

| Project Component | RESULTS | MAIN ACTIVITIES - CORE marked with (*) | KPI - STANDARD/CORE | KPI - OPTIONAL |
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| Community strenghtening | Strenghtened ownership and capacities of communities to ensure wellbeing of children | <ul style="list-style-type: none"> • Facilitate community led CAP design and their periodical update; (*) • Support the revision of a standardized CAP template and promote the inclusion of SMART and gender/children focused target/indicators; (*) • Facilitate community led and multistage/multi actor needs assessment; • Conduct capacity building and facilitate community based fund raising and advocacy; • Train community leaders on Child Protection and Child Participation. | <ul style="list-style-type: none"> • # and % of CAP priority actions which contribute to children wellbeing including the reduction of child labour and its worst forms implemented as per plan | <ul style="list-style-type: none"> • # and % of CAP with planned results and indicators relevant for children wellbeing and gender |
| | Strenghtened capacities of communities to manage water contamination and adopt simple and sustainable practices to improve water access, quality and management | <ul style="list-style-type: none"> • Establish or strenghten Water User associations; (*) • Conduct capacity building on 1) how to ensure safety, protection and accessibility 2) operate and maintain pre-existing water schemes 3) improve water sources and treat water at household and/or village level through low technology methodologies; (*) • Facilitate community led water resources mapping and water management gaps identification; • Conduct environmental sanitation, personal and household hygiene and sanitation training, campaigns and activities at community and school level. | <ul style="list-style-type: none"> • # and % of communities with a water user association • # of community people trained on water contamination and management | <ul style="list-style-type: none"> • # of CAPs planning for which include community-led water management activities |

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| | <p>Strengthened capacities of communities to access health services and adopt healthy behaviours and preventive measures</p> | <ul style="list-style-type: none"> • Involve, mobilize and train Health Extension Workers (HEW)/Community Health Workers in order to integrate health extension services with CP cases identification and referral; (*) • Organise environmental sanitation; nutrition, hygiene and sanitation campaigns; (*) • Support HEW in fostering sustainable documentation (for example birth certification) procedures to enable children and adolescents to access basic services. (*) | <ul style="list-style-type: none"> • # of CP cases referred to health services (in CDI project in CP component) • # of birth certificates facilitated by HEW (in CDI project in CP component) • # of community people sensitised on WASH / sanitation, health practices and services | <ul style="list-style-type: none"> • # of children reached by sanitation/health education • # of HEW/ CHW trained |
| | <p>Strengthened capacities of communities to adopt good nutrition practices and behaviours</p> | <ul style="list-style-type: none"> • Develop a SBCC strategy (to identify key nutrition behaviours to be promoted), recruit and train caregroup promoters of improved nutrition practices and behaviours; (*) • Conduct Nutrition Education Sessions in schools; establish school gardens for both school canteens and community demonstrations; establish community-led feeding systems in the schools; • Facilitate establishment and operation of gardens following; the Farmers Field School approach. Train community members on vegetable production. | <ul style="list-style-type: none"> • # community people sensitised on nutrition practices | <ul style="list-style-type: none"> • # and % of school gardens created • # school children with access to sustainable school meals |

