

CocoaAction: West Africa
Community Development
Implementation Manual

World Cocoa Foundation

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Chapter 1: Introduction



I. This Manual and CocoaAction

CocoaAction is a commitment from 9 of the world's leading cocoa and chocolate companies to work together towards a truly sustainable cocoa industry. CocoaAction's vision is a transformed cocoa sector that offers a profitable way of life for professionalized and economically empowered cocoa farmers and their families, while providing a significantly improved quality of life for cocoa-growing communities.

This manual is written on behalf of CocoaAction companies by the World Cocoa Foundation (WCF) and describes the Community Development package in detail. CocoaAction's Community Development package is an innovative approach under which companies have committed to aligning their efforts in Côte d'Ivoire and Ghana under a common set of actions and aims, and a harmonized set of indicators through which success will be measured in terms of learnings, outcomes and impacts.

In order to realize success in this approach, this manual is intended to provide companies and their implementing partners with guidance on what the Community Development commitments are, why these commitments were chosen, and what the elements are on which success will be measured.

This implementation manual lays out the different components of the CocoaAction Community Development package – including both detailed information on the interventions and connections to related and broader elements. It intends to give strategic rather than technical guidance to the companies (and their implementing partners). As such, it does not provide overly prescriptive details on how exactly programs should be implemented. Rather, the manual describes a core set of interventions that represent the minimum set of community development interventions that will take place in the communities and that will complement the CocoaAction Productivity package interventions. To assist in the process, the manual provides some guidelines and considerations for companies to achieve progressive alignment in their own individual and collective programs towards the shared objectives.

The manual will not freeze the community development approach until 2020. It will be a living document that grows with the program. Progressive insights and feedback from project implementation will be channeled back and contribute to the iteration of the manual in line with the phase of implementation that CocoaAction is in.

For further information on how companies will measure and report on their community development progress, companies should refer to the CocoaAction Monitoring & Evaluation (M&E) Guide. The M&E Guide provides details to regarding processes companies should take on in order to promote consistency across companies regarding approaches to data collection.

II. Background of CocoaAction

Despite significant investments in cocoa sustainability initiatives by the public, private and nonprofit sectors in recent years, cocoa farming in Côte d'Ivoire and Ghana continues to face significant challenges. As a result, cocoa farming is losing its appeal as a viable livelihood among younger generations. These challenges are due to:

- Unproductive farms with aging, vulnerable trees; lack of access to improved planting material and fertilizer; declining soil fertility;
- Lack of knowledge about Good Agricultural Practices (GAP); limited attractiveness of cocoa for young farmers;
- Reported child labor in cocoa-growing communities;
- Communities with limited access to basic education and lack of empowerment of women; and
- Increased competition from other cash crops.

These challenges have imposed significant stress on the cocoa supply chain in West Africa. Today, too many farmers are trapped in a cycle of poverty and social decline. While the world's demand for chocolate is forecast to continue increasing over the next ten years, the supply of cocoa is forecast to plateau – or possibly even decline.

These challenges on the farm level are closely related to the situation at the community level. Most communities within the cocoa sectors of Côte d'Ivoire and Ghana can be characterized as being entrenched in poverty, with poor housing, lack of (access to) direct sanitation and water services, a lack of school infrastructure, as well as a deficiency in health care services and nutrition. Most service roads are unpaved and in many cases become impassable during the rainy season. Due in part to many of these infrastructural deficiencies and lack of services, education in these communities is often limited and of poor quality. Illiteracy among women is particularly common and contributes to an overall lack of women's empowerment and inequality. The lack of education opportunities and poverty can also lead to the presence of child labor on farms in cocoa-growing communities.

DEFINITION OF A COMMUNITY

- A cocoa-growing community is a place where cocoa-growing is the predominant livelihood, but not the sole livelihood;
- It is made up of an administrative center or village and the inhabitants therein, including cocoa farmers, farm workers and other livelihood groups;

From an operational perspective, the extent to which surrounding hamlets or campements will be considered as part of a central community, or as a community in their own right, will depend on the extent to which their size, location, composition and administrative status allows them to be effectively assisted from that central community.

Commitments from companies, donors and governments aimed at helping cocoa farmers and communities have resulted in a variety of individual programs and standards and certification programs, but up until now these efforts have not reached desired levels of improvements in livelihoods. The problems persist and a different approach is required. The cocoa sector needs entrepreneurial farmers with the knowledge, skills and financial means to invest in the productivity of their farm and transform a rural economy over time. Those farmers need support from a dynamic, resilient community where their children get an education instead of working on

the land and women are empowered to be productive members of society. Some of today's children, when schooled, will be the next generation of cocoa farmers with the skills to effectively run the farm as a business.

To build such communities and to support the rise of more productive cocoa farmers requires a collaborative industry initiative. Isolated programs have not brought the landscape change that the sector requires. Numerous previous efforts in various collective forums, such as through the WCF, have created the opportunity for aligned action and set the stage for CocoaAction. Through aligned action, based on a shared vision and joint objectives, the cocoa industry, along with support of other relevant stakeholders, can bring sector-wide change. Using the principles of aligned action, CocoaAction will allow a large portion of farmers and their communities in Côte d'Ivoire and Ghana to be effectively targeted. For further discussion, please see the CocoaAction Theory of Change in the CocoaAction Primer.

COCOACTION MEMBER COMMITMENTS

- All companies that are a part of CocoaAction have committed to a range of interventions supporting the long-term sustainability of the cocoa sector in Côte d'Ivoire and Ghana. Interventions are divided into two pillars: Productivity and Community Development.
- In the Productivity pillar, for 300,000 farmers in Côte d'Ivoire and Ghana (200,000 and 100,000 respectively), interventions will support higher quality of planting materials, appropriate use of fertilizer and better agricultural practices.
- In the Community Development pillar for planning purposes, 4 communities for every 1,000 farmers reached in Côte d'Ivoire and Ghana, interventions fall into the areas of primary education, child labor, and women's empowerment. This translates to an estimated 800 communities in Côte d'Ivoire and 400 communities in Ghana, for a total of 1,200 communities.
- All 300,000 farmers in Côte d'Ivoire and Ghana will be covered by a Child Labor Monitoring and Remediation System (CLMRS) intervention.

III. The Community Development Package

CocoaAction provides a range of interventions in the cocoa sector based on two pillars: Productivity and Community Development. The Productivity package (good agricultural practices; planting materials; and fertilizer and soil fertility) will boost yield and raise the level of income in cocoa growing communities. The Community Development package will increase the number of primary schools that are functioning effectively, increase child protection in CocoaAction communities while significantly reducing child labor in CocoaAction farming households and communities, and increase the capabilities and opportunities of women to generate increased income and influence decisions.

CocoaAction's theory of change is that for the cocoa sector to be economically viable, communities need to be resilient and offer adequate opportunities for personal development, for men, women and children. The next generation of professional cocoa farmers, well-educated and empowered during their childhood, will be better able to benefit from productivity interventions through

improved technical and business skills, and will create viable cocoa farms. Additionally, women and children need appropriate interventions, as their full potential to support further, better cocoa farming benefits in both the short term and long term is often not being captured. This hypothesis is expressed through the CocoaAction end state seen below in Figure 1. The Community Development package is captured on the right-hand side of Figure 1 as an image of a thriving community in which women have equal right to participate and where sufficient income is generated, and services exist for boys and girls to go to school.

Figure 1: CocoaAction End State: West Africa





Based on companies' experience on the ground and feedback from experts, CocoaAction has chosen three initial areas of focus for the Community Development package:


1. **Primary education:** Supporting the enabling environment for primary education through targeted education interventions and enhancing community-level monitoring of education indicators.
2. **Child labor:** Reducing incidence of child labor in cocoa communities and CocoaAction farmers' households through education, awareness raising and implementation of child labor monitoring and remediation within communities, CocoaAction farmers' households, and in supply chains.
3. **Women's empowerment:** Increasing women's opportunities and capabilities to influence decisions in the community and in cocoa farming organizations, and increase families' overall income through supporting income generating activities both in and outside of cocoa farming.

Actions on the three CocoaAction focus areas can be classified in three categories: prerequisites, core interventions and amplifiers.

CocoaAction: Elements of Intervention

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1. **Prerequisites:** The essential conditions that must be in place within a community for an enabling environment, and the criteria that must be met, in order for CocoaAction’s core interventions to be implemented. These are not part of the CocoaAction commitment, although companies may choose to accelerate their achievement in specific communities they wish to target, either by supporting them directly or by encouraging / leveraging other stakeholders (governments, communities themselves, donors, or other interested stakeholders) to do so.
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2. **Core interventions:** Aligned actions that companies commit to implementing or supporting in any community where they are putting in place the CocoaAction package (based on the outcomes of Community Needs Assessments), and which contribute directly to the CocoaAction outcomes. This includes a commitment by the companies to monitor the CocoaAction indicators corresponding to the core interventions.
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3. **Amplifiers:** Additional actions that can be undertaken by individual companies or other stakeholders and which have an additional impact on community development and CocoaAction outcomes, either directly or indirectly. These additional actions can play a key role in ensuring that the impact of CocoaAction, of thriving communities, is achieved. These actions will not be required by individual companies or be undertaken within CocoaAction, but they are recommended. Amplifiers can be undertaken by individual companies; alternatively, they can be undertaken by governments, communities themselves, initiated by donors, or other interested stakeholders, and this can be facilitated by CocoaAction.

Details on implementation for each of the three focus areas are included later in this manual. This includes an overview of the prerequisites, core interventions and amplifiers per focus area.

