



# **7142**

## **Terms of Reference**

**Baseline- BPRM Project**

**A Holistic Approach to Addressing Child Labor among Syrian Refugees in Lebanon through Education and Child Protection**

**World Vision Lebanon**

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## **ii. Acknowledgements**

Appreciation is extended to all parties who contributed to the review and release of this document.

## **iii. Affirmation**

Except as acknowledged by the references in this paper to other authors and publications, the contents described in this terms of reference consists of our own work, undertaken to secure funding, implement the activities, describe and advance learning, as part of the requirements of World Vision’s Design, Monitoring and Evaluation Learning System.

Primary quantitative and qualitative data collected throughout the baseline process remains the property of the communities and families described in this document. Information and data must be used only with their consent.

Joelle Semaan – ELA Manager – September 2018  
Sandy Malak – Senior ELA Coordinator – September 2018  
Ali Ali Ahmad – ELA Coordinator - September 2018

## **iv. Glossary**

<b>BLN</b>	Basic Literacy and Numeracy
<b>BPRM</b>	Bureau of population, refugees, and migration
<b>CB</b>	Community based
<b>CL</b>	Child Labour
<b>CP</b>	Child Protection
<b>CV</b>	Curriculum Vitae
<b>CBG</b>	Community-based Group
<b>ECE</b>	Early Childhood Education
<b>ELA</b>	Evidence, Learning & Accountability
<b>FGD</b>	Focus Group Discussion
<b>ITS</b>	Informal Tented Settlement
<b>KII</b>	Key Informant Interview
<b>LS</b>	Life Skills
<b>M&amp;E</b>	Monitoring & Evaluation

<b>PSS</b>	Psychosocial Support
<b>TBD</b>	To be Determined
<b>ToR</b>	Terms of Reference
<b>WASH</b>	Water, Supply, Sanitation & Hygiene
<b>WVL</b>	World Vision Lebanon

## I. Summary

<b>Project Title</b>	A Holistic Approach to Addressing Child Labor among Syrian Refugees in Lebanon through Education and Child Protection
<b>Type</b>	Baseline
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To establish baseline assessment of key issues and indicators present in the project's log frame in CP</li> <li>To enable the measurement of changes in the project's logframe indicators over the course of two years</li> <li>To provide the project team with valid information for operational purposes</li> </ul>
<b>Primary Methodologies</b>	Quantitative and Qualitative data collection Secondary data review
<b>Baseline Start and End Dates</b>	December 10, 2018 – February 11, 2019
<b>Anticipated Baseline Report Release Date</b>	February 11, 2019

## Description of Project

<b>Project is funded by</b>	BPRM - Bureau of population, refugees, and migration (US) The project is also funded by WVUS and WV Korea
<b>Focal persons</b>	To be determined (TBD)– Project Manager Joumana Souaid – Program Officer
<b>Project Start date and end date</b>	30 September 2018 – 29 September 2020 (24 months)
<b>Project Location</b>	<b>Bekaa</b> (Majdel Anjar, Kabb Elias, Barr Elias, Zahle, Qaroun, Jeb Jennine) and <b>Akkar</b> (Sahel area - Bhannine, Mohammara, Abdeh, Borj Al Arab, Tel Abbas El Gharbeh, Tel Abbas El Charki, Rmoul, Mqayeth, Qobet Chemra, Deir Daolloum, Qaabarine)
<b>Beneficiaries &amp; target groups</b>	<b>24,380 Syrian refugees during the 2 years or 12,190 Syrian refugees each year divided as follows:</b> <ul style="list-style-type: none"> <li>3000 children in Bekaa and 4000 children in Akkar aged 6-17 years will benefit from PSS /LS sessions each year.</li> <li>360 children in Bekaa and 180 children in Akkar aged 10-14 years will be supported with BLN classes each year.</li> <li>1,050 children in Bekaa and 200 children in Akkar aged 3-5 years will benefit from ECE classes each year.</li> </ul>

