                                 | <i>Risques d'accidents</i>                  | Accidents                                          |
|                                  | Conduite d'engins, vehicules de manutention et de terrassement                             | <i>Risques d'accidents</i>                  | Accidents, <i>maladies musculaires et osseuses</i> |
|                                  | Travaux de poncage et de bouchardage de pierres dures                                      | <i>Poussieres nuisib es</i>                 | <i>Maladies speciales</i>                          |
|                                  | Travaux de demolition                                                                      | <i>Poussieres nuisibles, et accidents</i>   | Maladies respiratoires, blessures                  |
|                                  | Travaux de percement de galeries souterraines,                                             | <i>Eboulement, et poussieres nuisib es</i>  | Blessures, maladies respiratoires                  |
|                                  | Travaux de terrassement en fou lles etroites et profondes                                  | <i>Eboulement et poussieres nuisib es</i>   | Blessures, maladies respiratoires                  |
|                                  | Travaux de boilage de fouille et galeries                                                  | <i>Eboulement et poussieres nuisibles</i>   | Blessures, maladies respiratoires                  |



|                         |                                                                                                      |                                                                                  |                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                         | Travaux d'eta ement                                                                                  | <b>Risques d'accident</b>                                                        | Accidents                                                            |
|                         | Travaux dans les egouts                                                                              | <b>Exposition à l'humidite, travail dans des endroits insalubres</b>             | Emanations nuisibles, maladies speciales                             |
|                         | Travaux de dynamitage de rocher                                                                      | <b>Risques d'explosion, poussieres nuisibles</b>                                 | Accidents, troubles auditifs, maladies speciales                     |
| <b>Secteur informel</b> | Port de fardeaux (lorsque la charge excede la force de l'enfant au regard de son age et de son sexe) | <b>Travail excedant leur force</b>                                               | Maladies musculaires et osseuses, retard staturo-ponderal            |
|                         | Preparation de dolo (biere de mil) et de surveillance des jarres bouillantes                         | <b>Exposition à la grande chaleur, Lourdes charges</b>                           | Accidents, troubles musculaires                                      |
|                         | Vente de dolo dans les cabarets                                                                      | <b>exposition mix abus sexuels</b>                                               | Troubles psychosociaux, infections sexuellement transmissibles (1ST) |
|                         | Emploi dans les debits de boisson                                                                    | <b>Exposition maladies, infections sexuellement transmissibles (1ST) mix mix</b> | Troubles psychosociaux, infections sexuellement transmissibles (1ST) |
|                         | Emploi dans les boites de nuit                                                                       | <b>Exposition maladies, infections sexuellement transmissibles (1ST) mix mix</b> | Troubles psychosociaux, infections sexuellement transmissibles (1ST) |

|  |                                                                                                 |                                                                                      |                                                         |
|--|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------|
|  | <b>Travaux de meunier</b>                                                                       | <b>Poussieres nuisibles, exposition au bruit, manipulation de machine dangereuse</b> | <b>Troubles auditifs, blessures, maladies speciales</b> |
|  | <b>Tout type de travail dans les gares, dans la rue qui occupe</b>                              | <b>Exposition a la delinquance, aux abus, a la violence</b>                          | <b>Troubles sociaux psycho-</b>                         |
|  | <b>Tout type de commerce eacerce aux abords des feta tricolores</b>                             | <b>Exposition a la delinquance, aux abus, a la violence</b>                          | <b>Troubles sociaux psycho-</b>                         |
|  | <b>Tout type d'activites au niveau des feta tricolores (reglementation de la circulation) :</b> | <b>Risques d'accident</b>                                                            | <b>Blessures</b>                                        |
|  | <b>Commerce ambulant exerce de nuit</b>                                                         | <b>Exposition a la delinquance, aux abus, a la violence</b>                          | <b>Troubles sociaux psycho-</b>                         |
|  | Ramassage de ferrailles                                                                         | <b>Manipulation d'objets tranchants, rouilles</b>                                    | Blessures, maladies                                     |
|  | Collecte de dechets menagers                                                                    | <b>Endroits insalubres</b>                                                           | Emanations nuisibles                                    |
|  | <b>Collecte de dechets plastiques</b>                                                           | <b>Endroits insalubres</b>                                                           | <b>Maladies</b>                                         |
|  | <b>Emploi d'enfant comme guide par les mendiants</b>                                            | <b>Exposition a la delinquance, a la violence, risques d'accidents</b>               | <b>Troubles sociaux, blessures psycho-</b>              |
|  | <b>Ramassage d'agregats</b>                                                                     | <b>Poussieres nocives</b>                                                            | <b>Maladies respiratoires</b>                           |

| <b>Travaux domestiques</b> | <b>Travaux domestiques n'incluant pas un repos hebdomadaire</b>                                         | <b>Risques d'abus, travaux pénibles</b>                                             | <b>Troubles sociaux psycho-</b>                |
|----------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------|
|                            | <b>Emploi aux travaux domestiques d'une durée supérieure à 60 heures par semaine</b>                    | <b>Risques d'abus, travaux pénibles</b>                                             | <b>Troubles sociaux psycho-</b>                |
|                            | Manipulation des excréta                                                                                | <b>Exposition à des maladies contagieuses, à des bactéries</b>                      | Maladies contagieuses, maladies du péril fécal |
|                            | Entretien de tout matériel ou équipement de personnes malades                                           | <b>Exposition à des maladies contagieuses, à des bactéries</b>                      | Maladies contagieuses                          |
|                            | Gardiennage                                                                                             | <b>Exposition aux délinquants</b>                                                   | Troubles psychosociaux                         |
|                            | Exercice de petit commerce pour le compte de l'employeur                                                | <b>Exposition aux dangers de la rue (prostitution, accidents de la circulation)</b> | Troubles psychosociaux                         |
| <b>Artisanat</b>           | Emploi dans les ateliers de soudure et de construction métallique sauf dans le cadre de l'apprentissage | <b>Vapeurs et poussières nocives, bruits</b>                                        | Risques ophtalmologiques, troubles auditifs    |
|                            | Emploi dans les ateliers de menuiserie et verre (aluminium) sauf dans le cadre de l'apprentissage       | <b>Vapeurs et poussières nocives,</b>                                               | Maladies musculaires et osseuses, accidents    |
|                            | Emploi dans les ateliers de traitement de déchets ménagers et industriels                               | <b>Vapeurs et poussières nocives,</b>                                               | Maladies spéciales                             |