These three areas of intervention (primary education, child labor, and women’s empowerment) are believed to be essential for a rejuvenated cocoa sector. While we believe that many community needs fall into these areas, other needs may lie outside of CocoaAction interventions, such as healthcare, sanitation, road construction, etc. We acknowledge that the three focus areas of CocoaAction will not cover all of the needs of every community, and that there are many other areas that will need support and development. For those other areas, interventions fall outside of CocoaAction and can be implemented by companies individually, governments, communities themselves, donors, or other interested stakeholders. The involvement of other stakeholders can be facilitated by CocoaAction.

To address the needs of a community within the three focus areas of the Community Development package, CocoaAction uses the principles of community-driven development (CDD) in its approach. The short-term goal of CDD is to empower and strengthen local structures. The goal is not to create dependency, but rather to support communities in becoming capable of determining their own future. Empowering local structures is an important step towards the long-term goal of independence. For each of the Community Development focus areas, suggestions on partnership with local structures are highlighted.

DEFINITION OF COMMUNITY-DRIVEN DEVELOPMENT

A participatory approach that involves and empowers the community. CDD entails encouraging the community to assume control over planning decisions for local development projects.

The long-term target impact of CocoaAction, which links the Productivity and Community Development Pillars, increases socio-economic opportunities for cocoa growing households. All interventions – in the productivity and the community development areas – need to work in tandem, following a holistic approach, to enable the sector to become truly sustainable.

IV. Engaging the Wider Cocoa Community

While the formative core of CocoaAction is comprised of many of the world’s largest cocoa and chocolate companies, success will depend on welcoming and listening to other concerns – large and small – to contribute to the effort. The involvement of other stakeholders is crucial for reaching the CocoaAction objectives, and success depends on the coordinated efforts of multiple actors and stakeholders. Without the governments of Côte d’Ivoire and Ghana at multiple levels, NGOs and non-profits, implementing partners, certifiers and standards, donors, trade associations, other industry, the communities themselves, etc. the strategy will not succeed. CocoaAction has been reaching out to various bodies and entities throughout the course of the CocoaAction strategy development. We see the following partners’ contributions and guidance on the implementation of the Community Development package as essential: Governments, NGOs/non-profits, academic and research institutions, implementing partners, certifiers and standards, donors, trade associations, other industry, communities, farmers’ groups, and farmers. There are a variety of roles these partners can play, including:

- creating enabling environments for implementation,
- communicating on national strategies and priorities to ensure industry alignment,
- delivering complementary community development interventions,
- providing technical guidance,
- providing community development expertise and experience,
- engaging in on-the-ground feedback loops,
- serving as intellectual resources,
- sharing best practices and failures,
- amplifying activities,
- through membership,
- participating,
- collaborating, and
- providing insights into farmers’ own livelihoods.

While the views expressed in this manual may not reflect the views of the following partners, CocoaAction would like to thank those who have contributed expertise and feedback throughout the development of the Community Development package and manual, with apologies in advance for any unintentional omissions: the governments of Côte d'Ivoire and Ghana, Ivorian and Ghanaian Ministries, Conseil du Café Cacao (CCC), Cocobod, United States Department of Labor (DoL), American Institutes for Research (AIR), Stephanie Barrientos (University of Manchester), Committee on Sustainability Assessment (COSA), CARE International, Fairtrade International, Fair Trade USA, Food and Agriculture Organization of the United Nations (FAO), German Initiative on Sustainable Cocoa (GISCO), GreeneWorks, International Center for Research on Women (ICRW), International Cocoa Initiative (ICI), International Labour Organization (ILO), Jacobs Foundation, NewForesight, Mil Niepold, Jacomina de Regt, Rainforest Alliance, Save the Children, Sustainable Food Lab, UNICEF, UTZ, Winrock International, and World Education.

CocoaAction invites other actors involved in cocoa sustainability to share ideas and suggestions of ways to collaborate based on this strategy. For more information please contact Nira Desai, Deputy Director, CocoaAction at nira.desai@worldcocoa.org.

Chapter 2: Community-Driven Development



I. Introduction

Community-driven development (CDD) is a participatory approach that involves and empowers the community. CDD entails encouraging the community to assume control over planning decisions for local development projects.

CocoaAction aims to incorporate CDD principles as much as possible while remaining within the three defined focus areas of primary education, child labor and women’s empowerment. By involving the community, community needs can be identified effectively and accurately, and the relevance and urgency of CocoaAction interventions can be identified in coordination with the communities themselves. By engaging with and empowering farmers and communities, they are explicitly given a stake in the CocoaAction interventions. The CDD approach thus makes the interventions more effective and sustainable by increasing community buy-in and ownership.

Communities should have an active role in setting priorities for development and take responsibility for implementation and the continuation of activities while working in partnership with local governments and other supporting institutions. As a result, the long-run success of the community development interventions therefore depends on the communities themselves being engaged and empowered.

It is important to note that CocoaAction interventions will not fully meet all of a community’s needs, but rather seek to identify those areas of need that overlap with CocoaAction’s three focus areas. Therefore, companies are advised to clearly communicate to communities the range of potential CocoaAction interventions so as not to create unrealistic expectations. Companies may also seek other ways to fill community needs that do not overlap with CocoaAction’s three focus areas, either through their own programs or partnerships with governments and donors.

II. Community-Driven Development in Practice

For CDD to work on the ground, it is important to ensure community involvement in all stages of the implementation process. Representative participation is key to community development and is ensured by working with the community decision-making bodies, as well as marginalized groups such as women, children, and youth. CDD principles will be outlined for each of the following elements of community development implementation.

- **Community assessment**

The community – through relevant leaders, structures and/or persons – is engaged in the process of identifying what are the community needs and how these fit with the CocoaAction core interventions.

- **Community action plan (CAP)**
The community is involved in the intervention planning process, including selection and sequencing of interventions based on urgency, relevance and priority, and setting of roles and responsibilities.
- **Implementation**
The community is involved in the implementation of interventions, for instance through the creation or empowerment of community-based structures.
- **Monitoring & Evaluation (M&E)**
M&E will be done together with the community, for instance through the use of social accountability tools such as participatory monitoring, community scorecards and grievance redress systems which allow for the community to ensure accountability of the interventions.

III. Community Needs Assessment

Community assessments are a key element underpinning the success of CocoaAction and more specifically, to ensuring execution based on the CocoaAction Results Framework. A community assessment is the starting point for an engagement with the community and serves as the reference for future measurement of impact.

A community assessment guidance document is included in the appendix

The community needs assessment will in principle most often be done with, by, or through the implementation partners on the ground as part of their engagement with the CocoaAction companies and in close coordination with the community itself. However, it is up to the companies to decide how the community needs assessment will be implemented and some may choose to conduct the assessment directly, with another third party partner, or through another method.

The community needs assessment has three goals:

1. Engage with the community through representative community decision-making bodies;
2. Determine a community's needs; and
3. Enable the measurement of impact.

Each of these is detailed below.

Engage with the community

The first step in a community assessment is to ensure that all relevant community stakeholders are included. All relevant community representatives (potentially including local political representatives, educational structures and officials, committees, and other structures and persons) should be identified and reached out to. Particular effort should be made to include vulnerable or underrepresented groups, such as women and minorities. Local committees or other structures that can play a role in sustaining the agenda should be included from the start of the engagement. By involving the community from the beginning, trust and ownership are built and the basis for empowering the community is established.

Actively involving the community in the process allows for local specifics, such as traditions, norms and customs, to be accounted for in the community assessment. Cultural factors can

determine the relevance of different interventions within a community or help in identifying whether certain preliminary steps may need to be taken before implementing interventions. These preliminary steps could include trust-building, awareness-raising or community sensitization activities. Adequate time needs to be factored into the process to allow effective dialogue with the community, ensuring full buy-in and alignment.

When engaging with the community, companies should invest in creating a working environment characterized by trust and respect. This could involve establishing clear principles of collaboration with the community and cultural specifics and sensitivities in the community. In addition, engagement could encompass both the Community Development and Productivity packages, as certain community leaders, structures or individuals will likely be involved in both packages.

Many companies are already active in the communities where community development interventions will be implemented. These companies may have existing relationships that they can build upon. In such cases, companies can leverage these existing relationships (commercial and other) in engaging the wider community. For instance, cooperatives and suppliers can help in identifying and reaching out to relevant community stakeholders.

Determine a community's needs

The starting points of communities and the readiness of the community for different CocoaAction interventions will differ. The community needs assessment is intended to determine what the community's needs are and what barriers, if any, need to be overcome for implementation to take place.

Community needs should be identified as much as possible by or in collaboration with the community itself. In addition, there should be a focus on the CocoaAction interventions in determining community needs, so as to determine the degree to which the interventions in primary education, child labor reduction and women's empowerment are relevant and urgent in the community.

It is suggested that the community needs assessment include an assessment of all the below best practice elements:

Primary Education Community Assessment

- Community needs and current status of enrollment and attendance;
- Status and needs of existing formal and/or non-formal schooling infrastructure (latrines, teachers quarters, school canteens, additional classrooms, water pump), materials (books, learning materials, uniforms, birth certificates) and furnishings and equipment (desks, benches, chalkboards, solar panels and computers);
- Status and needs of community-based structure (School Management Committees (SMCs) or other) with regards to their monitoring of enrollment and attendance.



During the assessment, relevant community stakeholders should be informed about CocoaAction objectives and goals in primary education, to ensure their buy-in. relevant stakeholders to be involved in this process could be school directors, teachers, community-based structures, parents,

and farmer cooperatives. In addition, close coordination and alignment needs to take place with all relevant district educational authorities and officials throughout the entire process.