	<ul style="list-style-type: none"> <li>• 3400 caregivers in Bekaa and Akkar of children aged 0-17 years will benefit from parental trainings including skills-based trainings each year.</li> </ul> <p>It is worth noting that children who will be enrolled in PSS might also be supported with BLN session.</p> <p><b>66 host community members during the 2 years including 56 teachers and 10 outreach workers in 3 learning hubs in Bekaa and Akkar.</b></p>
<b>Project objectives</b>	<ul style="list-style-type: none"> <li>• <b>Project Goal:</b> Most Vulnerable Syrian Refugees are protected from Child Labour (CL) and participate in Quality Education</li> <li>• <b>Objective 1:</b> Children at risk/involved in CL engage in learning opportunities that promote their safe and healthy development</li> <li>• <b>Objective 2:</b> Caregivers and local community members (including Community-Based Groups) apply positive practices to support the safe and healthy development of children</li> <li>• <b>Objective 3:</b> National and local-level stakeholders are mobilized to enhance CL prevention mechanisms</li> </ul>

As the conflict in Syria enters its 8th year, Lebanon remains one of the countries most affected by the crisis, as it currently hosts more than one million Syrian refugees. Particularly, 36% of registered Syrian refugees in Lebanon reside in Bekaa and 26% in the North, most of which live in Informal Settlements. Refugees residing in ISs suffer from extremely difficult living conditions (poor sanitation, fragile and overcrowded tents, etc.) as well as economic, legal, and security problems. Moreover, 76% of displaced Syrians in Lebanon currently live below the poverty line which caused many affected families to adopt negative coping mechanisms, such as using children as a source of income to help sustain their livelihoods. The Lebanese Labor Code, which applies to all children in Lebanon, sets the minimum employment age at 14 and provides basic protection for children of legal working age. However, despite Lebanon’s legislative progress around CL, and as indicated by Lebanese Internal Security Forces (ISF), the enforcement of this law has been challenging, as local systems often lack the resources to monitor the employment of children. The severity of the CL situation has been highlighted by the Ministry of Social Affairs (MoSA), Ministry of Labor (MoL), and the Child Protection (CP) Working Group in Lebanon, which have prioritized addressing CL in 2018. Despite the sector’s efforts, the response is still falling short.

As part of its strategic plan to address violence against children, WV addresses CL through a multi-level, holistic approach across individual, community, employer and governmental levels. At the individual level, Syrian children at risk/involved in CL have access to diverse and responsive education and protection services, and vulnerable households will be supported to materially and emotionally care for and protect their children. At the community level, community stakeholders will be sensitized to CL and mobilized to act, including reporting and referring specific child labor and child violence cases. At the private sector level, employers will be sensitized on child rights and protection and commit to respects code of conduct and standards on safe work. At the government level, government actors will reinforce laws, policies and practices that protect vulnerable children from abusive and exploitative relationships and engage in building their capacities to provide services and monitor the situation.

**Project Goal: The most vulnerable Syrian refugee children are protected from Child Labor (CL) and participate in quality education.**

Over 24 months, WV will build on its existing relationships with local partners and communities in Akkar and Bekaa to address CL. The proposed project will build on existing organizational and inter-agency efforts in the Education, CP, WASH, Livelihood and Basic Assistance sectors to best support children and their families and have a sustainable impact. Through this project, WV will also aim to mobilize local and national stakeholders, with a focus on working with local structures and ministries to develop and put into practice a holistic approach to CL.

**Objective 1: Children at-risk/involved in Child Labor (CL) engage in learning opportunities that promote their safe and healthy development.**

WV will support the provision of four cycles of PSS/LS activities of six months each, and each group of children will attend a total of around 26 hours of PSS/LS activities. The facilitators will be trained on safe identification and referrals and will refer to WV cases in need of specialized support.

As part of this project, WV will work closely with community members to identify all out-of-school children through outreach efforts and activities in the ISs, and refer them to appropriate education opportunities. As necessary, children aged 3-5 and 10-14 will be provided with ECE and BLN sessions, respectively. WV will refer children aged 6-17 who have BLN skills to formal schooling opportunities or Accelerated Learning Programmes, offered by education actors in the targeted areas. WV will also refer children aged 14 and above who are not able to enrol in formal education to vocational training programmes.

WV will identify and recruit teachers from the host communities to provide BLN sessions to children aged 10-14 in Akkar, Central, and West Bekaa. WV will support the provision of two cycles of BLN in Year 1 and three cycles in Year 2, of around 100 hours each.