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| | <p>Strengthened capacities of communities to improve and diversify households income</p> | <ul style="list-style-type: none"> • Establish/revamp VSLA groups (giving priority to families with children at risk of harmful work) and train their members; (*) • Map and quantify current income sources and identify viable IGAs to promote and support among VSLA members; (*) • Identify and train community agents in VSLA methodology, financial literacy and small business development; • Link mature VSLA groups to formal financial institutions and to Micro-Insurance institutions. | <ul style="list-style-type: none"> • # VSLAs groups created (*) • Average savings of the VSLA groups members (*) • % of households (women and men) with increased / diversified income (*) | <ul style="list-style-type: none"> • # of VSLA members (M/F) who have IGAs in place • # of VLSA members (M/F) who have been linked with a bank or microfinance institutions • # community agents/ members trained in financial literacy and small business development • % parents or caregivers of children at risk/victims of WFCL who are able to cover the costs of their children's education, nutrition and healthcare through their own financial means |
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| <p>Child protection</p> | <p>A functional Child Labour Monitoring & Remediation system adopted and implemented that encompasses roles and responsibilities of key stakeholders at corporate, community and institutional levels</p> | <ul style="list-style-type: none"> • Support the establishment and implementation of CLMRS at cooperative, community and institutional level; (*) • Engage and capacitate key stakeholders on CLMRS (in alignment with ICI); (*) • Community Level: Establish, consolidate and strengthen both formal and community based child protection mechanisms; • Corporate level: Train, sensitize and engage Child labour agents who represent focal points for cooperatives and other economic actors; • Institutional level: Establish / strengthen an observatory on child labor including its worst forms (for example SOSTECI in Cdl) and to provide resources needed. | <ul style="list-style-type: none"> • # and % cooperatives with a CLMRS in place • # of cases identified and referred through CPC e CG and cooperatives, including cases of worst forms of child labour, such as forced labour and trafficking | <ul style="list-style-type: none"> • # of cooperatives and cooperative members trained on CRBP |
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| | <p>An integrated child case management system established and strengthened to effectively rehabilitate and prevent child labor and other forms of violence and abuse</p> | <ul style="list-style-type: none"> • Establish and strengthen community-led child protection mechanisms and platforms, including capacities of service providers; (*) • Prevent, identify, refer and provide assistance to children and adolescents that are victims/at risk of child labour and other forms of violence and abuse; (*) • Assess, profile households with children at risk of child labour and conduct door to door awareness raising activities; • Develop positive parenting training sessions for parents and caregivers; • Improve child participation, engagement, leadership through child led initiatives. | <ul style="list-style-type: none"> • # of monitoring and referral mechanisms for cases child labor and other forms of violence and abuse established/strengthened • # and % of children and adolescents in child labour (there including cases of WFCL, such as forced labour and trafficking) who are identified and receive case management services • # of formal and informal service providers trained to prevent and respond to cases of violence and abuse against children, including child labor | <ul style="list-style-type: none"> • % of child labour cases managed which meet the CM/S2P process and standards • % of children without appropriate care who are satisfied with the quality of support they receive (including foster care arrangements) • # of community members sensitized on child rights and legal provisions against WFCL • % of farmers informed/trained by community service groups that are aware and able to mitigate hazardous work during pick seasons |
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| <p>Education</p> | <p>Children have access to quality, inclusive and participatory education</p> | <ul style="list-style-type: none"> • Develop / support bridging classes and community schools; (*) • Implement proactive strategies to enroll and retain children in school, including train rural animators / mentors / members of the educational community to identify and enrol out of school children in bridging classes; (*) • Develop and conduct radio/media campaigns, role model communication, conduct peer-to-peer awareness; • Promote children, parents, and communities' participation in school planning and decision-making processes; • Support parents and community members involvement in children's learning outside of school; • Develop of school and teachers code of conduct and school management plan for the benefit of children (distribute code of conduct, train teachers, monitor the use of CoC). | <ul style="list-style-type: none"> • # and % of children of official primary education age enrolled in primary school / bridging classes • # and % of primary school students who regularly attend primary school / bridging classes | <ul style="list-style-type: none"> • # of children who entered the formal school system via a bridging class • % of children among those who entered the formal system via a bridging class who reach the minimum level of reading, writing and numeracy skills • # and % of children with improved literacy / numeracy skills in grade 2 or 3 of primary school (measured by LB assessment, NB assessment, summative assessment, etc.) • # community members, parents and caregivers involved in activities that support children learning • # of school code of conduct drafted and/or implemented |
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| | <p>Safe and accessible learning spaces are available for all children, equipped with safe drinking water and adequate sanitation and hygiene facilities</p> | <ul style="list-style-type: none"> • Establish/upgrade learning spaces including bridging classes / community schools to ensure safe and inclusive access; (*) • Furnish and equip learning spaces / bridging classes with quality inclusive games, teaching and learning material; • Train and encourage teachers and children to maintain and properly use water and sanitation facilities with good hygiene practices. | <ul style="list-style-type: none"> • # of learning spaces (bridging classes and reading spaces) established and functional | <ul style="list-style-type: none"> • # learning spaces (bridging classes and reading spaces) with community canteen and water points |