The availability and status of existing formal and informal primary schooling infrastructures determines the needs of educational interventions for children in the community. This assessment could include, for instance, the number and kind (public, private) of schools, classrooms, teachers, and the condition of facilities. Enrollment and attendance data would typically be obtainable from the individual schools and/or through other official records such as local education authorities.

One of the core interventions for primary education is the creation and/or empowerment of a community-based School Management Committee (SMC in Ghana; Comité de Gestion des Etablissements Scolaires, or COGES, in Côte d'Ivoire; hereafter all references to SMC will refer to both Ghana and Côte d'Ivoire structures) or equivalent structure. Therefore, the assessment should include a view of whether such a structure exists and if it does, what are its capabilities and needs. In case these structures are determined to have needs, specific barriers to addressing these needs should also be assessed.

Child Labor Community Assessment

- Community awareness of child labor as defined by International Labor Organization Conventions 138 and 182;
- Availability and capabilities of child protection structures at both the community level (e.g., Child Protection Committees (CPCs)) and district/regional/national levels (e.g., national child labor monitoring systems (CLMS)) and supply chain level (e.g., CLMRS).



The first of the above child labor elements is aimed at gathering a view on current child labor awareness and conditions within the community. This will influence which of the child labor core interventions are most relevant and urgent in the community. This analysis can also involve the views of cocoa farmer cooperatives or other farmer groups to determine their take on child labor and to identify the child labor-relevant economic indicators within the cocoa sector in the community. For instance, the degree to which farms may use child labor and the extent to which farmers believe child labor is necessary for the economic sustainability of their farms.

For this assessment, companies can adopt relevant existing tools and systems. For instance, in the appendix is an example of a tool that can be used to assess the awareness of child labor in a community. The use of this or equivalent tools in measuring awareness can contribute to consistency across companies in how child labor interventions are implemented, and can be more feasible and affordable than conducting full child labor risk or prevalence surveys in every community.

In addition, the assessment should identify relevant child protection organizations and structures within the community, and determine their capabilities and needs. This assessment also includes the status and strength of district, regional and national child labor monitoring systems (CLMS) which includes both regulatory and institutional elements.

Women's Empowerment Community Assessment

- Community and farmer organization's needs and awareness of gender sensitivity
- Community needs and current status of participation of women in farmer organizations, community organization, and community governance structures
- Presence, objectives and needs of women's Income Generating Activities (IGA) in the community



To be able to identify the most relevant or urgent women's empowerment interventions, the community assessment should first aim to understand the current awareness of gender issues and conditions within the community. The assessment should also assess the needs and status with regards to women's participation in income-generating activities. Additionally, it could include women's access to resources and trainings related to income-generating activities, such as trainings and inputs (e.g., as part of the Productivity package), but also related to non-farm income-generating activities.

The assessment should also identify relevant community-based women's associations and other structures which can help in identifying the main women's empowerment needs and which can be supported as part of the core interventions. Finally, the role of women in cocoa-related community structures and activities, with a focus on decision making and influence, should also be assessed.

Enable the measurement of impact

Without knowing the starting point of a community, it is not possible to measure progress post-implementation. While not constituting a formal baseline assessment, the community needs assessment allows companies to form an initial view of the starting point of a community, focused on the areas of primary education, child labor, and women's empowerment. This assessment will be used to gather the baseline for certain indicators as detailed in the M&E Guide and also will serve as a reference to set realistic goals and a feasible timeline.

A best practice recommendation is that a holistic community assessment is conducted rather than separate assessments for each focus area in isolation. This is important as many of the intervention areas are interrelated. For example, the initial status of child labor incidences is closely related to the educational infrastructure and policies in place in a community. However, how the community baseline assessment is implemented is up to the companies and some companies may choose to conduct separate assessments for each focus area with specialized experts, which can be subsequently combined.

IV. Community Action Plan

A community action plan (CAP) details the process through which interventions will be implemented within the community. These are sometimes prepared by the community independently or can be prepared jointly with assistance from companies or their implementing partners. Having such a plan enables the supervision and monitoring of progress. CAPs should be periodically revised to make sure the goals and timeline are realistic to incorporate learnings and/or account for relevant new developments. A single CAP should and may typically cover all three CocoaAction community development focus areas (primary education, child labor, and women's empowerment) as well as any additional priorities identified by the community to reflect the interdependencies and synergies between these areas. In addition, the same stakeholders will often be involved in multiple interventions, hence it is advised to develop a single CAP rather than multiple work plans.

A community action plan template is included in the appendix

VI. Monitoring and Evaluation

Monitoring activities including surveys, focus groups, interviews, etc. will be conducted during the major phases of implementation. Monitoring data will be used to measure change in Key Performance Indicators over time, to display relationships between results and interventions, and as critical input for CocoaAction to use to learn about the effectiveness of the interventions and apply this learning to develop improved practices to benefit the cocoa industry and communities.

Monitoring is the responsibility of each company participating in CocoaAction. Data collection can be coordinated and aggregated at times of interventions, e.g., during the community needs assessment and at other times that the companies and their implementers are in the communities. Further details on the M&E component of CocoaAction can be found in the CocoaAction M&E Guide.

Chapter 3: Primary Education



Problem Statement

The provision of primary education is a challenge in many cocoa growing communities. Where schools exist, community-based School Management Committees (SMCs) are often unable to fulfill their mandates, or do not exist, and school infrastructure, materials, and equipment are lacking or require support.



Solution

CocoaAction interventions support the empowerment of community-based SMCs (or equivalent structure such as a Parent / Teacher Association) and provide targeted interventions to primary education infrastructure, materials and equipment. Primary education is seen as critical to the achievement of thriving cocoa growing communities. Through education, children can learn skills necessary to prepare them for their future professional life, either in the cocoa sector as professional farmers or outside of the cocoa sector.



Implementation

Core interventions:

- Carry out improvements to existing formal schooling infrastructure, materials and equipment
- Support for formation and/or strengthening of community-based SMC or equivalent structure, including but not limited to support for their ability to monitor enrollment

Output results and indicators:

Improved educational infrastructure, equipment or materials based on community needs

- *# of primary schools benefitting from CocoaAction educational infrastructure, equipment and/or material interventions*

School management or equivalent committees are strengthened, and where absent or not functioning are advocated to be established

- *# school management or equivalent committees that have received support*



Outcome and indicators

Increased number of primary schools, that are 'functioning effectively'

- *# girls and boys enrolled in schools that have received CocoaAction education interventions*
- *# and % of primary schools that have received CocoaAction interventions and are meeting specified functioning effectively requirements*
- *# SMCs or equivalent that have received CocoaAction support that are effectively functioning*

I. Primary Education and CocoaAction

The provision and quality of primary education for children is strongly linked to multiple aspects of CocoaAction, and an important area for the governments of both Côte d'Ivoire and Ghana. It is a key enabler both of community resilience and the long-term sustainability of the cocoa sector in both countries. Stronger primary education lays the foundation for creating an educated population, including the next generation of professional cocoa-growing farmers, and can contribute to keeping children away from the worst forms of child labor (WFCL) in the field.

At present, members of cocoa growing communities may not perceive the value of education for their children, perceive the (opportunity) cost to be too high, or do not believe the quality of education available for their children is adequate. In such cases, they may see the benefit of a child's contribution to the family income or livelihood as far more tangible and immediate; for instance by helping on the farm, engaging in petty trade at a local market, doing household chores, or tending to younger children.

However, an economically viable cocoa sector requires adequate opportunities for the next generation to be educated. Education can break the cycle of poverty that impedes development in poor rural agricultural communities. By educating children, a more sustainable future with more work opportunities – both inside and outside of the cocoa sector – will exist for them. This will enhance the resilience of the community overall. It also links directly to the other intervention areas. For instance, related to child labor, when a community (including parents, teachers, community leaders, and government officials) ensures that children go to school, child labor is likely to be a lower risk.

Improving primary education is also essential to the productivity package's long-term success. It is imperative to address the very concrete issue that young people are not interested in farming cocoa and other crops as a livelihood. The younger generations will only engage in cocoa farming if they are able to make a decent living. This will only be possible if they apply business skills and an entrepreneurial spirit to farming, the basis of which lies in their educational foundation, including basic numeracy and literacy skills. This attention must start through education and must be complemented with the creation of attractive opportunities in the cocoa sector, which will appeal to young people with entrepreneurial mindsets who are trained to think of farming as a profitable business. If well-educated during their childhood, future cocoa farmers will be more receptive to and better able to adopt improved technical skills related to business, accounting, fertilizers, planting, crop rotation, diversification, risk mitigation, and financial management.

In the long run, improved primary education will make cocoa growing communities more resilient by educating future cocoa farmers and the broader community, improving the employment opportunities for the community overall, and preventing child labor through school attendance. Additionally, through stronger primary education, the future leadership potential of the next generation will be enhanced, both within and outside of the cocoa sector.

II. CocoaAction Primary Education Outcomes and Indicators

As laid out in the CocoaAction Results Framework for primary education, CocoaAction seeks an outcome of an increase in the number of primary schools that are 'functioning effectively'. This is to be aided by supporting functioning SMCs or comparable relevant education-support structures and by supporting primary schools with infrastructure, equipment and/or material interventions based on community needs and priorities. In addition, companies may engage in additional activities (the aforementioned amplifiers) such as (supporting) the construction of schools, support for teachers, and support for non-primary education provision and quality (e.g., kindergarten, secondary schooling, vocational learning).