WV will identify and recruit 50 teachers from the host communities to provide ECE sessions to children aged 3-5 in Akkar, Central and West Bekaa. WV will support the provision of one level and half-level of ECE classes in Year 1, and one level and half-level in Year 2. Over two years, the proposed project would allow children to attend the full three levels of CB ECE, preparing them to enter formal schooling.

**Objective 2: Caregivers and local community members (including Community-Based Groups) apply positive practices to support the safe and healthy development of children.**

WV will build on its experience implementing CB activities to identify and train outreach facilitators to engage with communities and provide training sessions to parents of children aged 6-17. The parenting skills program focuses on three main areas: knowledge, attitude, and practice. The program meets caregivers at their current capacity and aims at building further on CP and educational issues, particularly CL. WV will aim also to improve parental practices through the provision of training sessions to parents of children aged 0-5 years, using WV's "Go My Child Go" Curriculum which tackles issues such as health and mental health, protection, and education. The training will sensitize parents on the importance of education, highlight the detrimental effects of CL, and include sessions specific to fathers. Moreover, WV will aim to ensure that the children's families have access to income generating activities by linking them to livelihood opportunities internally, when possible, or externally through other partners.

WV will support communities in electing CBGs of 15-20 members in ISs or neighbouring ITSs, and will work with CBGs on identifying key needs/challenges in their communities. Needs may include issues related to safety, health, gender-based violence, protection, education, and legal counselling.

WV will also support CBGs to draft capacity building plans and conduct trainings or awareness sessions, to equip them with the knowledge to address identified challenges. CBGs will be trained on CB PSS and parental training and will share responsibility of the project implementation. As needed, CBGs would replicate the trainings or provide adequate support to members of the communities, ensuring that CP and education remain a priority throughout and after the project.

### **Objective 3: National and local Level stakeholders are mobilized to enhance CL prevention mechanisms.**

Considering the context in Lebanon, promoting Organizational Safety & Health (OSH) and eliminating hazardous work is a key entry point to eliminating CL. WV will aim to increase employers' awareness on incidences, impact of CL, legal framework and minimum OSH measures to avoid harming children.

WV will try to sensitize employers and engage them as partners on protection by conveying messages on CL. To ensure that WV is offering a comprehensive approach, local-level committees will be created based on the existing social structures in the area. The aim of the committee is to engage the MoL, MoSA, religious leaders, and civil society representatives, and employers to address the issues of CL without creating additional burden on the existing actors. WV will facilitate and provide the technical support for the platform and ensure that regular meetings take place, and action points are developed and executed. In addition, WV will raise topics to the area-level committee that are reported by the CBGs in ITSs.

As the project has started and the project team is engaged in preparing for the activities and implementation phase, WV is planning to conduct a baseline study to set the status of the targeted population at time 0, before the onset of activities.

### **Baseline Target Audiences**

The baseline will serve as a **learning resource** providing evidence for planning, programming and replication of similar CP and Education interventions for the following local and international stakeholders:

- **PRM, WV United States (WVUS) and WV Korea:** The baseline report will be submitted to the donors of the project to shape expectations of the project's logic intervention, to inform them about the CP/education status among target population which will be a basis for program planning such as target and activity setting. Finally, the baseline will help in monitoring changes throughout program implementation and measuring the impact at the end of the project.
- **WV National Office and Bekaa & Akkar Area Offices:** The data collected from the baseline will inform WV decision making by providing a reference point to determine progress and adjust project implementation to best serve project beneficiaries.
- **Local stakeholders:** Including municipalities. These stakeholders will first be involved in the baseline process and provide valuable input throughout the process about their expectations as well as the current field reality. In addition, this will promote stakeholder participation, by playing the role of a

catalyst for discussion and motivation among community members and stakeholders on the most appropriate means of action.

### **Baseline Purpose and Objectives**

The main purpose of this baseline study is to assess and understand the current CP and education status of the population in Bekaa and Akkar areas before the project is rolled out. More specifically, the objectives of this baseline are the following:

- Measuring the status of project objective indicators before the onset of the project, and thus developing a benchmark which will contribute to the end of project evaluation and allow the measurement of the effectiveness and impact of the project.
- Providing the project team with valid information about the needs of the targeted population which will be used for making operational decisions and informing the content of activities.