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| | <p>Teachers are able to apply contextually appropriate, inclusive, child centered methodologies and to employ specific pedagogical skills to teach literacy and numeracy+B9:B13</p> | <ul style="list-style-type: none"> • Train teachers on inclusive child centered methodologies and pedagogical skills - including LB & NB and positive and respectful interaction; (*) • Train teachers to facilitate socio-emotional learning through games and recreational activities including psychosocial support and referral to specialist support for those children in need. | <ul style="list-style-type: none"> • # of teachers trained on LB/NB methods, positive discipline, socio-emotional learning, inclusive pedagogical practices, and identification of special needs | <ul style="list-style-type: none"> • # and % of teachers trained who apply LB/NB methods, positive discipline, socio-emotional learning, inclusive pedagogical practices, and identification of special needs |
| <p>Adolescents and youth empowerment</p> | <p>Adolescents and young people develop their potential for improving their economic and social lives</p> | <ul style="list-style-type: none"> • Train A&Ys on life skills, decent job rights, and technical vocational skills; (*) • Facilitate A&Ys to access to financial services; (*) • Sensitize communities and duty bearers on criteria and practice of decent jobs for Adolescents and Youths; (*) • Create decent livelihoods opportunities for trained A&Ys; (*) • Sensitize communities and duty bearers on A&Y needs and consequent access to relevant appropriate services; • Create synergies with enabling relevant stakeholders (community leaders, religious groups, schools, TVET, financial institutions, AYs groups, private sectors, etc.); • Support A&Y clubs to promote participation and involvement in advocacy actions of A&Ys to claim their rights and highlight their needs. | <ul style="list-style-type: none"> • # of adolescents and youths trained on life skills and decent job rights • # of adolescents and youth trained on Technical and Vocational skills on professional careers in/outside the cocoa value chain, and on Entrepreneurship skills, including career counselling, financial literacy and redaction of business plan | <ul style="list-style-type: none"> • # and % of A&Y (m/f) who demonstrate life skills in their everyday life i.e. at home, in school, in the work place, in the community • # and % of trained A&Y (m/f) who are in decent employment, including apprenticeships, or internships • # of A&Y groups, and their parents, and corporate managers sensitized/reached by advocacy on decent work criteria and practice |

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| Monitoring Evaluation Accountability Learning | <p>Project implementation is monitored to ensure that progress is regularly documented and decisions can be made in an informed way</p> | <ul style="list-style-type: none"> • Develop MEAL plan and monitoring tools (*) • Conduct monitoring visits and collect data on KPIs and Quality Benchmarks (*) • Compile, analyse and report data (*) | <ul style="list-style-type: none"> • MEAL plan available • Monitoring tools for data collection of all project components available • # of monitoring visits conducted | <ul style="list-style-type: none"> • % of KPIs with available data at reporting time |
| | <p>Project results are measured to ensure learning and accountability to donor and beneficiaries</p> | <ul style="list-style-type: none"> • Conduct/coordinate baseline and endline assessments (*) • Conduct learning and accountability activities (data reviews, collect feedback, annual reviews) (*) • Develop semi-annual and annual reports (*) | <ul style="list-style-type: none"> • Baseline available at the beginning of project • Endline assessments conducted at end of project • Semi-annual and annual reports available on due time | <ul style="list-style-type: none"> • Feedback and accountability mechanisms available • % of feedback/complaints addressed • # of data reviews and annual reviews conducted |