In order to track progress towards this outcome, the following indicators are measured:

Primary Education Result Statements

Outcome statement and indicators:

Increased number of primary schools that are 'functioning effectively'

- # girls and boys enrolled in schools that have received CocoaAction education interventions
- # and % of primary schools that have received CocoaAction interventions and are meeting specified functioning effectively requirements
- # SMCs or equivalent that have received CocoaAction support that are effectively functioning

Output statements and indicators:

Improved educational infrastructure, equipment or materials based on community needs

- # of primary schools benefitting from CocoaAction educational infrastructure, equipment and/or material interventions

School management or equivalent committees are strengthened, and where absent or not functioning, are advocated to be established

- # school management or equivalent committees that have received support

III. Primary Education Interventions

Prerequisites

A number of prerequisites exist for the primary education interventions. An evaluation of whether these conditions are in place is conducted by each company as part of the community needs assessment. Where engagement with the community, leaders, or local authorities is a prerequisite, this is also undertaken as part of the initial engagement with the community. This is described further in chapter 2.

Evidence that the community supports education

For primary education interventions to be successful, the community must understand and support the elements of the interventions, including the aspired outcomes and core interventions. This ensures buy-in for the core interventions and the support of the community in implementing the interventions.

Non-formal education in place if a formal school is not present

In some communities, formal schools may not exist and non-formal educational systems and/or structures need to be in place to allow for the implementation of at least some of the core interventions listed below. These non-formal educational systems and/or structures must not be in violation of regulatory and legislative frameworks, such as those set by the Ministries of Education in Côte d'Ivoire and Ghana. For example, a non-formal school may not be authorized by the Ministry because it was set up by the community in a protected forest area, and should therefore not be supported by CocoaAction interventions.

Community ready to form and operate School Management Committee (or equivalent)

CocoaAction foresees an important role for SMCs or equivalent structures in achieving progress in the area of primary education. Where these committees do not yet exist, the community must show a readiness to form and operate such committees. The procedures for setting up such committees are often defined at the national level, for instance by the Ministries of Education in Côte d'Ivoire and Ghana, and the procedures can include how to elect the committee and what its mandate will be. Support in setting up such committees is included as one of the core interventions below.

Engaged district education authorities

Another condition that is vital is the support of the Ministries of Education in Côte d'Ivoire and Ghana for the industry efforts around primary education. For CocoaAction interventions to be successful, there needs to be communication of data and information between the CocoaAction companies and education authorities, particularly at the local or district level education authorities. The support of the local education authorities will also ensure prospects for adequate school structure and/or teachers in the communities.

Core interventions**Primary Education Core Interventions**

- Carry out improvements to existing formal or informal schooling infrastructure, materials and equipment
- Support for formation and/or strengthening of community-based School Management Committee (SMC) or equivalent structure, including but not limited to support for their ability to monitor enrollment

Primary education circumstances and needs are expected to vary widely between communities. As such, there is a wide degree of flexibility in terms of implementing the core interventions. Based

on the assessment of community needs (described in chapter 2) and what are thus the priority needs in a community, companies are asked to choose from the following core interventions that are most relevant within a specific community.

Improvements to existing formal schooling infrastructure, materials and equipment

It is recognized that for many communities, the most pressing primary education needs will be related to infrastructure, materials and/or equipment. Companies may provide one or more interventions to directly support either formal or informal schooling. The kinds of support may include: infrastructure (e.g., latrines, teachers' quarters, school canteens, additional classrooms, and water pumps), materials (e.g., books, learning materials, uniforms, school kits, and legal documentation such as birth certificates), and furnishings and equipment (e.g., desks, benches, chalkboards, solar panels, and computers).

Support for items such as school kits and uniforms is often highly appreciated by parents, particularly at the start of the school year, which coincides with the start of the cocoa season before payments for purchased cocoa are paid out. These interventions can help parents ensure that their children can continue to attend school.

Support for formation and/or strengthening of community-based School Management Committee or equivalent structure, including support for their ability to monitor attendance and enrollment

Community-based SMCs or equivalent community-based structures are seen as important vehicles to measure and support progress towards reaching the targets of educational interventions. Their mandates and structure are set by national legislation, and this intervention is intended to empower these committees in fulfilling their mandates.

Flexibility should be allowed for the participation of other equivalent community-based structures. These structures could for instance provide input on community needs or support SMCs as required, especially in the start-up phase. Additionally, SMCs may not always be the right local entity, due to a lack of capabilities, willingness or mandate, or the existence of a more suitable community-based structure. Therefore, companies may choose to work with alternative community-based structures.

Possible equivalent community-based structures could include but are not limited to:

- Women's associations or women's interest groups;
- Youth club or association;
- Committee or interest group within a farmer cooperative;
- Parent Teacher Associations (PTA);
- Child Protection Committee (CPC).

As discussed in more detail in chapter 2, it is critical to identify the starting capabilities of such committees (or equivalent structures) to determine their effectiveness and needs. On the basis of that assessment, this core intervention can be refined according to the community needs.

SMCs or equivalent structures are expected to play a critical part in the success for the overall primary education interventions. As these committees are officially mandated educational structures at the local level, further support to these structures will:

- Increase community buy-in;

- Ensure effective monitoring on the ground (relative to monitoring by external parties);
- Empower local community-based structures.

Training of SMC members can be done according to existing material, for instance, following official training curriculums or through other manuals. It is a recommended best practice to include other teachers, district education officials, or other community influencers in the training being offered to the SMC members. In addition, it is important to align these efforts with existing national and regional regulatory and institutional (educational) structures that are involved in training and supervising SMCs.

Amplifiers

In addition to the core interventions, a number of amplifiers are identified that are related to and strengthen primary education within communities.

Formal school construction

In many communities, school buildings may be lacking. It is critical to note that while building schools is outside the scope of CocoaAction, individual companies may commit to building schools or having schools built where such needs are identified. Alternatively, companies can support communities in reaching out to relevant external stakeholders for the building of schools. This engagement with external stakeholders can be done through the CocoaAction framework, and potential external stakeholders approached can include governments and donors.

Capacity building of teachers

The quality and availability of teachers is essential to an effective (primary) educational system. Therefore, direct support can be provided such as the provision of periodic additional training of teachers to complement their government-provided training. Teacher hiring and salaries remain the responsibility of governments and CocoaAction companies should not be involved in the hiring of teachers independently.

Support and interventions for non-primary education (e.g., kindergarten, secondary school, youth vocational training)

Education is more than only primary schooling, and support for education can also extend to kindergarten, secondary school, and youth vocational training. The availability and quality of education in these areas can be supported through a range of interventions. For kindergarten and secondary schools, interventions could be broadly similar to the core interventions for primary education.

Vocational training for youth is aimed at providing youth and (young) adults with practical forms of training to support them in their livelihoods. For instance, for youth with an interest in agriculture, this could include training in business skills and specialized cocoa propagation or crop protection services, coupled with the use of mobile phone applications or other technologies. Youth and vocational training can complement the Productivity package, as vocational training could include training on good agricultural practices and farm management.

Additional support for secondary education can also be strongly beneficial to communities' well-being. Success at promoting primary schooling without requisite secondary school capacity might create bottlenecks for educational opportunities for the 14-17 year age group, which is the most

vulnerable to child labor. In addition, support for secondary education would support the continued education of children after primary school.

Youth in CocoaAction

For both Côte d'Ivoire and Ghana, Youth Policy is a key national priority, within and outside of the cocoa sector. In the cocoa sector, youth is defined as individuals between 18 and 40 years old by the Conseil du Café-Cacao and individuals between 18 and 35 years old by Cocobod. Given the relatively broad definition of youth, many CocoaAction interventions will be targeting the youth segment by definition.

To further accommodate for this important area, the youth component is relevant across interventions both in the Productivity and the Community Development pillars. The table below lists the various youth-related interventions of CocoaAction.

Table 1: Youth in CocoaAction

	<i>Focus areas / Core interventions</i>	<i>Potential interventions / amplifiers</i>
<i>Youth in the Community Development Package</i>	Child labor: providing protection (child labor monitoring and remediation) for the age group most vulnerable to child labor	Post-primary education support (for age group most vulnerable to child labor)
	Encouraging out of school youth to re-enter formal primary school system	Vocational training support Income-generating activities outside of farming
<i>Youth in the Productivity Package</i>	Support for next generation of cocoa farmers by ensuring that youth are included in the productivity interventions, for example targeted through trainings	Basic education combined with agricultural training

Support / capacity-building of national and local educational authorities

Community-level educational systems must be linked to local educational authorities where these exist. Where local educational authorities lack capabilities, additional interventions can support the capacity-building of these authorities.

Chapter 4: Child Labor



Problem Statement

Child labor has unfortunately been a challenge in cocoa growing communities. Child labor is a practice that the cocoa industry is committed to eradicating. This is a human rights issue and goes against international conventions (specifically ILO Conventions 138 and 182). In addition, children often participating in child labor are limited in their rights to educational opportunities, harming their chances at broader professional opportunities either within or outside the cocoa sector.



Solution

In order to address child labor, a number of community-level, supply chain-based, and productivity interventions are needed to address the root causes. CocoaAction seeks to raise awareness in the community about child labor issues, as well as build buy-in for child labor interventions. Community- and supply chain-based child labor monitoring and remediation capabilities need to be built and/or strengthened, and these must be aligned with and complement national child labor monitoring systems where and when possible.