### **Ethical considerations**

This baseline will respect the essential ethical guidelines concerning conducting the study with the targeted population categories. It is crucial to ensure that the risks of potential harm to participants resulting from the data collection process are minimized, and are outweighed by the potential benefits of the outcomes of the study. The consultant is required to abide by the same ethical principles and guidelines developed by WV during this mission. Confidentiality and anonymity of the respondents should be kept during the data collection and analysis stage.

### **Baseline Methodology**

The baseline methodology is informed by the M&E plan (the plan of measurement for project objective specifically is attached as Appendix A) specified during program design and it is aligned with PRM standards and WV standards for ensuring good quality baseline process. The key indicators to be measured are included in the M&E plan.

The baseline methods should be a combination of quantitative and qualitative methods involving the relevant project stakeholders, relevant municipalities, and beneficiaries at the community level. Data collection methods may include surveys with children and caregivers, Focus Group Discussions (FGDs) or Key Informant Interviews (KIIs) with teachers, community based groups, employers who participated in awareness sessions, and local level committees. For the qualitative part of the study, FGDs and KIIs will be collected till information saturation is reached.

For quantitative methodology specifically, a sample size of children and of parents was determined considering a 95% Confidence level and 5% Margin of Error. The sample size was calculated using sample size calculator website (<http://www.raosoft.com/samplesize.html>) and was divided as per below:

<b>Target population</b>	<b>Target for 2 years</b>	<b>Sample size (95% confidence level and 5% Margin of error)</b>
Children aged 6 -17 enrolled in PSS / LS and BLN (children enrolled in PSS might also be enrolled in BLN)	15080	375

Children aged 3-5 enrolled in ECE	2500	334
Caregivers enrolled in parenting sessions	6800	364
<b>Total</b>	<b>24380</b>	<b>1073</b>

Data collection for the quantitative part of the study will take place at the Household level. As a result, the consultant is expected to develop the appropriate methodology and tools that would best capture the objectives of the baseline and this method should be taking into consideration gender sensitive measurements by collecting and analysing data disaggregated by sex and age. This disaggregation will allow project implementers to see if there are any gaps/differences between issues experienced by boys and girls, women and men. The baseline shall also explore gender-based barriers that might occur for beneficiaries. The process also includes a stakeholder interpretation workshop which will be carried out towards the end after analysis of results to further interpret and validate the findings and extract actionable recommendations.

**Roles and Responsibility**

**Team Members and Roles**

Role	Baseline Phase	Responsibilities and tasks
<b>Consultant</b>	Planning	<ul style="list-style-type: none"> <li>• Develop and submit the baseline methodology (sample selection, quantitative &amp; qualitative methodology)</li> <li>• Develop baseline work plan</li> <li>• Finalize baseline methodology based on feedback from WV</li> <li>• Conduct desk review of key documents such as project proposal and LogFrame</li> <li>• Develop data collection tools allowing to measure project objective indicators</li> <li>• Develop data analysis plan</li> <li>• Gather feedback on tools from WV key stakeholders and conduct pilot testing of the tools</li> </ul>
	Data Collection & Analysis	<ul style="list-style-type: none"> <li>• Recruit and train data collectors if relevant for both quantitative and qualitative data collection</li> <li>• Conduct quantitative and qualitative data collection (supported with data collectors where relevant)</li> <li>• Supervise and assure the quality of quantitative data collection</li> <li>• Supervise data entry clerk</li> <li>• Set up a plan for quantitative data analysis, conduct in depth data analysis and interpretation of results</li> <li>• Provide weekly feedback to WV team</li> </ul>
	Reporting, Validation & Follow up	<ul style="list-style-type: none"> <li>• Draft the Baseline report</li> <li>• Prepare power point presentations of the main findings</li> <li>• Co-facilitate stakeholder interpretation workshop with ELA team and discuss findings with relevant WV staff and partners</li> <li>• Finalize the Baseline report based on feedback from WV team</li> <li>• Submit a 2 pager summary fact sheet (in English and Arabic) to be disseminated to relevant stakeholders.</li> </ul>