|                  |                                                                   |                                                                                       |                                                         |
|------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------|
|                  | Emploi dans les imprimeries sauf dans le cadre de l'apprentissage | <b>Vapeurs et poussières novices</b>                                                  | Maladies spéciales                                      |
|                  | Emploi dans les stations d'épuration                              | <b>Vapeurs et poussières novices,</b>                                                 | Maladies spéciales, Maladies musculaires et osseuses    |
|                  | Vidange et descente de moteur d'automobiles                       | <b>Emanations nuisibles, accidents, lourdes charges,</b>                              | Intoxication, blessures, troubles musculaires et osseux |
|                  | Emploi dans les ateliers de travail A sec des cornes et tanneries | <b>Vapeurs et poussières novices</b>                                                  | Maladies spéciales                                      |
| <b>Artisanat</b> | Emploi dans les ateliers de teinture et aux travaux de peinture   | <b>Vapeurs et poussières novices, exposition mix produits chimiques, intoxication</b> | Maladies spéciales                                      |
|                  | Travaux de bronze sauf dans le cadre familial                     | <b>Vapeurs novices, températures excessives</b>                                       | Brûlures, maladies spéciales                            |
|                  | Fabrication et réparation d'armes à feu                           | <b>Risques d'accident</b>                                                             | Accidents et blessures                                  |
|                  | Fusion de matière plastique                                       | <b>Emanations nuisibles, exposition à des produits inflammables</b>                   | maladies spéciales, brûlures                            |
|                  | Ponçage motorisé du cuir                                          | <b>Accidents, poussières dangereuses, exposition au bruit</b>                         | Troubles auditifs, blessures, maladies spéciales        |

|                                               |                                                                                                                                                                                   |                                              |                                                             |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|
| <b>Arts et spectacles</b>                     | Execution des tours de force perilleux ou d'exercice de dislocation dans les presentations publiques donnees dans les theatres, bals, cinematographies, cafes concerts ou cirques | <b>Risques d'accidents</b>                   | Accidents, musculaires et osseuses, troubles psychologiques |
| <b>Transport</b>                              | Travail de docker                                                                                                                                                                 | <b>Travail penible</b>                       | Troubles musculaires et osseuses                            |
|                                               | <b>Enfants app rentis</b>                                                                                                                                                         | <b>Risque d'accidents</b>                    | <b>Blessures</b>                                            |
|                                               | <b>Emploi comme conducteur de tricycles</b>                                                                                                                                       | <b>Risque d'accidents</b>                    | <b>Blessures</b>                                            |
| <b>Secteur de la sante humaine et animale</b> | Manipulation des prelevements                                                                                                                                                     | <b>Exposition a des objets contamines</b>    | Maladies contagieuses                                       |
|                                               | Manipulation des vetements et l nges souilles                                                                                                                                     | <b>Exposition a des objets contamines</b>    | Maladies contagieuses                                       |
|                                               | Manipulation de dechets b o- medicaux                                                                                                                                             | <b>Exposition a des objets contamines</b>    | Maladies contagieuses                                       |
|                                               | Travaux exposant aux rayonnements ionisants                                                                                                                                       | <b>exposition aux rayonnements ionisants</b> | Atteinte a la capacite de reproduction, maladies speciales  |

### **Article 7**

La liste des travaux sus indiqués **sera** mise à jour par une révision en cas de besoin.

### **Article 8 (nouveau)**

***L'accès aux sites miniers, aux sites d'orpaillage et aux carrières artisanales est strictement interdit aux enfants.***

***La présence d'enfants dans ces lieux expose l'exploitant ou le propriétaire et une amende de 50.000 francs CFA par enfant présent sur le site.***

***L'amende ci-dessus est fixée par l'inspecteur du travail du ressort et reversée au trésor public.***

***L'inspecteur du travail qui constate la présence d'enfants sur un site minier, un site d'orpaillage ou dans une carrière peut, en application de l'article 395 du Code du travail, ordonner l'arrêt du travail sur le site, tant que des enfants demeureront sur le site.***

### **Article 9**

Les infractions aux dispositions du présent décret sont constatées et sanctionnées conformément aux dispositions de l'article 5 de la loi n°029- 2008/AN du 15 mai 2008 portant lutte contre la traite des personnes et les pratiques assimilées.

### **Article 10**

Le présent décret qui abroge toutes dispositions antérieures contraires.

*Etude de base en vue de la relecture du décret n° 2009-365/PRES/PWAITSS/MS/MASSN du 28 Mai 2009 portant détermination de la liste des travaux dangereux interdits aux enfants au Burkina Faso* Page 18

### **Article 11**

**Le Ministre de la fonction publique, du travail et de la securite sociale,** le Ministre de la sante et le Ministre de l'action sociale et de la solidarite nationale sont charges, chacun en ce qui le concerne, de l'execution du present decret qui sera publie au journal officiel du Faso.

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