Implementation

Core interventions:

- Raise awareness in community on child labor
- Form and/or train Child Protection Committee (CPC) or other community-based structure or person
- Build and operationalize Child Labor Monitoring and Remediation Systems (CLMRS)

Output results and indicators:

Increased number of operating CPCs and CLMRSs (or similar structure)

- # and % of CocoaAction communities with an operating CPC or similar structure
- # and % of CocoaAction farmers' households covered by operating CLMRS



Outcome and indicators

Increased child protection in CocoaAction communities and significantly reduced child labor in CocoaAction farming households and CocoaAction communities

- # and % of CocoaAction communities with a CPC or similar structure demonstrating effectiveness
- # and % of children living in CocoaAction farmers' households participating in child labor (cocoa-related or other) as defined per ILO 138 and ILO 182

- *# and % of children living in non-CocoaAction farmers' households participating in child labor (cocoa-related or other) as defined by ILO 138 or ILO 182*
- *# and % of assisted child labor cases found that are no longer in child labor (cocoa-related or other) after the assistance*
- *# and % of CocoaAction farmers' households covered by an effectively functioning CLMRS*

I. Child Labor and CocoaAction

The goal of reducing child labor by combatting cocoa farmer poverty is strongly linked to the broader CocoaAction strategy and is included in both the Productivity package and the Community Development package.

Some of today's children, when schooled, will be the next generation of cocoa farmers with the skills to effectively run the farm as a business. They will need the opportunity to gain the requisite skills and knowledge to become the entrepreneurial, professional, highly productive farmers of the future. Addressing the issue of child labor is crucial not only to supporting other CocoaAction interventions but also in allowing children, and thus the next generation of cocoa farmers and cocoa growing communities, to break out of the cycle of poverty. The CocoaAction child labor interventions will build upon the progress that has already been made in preventing and remediating child labor by CocoaAction companies and governments over the past decade.

In addition, a continued focus on reducing child labor is crucial in light of expected CocoaAction productivity improvements. Additional labor demand that will arise from increased cocoa yields cannot and should not be met by relying on child labor if the sector is to be sustainable. The challenge is to increase household income to enable farmers to hire adult labor as their farm yields increase. The child labor interventions thus complement the CocoaAction productivity interventions by contributing to child protection systems designed to ensure that any improvements in productivity do not come at the expense, either immediately or in the future, of children.

II. CocoaAction Child Labor Outcomes and Indicators

As laid out in the CocoaAction Results Framework, CocoaAction seeks to increase child protection and significantly reduce child labor by 2020, and contribute to its longer-term elimination. This is to be realized through an effectively functioning CLMRS (any system at community or supply chain levels which meets the effectiveness criteria, detailed below), and effective community capacity to realize child protection. In addition, companies are encouraged to engage in additional activities (amplifiers) such as supporting communities' linkage to national Child Labor Monitoring Systems (CLMS), the quality of CLMS, and related interventions in education that positively impact the protection of children.

ILO CONVENTION NO. 138 ON THE MINIMUM AGE FOR ADMISSION TO EMPLOYMENT AND WORK¹

	<i>The minimum age at which children can start work</i>	<i>Possible exceptions for developing countries (including Côte d'Ivoire & Ghana)</i>
<p><i>Hazardous work</i></p> <p>Any work which is likely to jeopardize children's physical, mental or moral health, safety or morals should not be done by anyone under the age of 18.</p>	18 (16 under strict conditions)	18 (16 under strict conditions)
<p><i>Basic Minimum Age</i></p> <p>The minimum age for work should not be below the age for finishing compulsory schooling, and in any case not less than 15.</p>	15	14
<p><i>Light work</i></p> <p>Children between the ages of 13 and 15 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training.</p>	13-15	12-14

As defined in the CocoaAction Results Framework, the following child labor indicators will be monitored:

Child Labor Result Statements

Outcome statement and indicators:

Increased child protection in CocoaAction communities and significantly reduced child labor in CocoaAction farming households and CocoaAction communities

- # and % of CocoaAction communities with a CPC or similar structure demonstrating effectiveness
- # and % of children living in CocoaAction farmers' households participating in child labor (cocoa-related or other) as defined per ILO 138 and ILO 182
- # and % of children living in non-CocoaAction farmers' households participating in child labor (cocoa-related or other) as defined by ILO 138 or ILO 182

¹Full

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C138

Text:

- # and % of assisted child labor cases found that are no longer in child labor (cocoa-related or other) after the assistance
- # and % of CocoaAction farmers' households covered by an effectively functioning CLMRS

Output statements and indicators:

Increased number of operating child labor monitoring and remediation systems and CPCs (or similar structures)

- # and % of CocoaAction communities with an operating CPC or similar structure
- # and % of CocoaAction farmers' households covered by operating CLMRS

The following capabilities will need to be present, strengthened or developed within supply chains and communities in order to reach progress on the above outcomes and indicators:

- Raising awareness within the community on child labor;
- Setting community norms that contribute to child protection;
- Advocacy and referral linkages with relevant local authorities;
- Regular monitoring for child labor issues;
- Identification of child labor risks and cases;
- Awareness and linkages to national CLMS including national laws and national-district-local remediation processes and structures;
- Remediation of identified child labor risks and cases.

CocoaAction defines effectiveness for CLMRS and CPC as outlined below:

Child Labor Monitoring and Remediation System Effectiveness Criteria

An effective CLMRS should be able to report against the following performance indicators:

- Average number of hours of CL awareness-raising per year / per community delivered by the system.
- Average number of hours of training undergone by those responsible for monitoring and remediation.
- Percentage of farmers (coop-members or community members) covered by the system.
- Average number of monitoring visits/contacts per farmer covered, per year.
- Number of CL cases identified as a % of children monitored (compared to known local baselines).
- Percentage of identified CL cases followed-up.
- Percentage of identified CL cases assisted (through remediation or referral).
- Percentage of assisted CL cases no longer in child labor (cocoa-related or other) after the assistance.

CPC Effectiveness Questions

An effective CPC should be able to generate data to answer the following questions:

- Is there a Community Child Protection Committee (CPC) or a similar committee established?

- How often does the CPC meet? (At least once: a month, every 3 months, every 6 months, other – specify) – (Document check – minutes)
- Have CPC members received any specialized training relevant for the role?
- If yes, what trainings have CPC members received? Tick all that apply - (child protection, case management, child labor monitoring and remediation)
- How many members were trained? (disaggregated by gender)
- Does the CPC have strong links with relevant local government officials at the district level (e.g. social workers, DCPCs, police, NGOs, education and health workers?)

An important success factor in bringing about progress in these areas is improvement in alignment and communication between CocoaAction companies with national systems, both during all stages of intervention in the communities and in reporting on progress of the interventions.

For further reporting guidance please see the M&E Guide.

III. Child Labor Interventions

Prerequisites

For the CocoaAction child labor interventions to be successful, community leaders need to be willing to mobilize the community to address child labor. The level of community leaders' willingness and buy-in can be determined in initial engagement and can be part of the community assessment. This is described in more detail in chapter 2.

In addition, the community assessment will show the degree to which there is a risk or prevalence of child labor in a community. Based on the assessment, an appropriate mix and intensity of interventions (including amplifiers) should be determined.

Core interventions

Child Labor Core Interventions

- Raise awareness in community on child labor
- Form and/or train CPC or other community-based structure or person
- Build and operationalize CLMRS

Raise awareness in community on child labor

A key element in ensuring local buy-in and engagement on the topic of child labor is conducting awareness-raising within the community. This awareness-raising should start from the initial engagement with the community and be conducted with multiple relevant community leaders, committees, associations, cocoa farmers, and other structures and persons. This may mean scheduling training interventions using pre-existing training materials.

Form and/or train CPC or other community- based structure or person

CPCs (sometimes referred to as Community Child Protection Committees, or CCPCs), or other equivalent structures, are community-based committees that can, fulfill the capacities described in the bulleted list on page 30. CPCs' mandates are defined in national decrees and their membership is typically comprised of 5-10 members, most on an unpaid voluntary basis.

The roles and responsibilities of CPCs include:

- Mobilizing the community, raising resources and following up on child protection and community development actions;
- Conducting awareness raising sessions with community members;
- Contributing to the adoption of community by-laws;
- Identifying vulnerable and at-risk children and families;
- Linking with and making referrals to formal child protection structures;
- Occasionally, putting in place remediation measures.

Traditional CPCs often do not have the mandate to remediate identified child labor cases. Rather, when CPCs identify child labor cases, they refer these to external formal child protection systems and structures at the municipal, regional or national levels for remediation. These could for instance include judicial systems and police, as well as specialized child labor bodies. As such, for child labor remediation, CPCs often rely on their relationships or networks with these formal child protection systems and structures.

Where these formal child protection structures do not exist or are weak, CPCs may need to be strengthened to ensure adequate provision of monitoring and referral to remediation or remediation activities. This may require incentives or compensation for the CPC members, training and technical support for monitoring of households and farms for child labor incidences, and resources to implement or refer for remediation activities. Prevention and remediation responses will be context -and case-specific but could include support for schooling (school kits, uniforms, school feeding program and bursaries), vocational training for out-of-school youth, or provision of birth certificates.

If companies build or strengthen CPCs, these should be aligned with the other CocoaAction Community Development interventions, where relevant. For instance, monitoring of child labor and school attendance are closely related and therefore a CPC should complement and be aligned with the primary education interventions. Depending on circumstances within a community, CPCs could also complement other (remediation) structures or persons such as supply chain-based CLMRS with specific activities (e.g., awareness raising and community engagement). For companies that are using a community approach, CPCs could be strengthened to become the central structure within a community-based CLMRS, whereby companies may choose to engage implementing partners to build CPCs' capacity and support in the execution of monitoring and remediation. Both supply-chain and community-based CLMRS models will report against the CLMRS effectiveness criteria.