<b>Data Collectors</b>		<ul style="list-style-type: none"> <li>Carry out quantitative and/or qualitative data collection as relevant</li> </ul>
<b>ELA</b>	Planning	<ul style="list-style-type: none"> <li>Develop Baseline TOR</li> <li>Review and approve the Baseline work plan</li> <li>Follow-up on recruitment of external consultant</li> <li>Provide feedback on baseline methodology</li> <li>Approve the methodology and ensure its quality</li> <li>Review the data analysis plan</li> </ul>
	Data Collection & Analysis	<ul style="list-style-type: none"> <li>Provide feedback on data collection tools</li> <li>Follow up with the consultant on data collection and analysis, ensure quality of data collection</li> <li>Provide feedback on data analysis and ensure the quality of interpretation</li> </ul>
	Reporting, Validation & Follow up	<ul style="list-style-type: none"> <li>Provide feedback on draft baseline report</li> <li>Share internally the draft version of the report and follow up on the feedback received</li> <li>Co-facilitate stakeholder interpretation workshop with consultant</li> <li>Review and share final version of the report</li> </ul>
<b>CP Technical Specialist &amp; CP Portfolio Manager</b>	Planning	<ul style="list-style-type: none"> <li>Provide technical input and feedback on TORs</li> <li>Provide guidance on questionnaires and tools</li> </ul>
	Data Collection & Analysis	<ul style="list-style-type: none"> <li>Technical support in finalizing data collection tools</li> <li>Technical input for the analysis, synthesis of data, and drafting of recommendations</li> </ul>
	Reporting, Validation & Follow up	<ul style="list-style-type: none"> <li>Provide feedback on draft baseline report and recommendations</li> </ul>
<b>Project Manager &amp; team</b>	Planning	<ul style="list-style-type: none"> <li>Provide input on TORs</li> <li>Provide documents for literature review</li> <li>Coordinate and communicate with local partners as needed</li> </ul>
	Data Collection & Analysis	<ul style="list-style-type: none"> <li>Provide feedback on data collection tools</li> <li>Coordinate with consultant in relation to data collection logistics</li> <li>Facilitate access to community members, local stakeholders and partners</li> </ul>
	Reporting, Validation & Follow up	<ul style="list-style-type: none"> <li>Support in organizing validation workshop</li> <li>Provide feedback on draft baseline report and recommendations</li> </ul>

### Logistics

The recruited consultant will be in charge of finalizing logistical issues related to the transportation to the different areas where data collection will be completed. As for the location for completing the different meetings (KIIs), it will be agreed upon based on location of beneficiaries and stakeholders (WV's offices are also an available option). WVW will support in coordinating the meetings with local stakeholders.

### Products

The expected deliverables throughout the process of the baseline include:

1. Baseline Methodology
2. Budget Breakdown
3. Validated and tested data collection tools

4. Data sets including software outputs
5. Notes and transcription of FGDs and KII
6. Tabulation of results including descriptive analysis, associations
7. Baseline Report (based on Template provided by WV) )
8. Power Point presentation of the findings
9. 2 pager fact sheet summary (in English and Arabic)

The consultant is also expected to present and co-facilitate a stakeholder interpretation workshop which will join together WV staff and local stakeholders to present the main findings, reflect on the lessons learned and recommendations and develop key action points for consideration during project implementation.

All collected data is legally owned by WV and the consultant is expected to hand over all data sets and notes of the interviews to the organization. The Consultant shall maintain in confidence and protect all information provided to him/her by WV, its employees, and beneficiaries. The consultant may only disclose the extent necessary to perform the tasks.

### **Qualifications of the consultant**

The consultant should have the following competencies and experience:

- At least 5 years of progressive proven experience in similar studies and in using both qualitative and quantitative research methodologies and data analysis;
- Previous experience in relation to CP and education projects (to be provided within the CV);
- Extensive professional experience in the design and implementation of baselines and evaluations;
- Good analytical and critical thinking;
- Proven knowledge and experience in applying participatory research methods and tools;
- Advanced degree in relevant field (e.g. Public Health, Epidemiology or any related technical field);
- Good understanding of the Humanitarian work especially the development field;
- Familiarity with civil society and Non-Governmental Organization (NGO) engagement;
- Ability to work on tight schedules with minimal supervision;
- Good English and Arabic speaking and writing skills.