Build and operationalize CLMRS: two models

Supply-chain-based CLMRS

A supply chain-based CLMRS is any child protection system that combines monitoring and remediation capabilities with existing structures and relationships within the supply chain. Like CPCs, supply chain-based CLMRS may conduct some work directly in communities. However, in a supply chain-based CLMRS model, companies may also build up child labor monitoring and remediation capabilities within and adapted to the company's specific supply chain: suppliers, cooperatives, farmer groups, and farmers. Companies can also provide a child labor remediation fund from which remediation activities are funded if child labor cases are identified.

Depending on the context, the main stakeholders within a CLMRS may include the following:

- *Cooperatives or farmer groups* are integral stakeholders in this model. They provide child labor agents who ensure the supervision of the child labor community liaison officers, the consolidation and onward reporting of data from the monitoring system, the identification of children at risk, and the implementation and follow up of remediation activities. Child labor agents typically receive specific training as well as material and financial support, if required and not already covered by the cooperative;
- *Suppliers* manage the relationship with the cooperative;
- *Companies* provide oversight over the CLMRS, for instance by engaging with additional implementing partners, supporting remediation funds, etc.;
- *Child labor community liaison officers* (who are usually farmers from within the community) undertake child labor awareness-raising, child labor monitoring and data collection, and identification and follow-up of child labor cases. They also ensure linkages to the community, specifically with relevant community institutions which could include community leaders, school management committees, teachers, and CPCs;
- *Additional implementing partners* may assist in providing functions such as capacity building (training), technical support (tool design), coordination, linking with certifiers, management of monitoring systems, management of remediation funds, data consolidation, and impact evaluation.

Community-based CLMRS

A community-based CLMRS is any child protection system that combines monitoring and remediation capabilities led by community-based structures and links into existing institutional and regulatory child labor framework at the municipal, regional, and national levels. Companies can support capacity building within communities through strengthening of existing or facilitating the creation of child protection structures (CPCs), training of these structures' members, and funding implementing partners to carry out remediation activities.

Depending on the context, the main stakeholders within a community-based CLMRS may include the following:

- *Communities* are the most integral stakeholders to this model. Their engagement through the set-up of Community Development Committees (or similar structures), as well as the design and implementation of Community Action Plans is essential to supporting a conducive protective environment for children. The Community Action Plans should contain reference to child protection prevalence and needs, and recommendations and interventions for prevention and remediation;

- Within communities, Child Protection Committees (CPCs) or similar structures play a central role as indicated in their roles and responsibilities on page 27;
- *Companies* provide oversight over the CLMRS, for instance by engaging with additional implementing partners, supporting remediation funds, etc.;
- *Additional implementing partners* may assist in providing functions such as capacity building (training), technical support (tool design), coordination, linking with certifiers, management of monitoring systems, management of remediation funds, data consolidation, and impact evaluation.

Relevant structures and systems

CocoaAction Community Development interventions in Primary Education and Women's Empowerment, as per the CocoaAction commitment, must be implemented in 4 communities for every 1,000 CocoaAction farmers. Aligning to CocoaAction interventions for Child Labor means that companies must reach those same 4 communities, as well as cover all CocoaAction farmers in their supply chain. This ensures all 300,000 farmers who will adopt the CocoaAction Productivity package will have gone through rigorous training on child labor issues and are covered by a CLMRS.

This manual does not prescribe how to implement the child labor component of the Community Development package. For some companies, child labor monitoring and remediation will be implemented through both the supply chain and the community, for others it will be implemented through a community approach. It is important that companies consider child labor monitoring and remediation from all perspectives, in order to ensure that every farmer who receives the Productivity package will receive child labor monitoring and remediation regardless of where he or she lives in order to be considered a CocoaAction farmer.

It is important to note that supply-chain and community-based CLMRS are different models. Their respective structures (farmer organizations and CPCs) may require supplementary training and/or capacity building. In determining the appropriate intervention, companies are advised to take into account all relevant factors, including: the status of child labor risks in a community; the current child protection capabilities and structures in a community; the presence and strength of CLMS and the linkage of community-level structures to national CLMS; and the required set-up costs of a supply-chain or community-based CLMRS.

The children identified and confirmed (through follow-up) as being actually involved in the worst forms of child labor or as at-risk are provided with targeted support or referred to relevant services. Targeted prevention and remediation responses will be context -and case-specific and based on the root causes of the case. It could include support for schooling (school kits, uniforms, school feeding program and bursaries), vocational training for out-of-school youth, or provision of birth certificates, or support to parents for alternative labor related solutions for farming.

In either model, these should be aligned with the other CocoaAction Community Development interventions, where relevant. For instance, monitoring of child labor and school attendance are closely related and therefore a CLMRS should complement and be aligned with the primary education interventions. Often, remediation activities may involve facilitating enrollment at a primary school or helping to enable regular attendance as short term responses. However, longer term remediation responses may include addressing household livelihoods needs.

Ultimately what is important is that the core interventions lead to progress on the child labor indicators and towards the outcomes as defined in the Results Framework. To this end, companies have flexibility in determining how to design, structure, sequence, and phase their interventions.

National Child Labor Monitoring Systems (CLMS)

National CLMS refer to the overarching institutional and regulatory child labor framework at the community, municipal, regional, and national levels. Specifically, CLMS refers to the existing legislation and institutional bodies charged with child labor monitoring and protection. Companies need to be well aware of the existence and strength of CLMS, and the linkages between community-level child labor structures/persons and CLMS. In addition, the private sector child labor interventions need to be aligned with and integrated with national CLMS, where these exist.

This section describes in very generic terms national CLMS. However, CLMS varies greatly per country, and the situations in Côte d'Ivoire and Ghana are very different.

A CLMS typically includes a number of core elements that include the identification, referral, protection and prevention of child labor across all segments of work, including beyond cocoa farming (for example, all other types of agriculture, mining, domestic work, etc.). Monitoring capabilities must exist to enable the identification of child labor cases. Referral capabilities and structures must exist to allow identified cases to be adequately addressed, including the existence of services to which children can be referred. Child protection and child labor prevention capabilities provide ongoing observation of workplaces, to verify that child labor cases do not reappear and that adequate alternatives exist, for instance in education.

CLMS are situated at multiple levels of government, from the national to the community levels. At the national level, child labor policy and action needs to be defined. This includes the setting of child labor legislation and policies, and the institutional set-up of public enforcement and protection structures and systems. National legislation is often also linked to international commitments and can for instance define how international child labor conventions (such as ILO conventions 138 and 182) are supported at the national level. Legislation is often linked to related areas, such as education and youth employment.

National legislation and institutions are often supported at the regional level by regional authorities that may set regional child labor monitoring and enforcement policies and mechanisms.

At the local level, CLMS is typically supported by law enforcement, rehabilitation, referral and reporting structures. This could include for instance police and specialized child labor institutions.

CLMS at the community level involves the creation and mandating of monitoring structures. These structures could include community monitoring structures (e.g., CPCs, women's groups, youth groups), school monitoring structures (e.g., school inspectors, school management committees, NGOs), and workplace monitoring (e.g., labor inspectors, social workers).

In practice, the existence, enforcement level and capacities of CLMS vary greatly, and in many cases may be geographically limited or hindered in their operation by limited resources. For the child labor interventions to be successful, companies and implementing partners need to be aware of the relevant CLMS including the practical capabilities, coordination capacities, oversight role, and the linkage with referral and remediation capacities of the community to these systems.

Child labor interventions, such as the set-up or strengthening of a CPC or CLMRS, will need to be aligned with national CLMS where these exist or combined with such systems as they are developed. For instance, where specific child labor remediation legislation and institutions exist, interventions should complement and link to these. Beyond their operational role, CPC or supply chain-based CLMRS could also ensure coherence and complementarity between national monitoring efforts and private-sector CLMRS so that systems are integrated and mutually supportive.

Detailing the intervention

It is important to note that the initial community assessment, described in detail in chapter 2, is the starting point of any intervention in a community. Specifically for child labor, the starting point of the community can influence which structures or persons companies choose to work with in order to realize the needed progress. For instance, in communities where CPCs and/or national CLMS do not exist or are weak, and the risk of child labor is high, companies may set up a CPC (or equivalent structure) in that community. As per the CocoaAction commitment, whatever the structure that is implemented (whether this is supply chain-based or community-based), all CocoaAction farmers' households are to be covered by CLMRS activities.

Amplifiers

The primary amplifier for this area is the existence of national CLMS, including referral and remediation structures, processes, and capabilities. This is outside of companies' control. Where such systems exist, community-level CPCs (or equivalent structures or persons) can link to these systems and refer identified child labor cases for remediation. Data collected through company CLMRS systems can also be shared with national CLMS data bases. Companies should therefore ensure that community-level child labor interventions and capabilities are aligned with and linked to national CLMS, where relevant.

In addition, as written in the previous chapter on education, the above interventions will strongly benefit from a linkage to other interventions aimed at the vulnerable age group of 14-17 year olds, both in formal secondary education and youth initiatives.

Chapter 5: Women's Empowerment



Problem Statement

In cocoa growing communities, women are often not recognized either as farmers or for the role they play on the farm and in the community. In addition, non-farm owners often do not benefit from cocoa and sector improvements. In many cases, women rarely participate in decision-making structures or processes within farmer organizations, the community and/or their households. In addition, women often lack support for their role in income-generating activities outside the cocoa sector.



Solution

Women's empowerment is necessary to improve women's status, increase income and strengthen the community more broadly. CocoaAction interventions aim to contribute to women's empowerment by supporting women's equal access to farm inputs, skills, and services, to increase their economic empowerment through support for income generating activities (IGA) as requested, and to participate in farmer and community leadership structures and organizations where they have the capability and opportunity to influence decisions.



Implementation

Core interventions:

- Training on gender sensitivity for women, men, implementing program staff, farmer organizations and the community;
- Supporting participation of women in farmer organizations and community governance structures;
- Supporting Income Generating Activities (IGA) as requested by women.

Output results and indicators:

Increased awareness among community and farmer organizations on women's empowerment

- *# of farmer and/or community facing people trained through gender awareness or sensitivity programs*

Increased participation by women in farmer and/or community organizations

- *# and % of women members in farmer and/or community organizations*
- *# and % of women members in community governance structures*

Increased capacity of women to undertake IGAs

- *# of women supported to undertake or strengthen IGA*



Outcome and indicators

Increased capabilities and opportunities of women to generate increased income and influence decisions

- # and % of women in CocoaAction communities who report an increased control of income
- # and % of women in farmers org./community org. in CocoaAction communities contributing to decision making
- # and % of women in CocoaAction communities who report on increased income as a result of IGA

I. Women's Empowerment and CocoaAction

Within CocoaAction, women's empowerment is an issue that is closely linked to the success of both the Productivity and Community Development packages. It recognizes the valuable contributions made by female producers and spouses of male producers in the development of the value chain. These women contribute an important portion of the work on cocoa farms and participate in over 50% of the various stages of cocoa production. Beyond their work on the farm, their involvement in household activities ensures quality care for their children and family members. Their contributions at both the farm and the household levels help to promote stable communities where livelihood improvement services can thrive.

However, based on recent assessments, the contribution of women in the cocoa sector sometimes goes unrecognized or is underappreciated. Where women work on family plantations, on land owned by the husband, for instance, they often do not benefit from or have access to the income which the farm generates. Their access to or participation in productivity-enhancing interventions such as inputs and trainings is also limited as they are often not considered as the "farm owner". Lower literacy levels amongst women also hinder their ability to attend trainings. Combining their farm responsibilities with household responsibilities in many cases constrains women's time and affects their capacity to fully benefit from productivity enhancing interventions. The result of this is an imperceptibility of women's contribution to the value chain and an inadequacy in interventions that more suitably addresses their unique challenges. For businesses, overlooking women means reduced profits, decreased efficiency, lower quality cocoa and generally lower productivity levels compared to their male peers². For women, it means exclusion from opportunities to build capacities, generate income and improve livelihood opportunities of their children, family and community.

Recognizing that women farmers in the cocoa sector are not homogenous in their needs, there is still however available research demonstrating a correlation in participation in productivity enhancement initiatives such as training and empowerment³. The benefits of empowerment for women will lead to a better quality of life for their children, such as higher school enrollment and prevention from engagement in child labor. Empowering women, by recognizing their contributions as farmers and providing them with access to trainings and inputs will directly

² Sustainable Tree Crop Program (SCTP) data show that yields (per hectare) of women are on average 61 kg less than that of male farmers.

³ Skill Acquisition, Capacity Building and Women Economic Empowerment: A Case Study of Women Education Center, Birnin Kebbi (Danjuma et al)

benefit productivity interventions. For instance, involving women working on family plantations in training activities can significantly increase the quantity and quality of the cocoa produced.

CocoaAction interventions in this area are therefore aimed at improving gender equity both inside and outside the cocoa sector, which in turn will benefit productivity, community resilience, and social fairness in cocoa growing communities.

Beyond working on the family cocoa farm, the women's empowerment interventions are aimed at providing women with enhanced opportunities in income-generating activities. In addition, the interventions aim to provide women with enhanced capabilities to influence decision-making at the household level. These interventions aim to contribute to a viable and thriving community. For instance, women often spend more of their income than men on the health, education and nutrition of their family members, in particular on their children, and as women's income increases, the likelihood of their children attending school likewise increases.

Empowering women to not only earn, but also control income within the household, either from cocoa or otherwise, will therefore have broad-based positive impacts on the cocoa sector and the community as a whole. In addition, by not focusing on the empowerment of women, the sustainability and future of the cocoa sector and in cocoa growing communities may be threatened, due to the important role women play both in and outside of the cocoa sector.

II. CocoaAction Women's Empowerment Outcomes and Indicators

As laid out in the CocoaAction Results Framework, the women's empowerment outcome to which CocoaAction aims to contribute is that women have increased capabilities and opportunities to generate increased income and influence decisions. This is to be achieved by increasing women's capabilities for income generation based on community priorities and local possibilities, increasing the decision-making roles of women in farmer and community organizations and by increasing awareness among community and farmer organizations on women's empowerment. In addition, companies are encouraged to engage in additional activities (amplifiers) such as support for women at the household level, improving women's access to business resources, and trainings and guided dialogue with male counterparts.

In order to measure progress towards this outcome, the following indicators are measured:

Women's Empowerment Results Statements

Outcome statement and indicators:

Increased capabilities and opportunities of women to generate increased income and influence decisions

- # and % of women in farmer/community organizations in CocoaAction communities contributing to decision making
- # and % of women in CocoaAction communities who report on increased income as a result of IGA
- # and/or % of women in CocoaAction communities who report an increased control of income

Output statements and indicators:

Increased awareness among community and farmer organizations on women's empowerment

- # of farmer and/or community facing people trained through gender awareness or sensitivity programs

Increased participation by women in farmer and/or community organizations

- # and % of women members in farmer and/or community organizations
- # and % of women members in community governance structures

Increased capacity of women to undertake IGAs

- # of women supported to undertake or strengthen IGA

Women's empowerment goes beyond women having leadership and influential positions, and not all women in the community will need to become leaders or take on influential positions for this intervention to be successful. Rather, women need to have access to opportunities and training, have sufficient agency and self-determination in order to take advantage and benefit from these opportunities, and enjoy access to and recognition for their role in income-generating activities.

The importance of having women be recognized for their work on the farm is critical. Women who do not own land or are not recognized farmers typically have very different positions within the community than women who do own land. Specifically, these women often do not have the same access to resources, trainings and inputs, and often very limited access to cocoa income, despite the fact that they contribute a significant proportion of the work on the farm.

For this reason, indicators on women's involvement in farming and community organizations are included, in addition to indicators measuring the extent to which women have access to and benefit from income generating activities. Progress along these indicators may show the extent to which women are recognized for their role as income-generators, are active members of income-generating organizations in the community (farming and non-farming), and, crucially, have likelihood of controlling or taking part in controlling the income that is generated. Progress along these indicators may indicate that women are not only increasingly becoming leaders and taking on influential positions, but that women *participate in* and are *recognized for* their roles in income-generating organizations and activities, such as interest groups or women's associations.

III. Women's Empowerment Interventions

Prerequisites

Gender is often a topic on which community sensitization is most important prior to implementing interventions. As such, two key prerequisites have been identified for women's empowerment interventions. First, sensitization efforts need to take place in a community to establish an initial degree of understanding and engagement on the topic. The most relevant community leaders, structures and individuals with which these sensitization efforts should be undertaken can be determined from initial engagement with the community as part of the community-driven approach. This prerequisite is so important, that it is included as a core intervention, expected of companies as part of their community development interventions.

Second, following these sensitization efforts, women and men in the community should exhibit a willingness to work towards gender equality. This includes not only support for women's empowerment interventions, but also a willingness on the part of key leaders, structures and

individuals within the community to actively play a role in raising awareness on and implementing these interventions.

Undertaking these prerequisites can be done as part of the initial engagement with the community through the community assessment and Community Action Plan (CAP) steps, which are described in chapter 2. These efforts need to remain connected to social norms in a community.

Core Interventions

Women's Empowerment Core Interventions

- Train on gender sensitivity for women, men, implementing program staff, farmer organizations (coops) and the community
- Support participation of women in farmer organizations and community governance structures
- Support Income Generating Activities (IGA) as requested by women

For all core interventions, it is important to note that women often have limited time available to them, due to the commitments their roles in child care and the household place on them. Therefore, all interventions should aim to be accommodating of women's time availability. This could mean offering trainings at a suitable time of day or day of week and at an appropriate location, or offering child care facilities during trainings.

In addition, in order to improve program success and minimize risks, men in the community should not only be sensitized but should also be included in gender interventions where possible.

Train on gender sensitivity for women, men, implementing program staff, farmer groups and the community

Knowledge and awareness are important barriers to women's empowerment. Therefore, one of the core interventions is training on gender sensitivity for all relevant stakeholders to recognize gender inequalities and their impact on overall well-being: women and men in the community, implementing program staff, farmer organizations (cooperatives) and the broader community, importantly including men who need to be on-board to ensure success of these interventions.

During the community assessment, the degree of community buy-in for women's empowerment interventions is gauged and an action plan is made for the kind and degree of sensitization that is needed. In addition, the relevant community leaders, structures and individuals are identified for whom such sensitization efforts will need to take place.

Once the training needs and relevant structures and individuals have been identified, trainings are provided to ensure that the community understands and supports women's empowerment.

Support participation of women in farmer organizations and community governance structures

An important means of increasing women's influence in their communities is supporting their participation in farmer and community organizations. While this includes supporting the role of women in leadership positions in such organizations, increasing the participation of women in

these organizations can already be a tremendous step forward. As such, the success of this intervention can be measured both in terms of the quantity and quality of participation: how many women are active in these organizations and what kinds of roles have women been able to take on?