### **Budget**

The consultations fees available for this baseline will include transportation, logistics and accommodation fees identified by the consultant, as well as recruitment of data collectors/data entry clerks and data collection, data entry, translation fees and report writing. A budget breakdown needs to be submitted by the consultant.

### **Duration of consultancy and application**

WV has set aside 2 months (December 10, 2018 until February 11, 2019) for this assignment. Bids should include a detailed proposed work-schedule with specific tasks and should also incorporate a budget that outlines all relevant costs that will be associated with this baseline. Candidates are expected to state how much time they will need to start the assignment and how much time they need to conduct every task. Selected candidates are also expected to abide by the deadlines and the conditions for deadlines specified within the contract/agreement.

Interested individuals and consultancy firms should send in their applications no later than 16.00 hours GMT on November 16, 2018 including a detailed Technical and Financial Bids with the following documents:

- Proposed methodology (including timeline and budget),
- Curriculum vitae and/or resume,
- The names and addresses (including telephone and e-mail) of two non-related referees,
- Sample of previous work (reports related to the topic).

Technical and Financial Bids should be in English and should not exceed 5 pages and should be **submitted in two separate Sealed Envelopes**. The top right-hand side of the envelopes must be clearly marked with the name of the consultant and the subject line “*BPRM baseline*” and sent to the below address:

*“Main National Office address: Villa Siniyora, Mountazah, Mansourieh; Office Phone: 961-4-401-980  
Mailing address: World Vision Int'l Lebanon P.O.Box 55355, Sin el Fil, Lebanon”*

**N.B:** Selected consultant will be provided with all additional documents required to carry out the work.

**Payments to the supplier will be made upon completion of the tasks and submission of the invoice and necessary needed papers.**

**Interested consultants should send their Offers no later than Friday 16<sup>th</sup> of November 2018 including detailed Technical and Financial Offers.**

**In case the Consultant is not registered with Ministry of Finance, a deduction of 7.5 % should always be considered.**

## Appendix A

### M&E Plan

Log Frame Code*	Objective	Indicator	Indicator Definition	Data source	Data collection methodology	Frequency of data collection
Project Goal	The most vulnerable Syrian refugee children are protected from Child Labor (CL) and participate in quality education.	% of targeted Syrian Refugees children (girls and boys) engaged in child labour	Percentage of Syrian children who are working disaggregated by sex Children would be classified as child labourers when they are either too young to work or are involved in hazardous activities that may compromise their physical, mental, social or educational development.	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project
		% of targeted community members (children, caregivers, local stakeholders) who know of the presence of services and mechanisms to address CL (disaggregated by age and gender)	Percentage of surveyed community members including caregivers and children who know about available systems and processes that address the employment of children in an industry or business, especially when considered illegal or exploitative.	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project
		Proportion of children who have dropped out of school (Disaggregated by gender)	Percentage of school aged children who were enrolled in school but have dropped out, expressed as a percentage of the total number of school age children who attended school.	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project
Objective I	Children at-risk/involved in Child Labor (CL) engage in learning opportunities that promote their safe and healthy development.					
Outcome I.1	Children at-risk/involved in CL have improved Psychosocial Wellbeing.	The strengths of the assets and the contexts in which adolescents live, learn and work as reported by adolescents 12-18	The mean total score of internal and external asset categories which reflect the assets and the contexts in which adolescents live, learn and work as reported by adolescents 12-18 years of age.	Baseline, midline and Evaluation report	Survey including the Development Asset Profile questionnaire	Start, at year one and end of project

		years of age (Disaggregated by gender)				
		Proportion of targeted girls and boys 6-12 years of age in programmes reported to be showing an increase in psycho-social wellbeing (Disaggregated by gender)	Increase in Psycho-social wellbeing will be considered when the person improves in the following themes: communicating with others, knowing and expressing feelings, personal protection and strengthening self confidence and setting future goals. These themes are present in WVU's Activity Catalogue curriculum.	Baseline, midline and Evaluation report	Survey	Start, at year one and End of project
		Percentage of people satisfied with mental health and psychosocial care they or their families receive (Disaggregated by gender)	Percentage of children (6-12 years) attending psycho-social sessions and reporting being satisfied from the sessions they are receiving.	Baseline, midline and Evaluation report	Survey and FGDs	Start, at year one and end of project
Outcome 1.2	Children and youth at-risk/involved in CL enrol in quality formal/non-formal education opportunities	Proportion of children aged 3 to 5 years who are developmentally on track (Disaggregated by gender)	Percentage of children aged 36-59 months (3-5 years) who are developmentally on track in literacy-numeracy, physical, social-emotional and learning domains	Baseline, midline and Evaluation report	Survey including Ages and Stages questionnaire	Start, at year one and end of project
		Number of teachers and other education personnel receiving periodic, relevant, and structured training according to needs and circumstances (Disaggregated by gender)	TBD	Baseline, midline and Evaluation report	Attendance sheets and activity reports	Start, at year one and end of project
		Percentage of students that drop out of school/learning spaces (disaggregated by gender and age groups)	TBD	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project

		% of children aged 10 to 14 with acquired basic learning skills (Disaggregated by gender)		Baseline, midline and Evaluation report	Survey and FGDs	Start, at year one and end of project
<b>Objective2</b>	Caregivers and local community members (including Community-Based Groups) apply positive practices to support the safe and healthy development of children.					
Outcome 2.1	Caregivers of children at risk/involved in CL prioritize and support the healthy development of their children.	% of caregivers who prioritize education for their children (girls and boys) (Disaggregated by gender)	Percentage of caregivers (providing direct care for children) who consider education as being most important.	Baseline, midline and Evaluation report	Survey and FGDs	Start, at year one and end of project
		% of caregivers with negative attitudes towards CL, early marriage, etc. (Disaggregated by gender)	Percentage of caregivers (providing direct care for children) who discourage child labour and early marriage.	Baseline, midline and Evaluation report	Survey and FGDs	Start, at year one and end of project
		Percentage of children, youth, caregivers or community members surveyed who have knowledge of dangers and safe behavior to prevent unintentional injury to children. (Disaggregated by gender)	TBD	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project
Outcome 2.2	Community Based Groups (CBGs) are equipped and empowered to support the needs of children, parents and the community.	Proportion of community members who report high levels of participation in the CBGs (Disaggregated by gender)	Community members who are highly involved the community based groups by attending all the meetings and by being active members of the group.	Baseline, midline and Evaluation report	Survey, FGDs and KIIs	Start, at year one and end of project
		Local stakeholders (CBGs, municipalities) can identify, understand and	Local stakeholders reporting being able to continuously monitor the Child Labor situation in their communities, to continuously identify,	Baseline, midline and Evaluation report	FGDs and KIIs	Start, at year one and end of project

		respond adequately to issues of CL (including children with No IDs) (Disaggregated by gender)	analyze and update the CL environment in their community and develop action plans to advance solutions to child labour. In addition, local stakeholders shall state their ability to implement Quick impact projects in their communities to improve the protective environment of children, and particularly address CL with WV's support.			
<b>Objective 3</b>	<b>National and local Level stakeholders are mobilized to enhance CL prevention mechanisms.</b>					
<b>Outcome 3.1</b>	Local Level stakeholders are mobilized to provide a protective environment for children engaged in CL.	National level mechanisms (action plan, national curriculum, referral mechanism) are established	National level mechanisms are in place	Baseline, midline and Evaluation report	KII	Start, at year one and end of project
		Percentage of caregivers who report that informal or formal systems to protect children, including local justice systems function satisfactorily, or better. (Disaggregated by gender)	Percentage of caregivers (providing direct care for children) who report that informal or formal systems to protect children, including local justice systems are improved.	Baseline, midline and Evaluation report	Survey	Start, at year one and end of project
		Number of recommendations adopted/formalized by key decision makers (on violence against girls and boys)	Number of recommendations made by the community based groups that are applied and used.	Baseline, midline and Evaluation report	KIIs and FGDs	Start, at year one and end of project