Support Income Generating Activities (IGA) as requested by women

Income Generating Activities (IGA) are activities that are taken on to earn income. The aim is that women's abilities to undertake IGA are strengthened and their power to perform tasks and their authority in the household and in the community is increased along with the increased - or more stable - stream of income. This in turn can impact the overall well-being of the household as women are better able to support their children's livelihoods.

To focus on the benefits for women, IGAs to be supported should and may be those traditionally undertaken by women and as requested by women, and located in or near the home. Potential IGAs should and may concern activities where women can use skills they already possess. Activities can range from food drying, processing or preservation and marketing of products; growing and marketing of agricultural products; establishment or improvement of livestock or poultry raising; to handicrafts or sewing. The specific IGA may vary according to the specific conditions of the community. Support for women's income generating activities could also include support for the crop diversification efforts of women farmers. This would create dual benefits of increased income as well as contribute to better nutrition for women farmers and their families for those who choose to grow food crops.

The goal of this intervention is not only to increase the involvement of women in IGAs, but also to ensure that they have independent agency and self-determination within these processes, and to heighten the degree of control that women have over the income. This can lead to control over the resources and the income that their activities generate, and to have autonomy to make choices about their livelihood activities. Through the support to IGAs, companies should focus on increasing women's knowledge, skills and self-confidence, all of which is necessary for women to participate fully in the community development process. Then, women will also be better able to participate in the planning and decision making in their households and the community at large.

Women have access to cocoa productivity inputs and training

Besides the core interventions listed above, it is critical to include women farmers in the CocoaAction productivity interventions. This is included as part of the Productivity package and therefore not listed as one of the core interventions in this manual. However, due to the importance, some guidance on this topic is given below.

Currently women farmers often do not enjoy the same access to productivity-related inputs and trainings as their male counterparts, and are often not recognized as farmers. In terms of productivity, targeted efforts need to be undertaken to ensure that women have access to CocoaAction productivity inputs and training in order to allow them to also benefit from productivity-enhancing interventions. For this intervention, close coordination and alignment with productivity package interventions to ensure women are included in productivity inputs and training is needed.

Women are empowered in leadership positions in farmer organizations

Women are typically underrepresented in farmer groups, and this intervention aims at enhancing the role of women in these organizations. This has the dual benefit of enhancing women's

recognition as farmers and of increasing their degree of influence within the farming sector. In addition to leadership positions, women should also be encouraged and supported in undertaking influential roles, such as trainers within these organizations.

For women who are not farm-owners, involving them in productivity activities and farmer organizations often requires alternative strategies that address structural barriers to their participation. This could include for example initiating dual registration for spouses in cooperatives, as women non-owners are often excluded because land ownership is a pre-requisite for joining. In addition, they would need specific considerations to ensure that non-owners are able to access benefits. This could include advocating to coops or farmer groups.

Amplifiers

In addition to the core interventions, a number of amplifiers are identified that are related to and strengthen women's empowerment within communities.

Household-based interventions for better financial-related collaboration between men and women.

Within a community, women's empowerment can be strengthened not only through farm and other income-related interventions, but also through household-based interventions that are aimed at strengthening the degree of financial-related collaboration between men and women in households. For instance, couples seminars on cash-flow planning can improve collaboration on financial matters and can serve as a conduit to increase women's influence and decision-making power. Strengthening the role of women at the household level is related to the core interventions and supports the women's empowerment outcomes in terms of agency and influence. For instance, if a woman's position within the household is strengthened and she is able to influence positive decisions, other household members will better see the benefits of increased leadership and influential roles for women. This can translate as well to increased recognition for women's roles on the farm, in the community and in other income-generating activities. This will increase the buy-in, at the household level, for women's empowerment.

Women's access to resources (e.g., access to capital, legal resources) and trainings (e.g., literacy, numeracy).

Supporting activities such as Village Savings and Loans Associations (VSLAs, sometimes referred to as Village Savings and Loans Groups or VSLG) can be an additional amplifier, as these are instruments that can help introduce women to savings and may give them access to loans/capital when needed. VSLAs work by focusing on savings, building assets, and the provision of credit, all at the level of need and repayment capacities of the VSLA group members. VSLAs are a good entry point into formalized financial services and can raise the self-respect and influence of individual members who are placed in positions of leadership within the group, helping to build social capital within communities and particularly amongst women.

Another way that women can be provided with access to loans/capital is through the procurement of a mobile money bank account. Through the use of mobile phones and mobile networks to transfer money, women can build a consumer financial profile that can then be used to assess credit-worthiness and sometimes even lead to automatic approval for loans. An amplifier of education and training programs on mobile money and its functionality, can supplement the core

interventions by giving women greater access to loans and capital, if the appropriate mobile networks and infrastructure are in place⁴.

Women can also be provided with access to other resources to support them in their income-generating activities and increase or amplify their chances of success. This could for instance involve access to capital needed to set up or support women’s businesses, or could include the provision of legal resources to aid their businesses.

Besides providing women with access to capital and legal resources, women can also be provided with access to additional resources and trainings. These resources and trainings can supplement the core interventions. For instance, trainings can help women gain additional skills, for instance in business and financial management, or targeted trainings in numeracy and literacy.

Additional related interventions (e.g., maternal health and family planning, child care services).

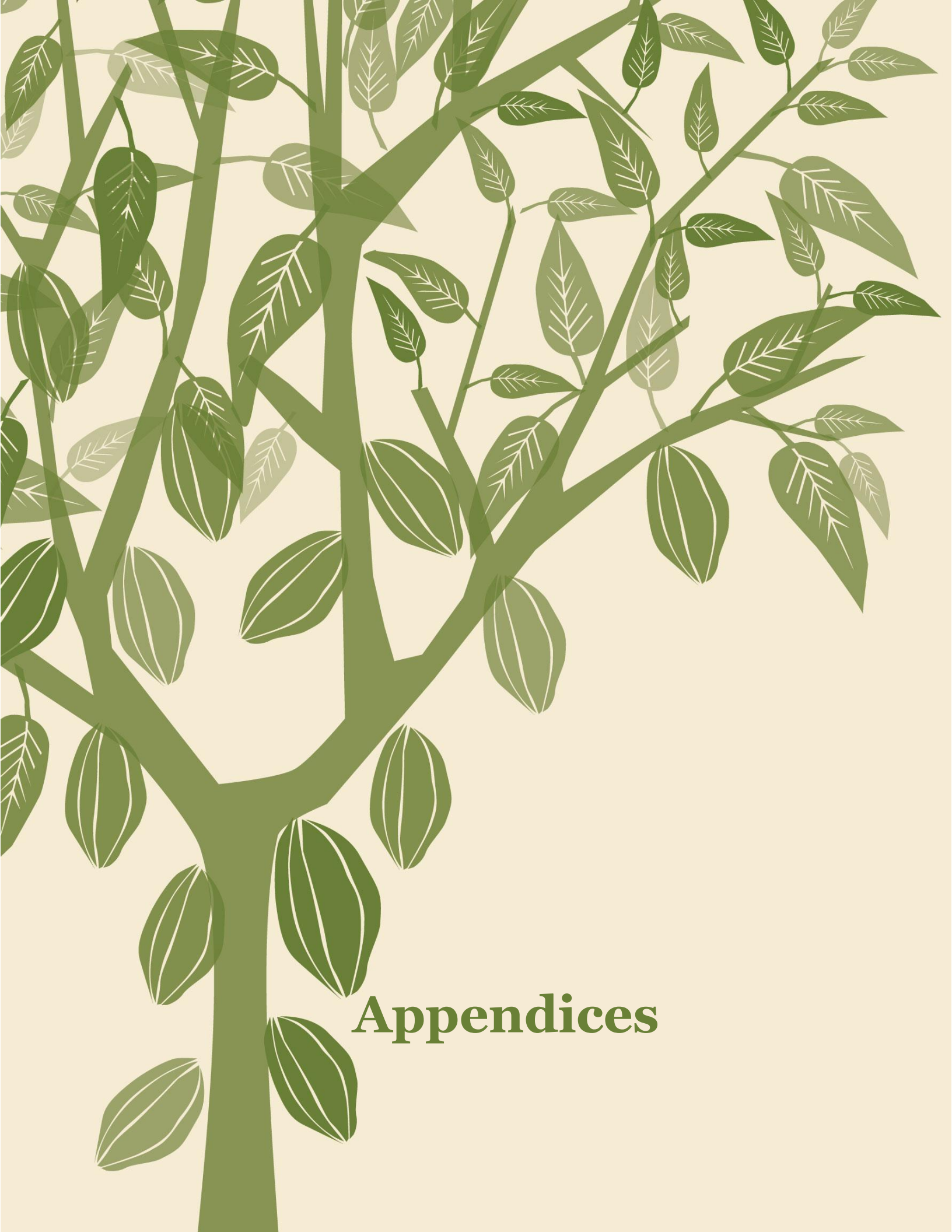
Women play an important role in household and child care activities, which is a valuable and productive role in the community. However, these responsibilities can place (time) constraints on women’s ability to undertake income-generating activities. Through additional interventions, such as maternal health and family planning, and child care services, women can be supported in balancing their roles at the household level with opportunities to engage in and be recognized for their active roles in the community and income-generating activities, both on and outside the farm.

Guided dialogue with communities and male counterparts within families who have significant control over financial decision making.

Even when women are able to make more money from cocoa or non-cocoa activities, it is the male authority figure within the household or the community that can have the strongest influence on how that income is spent. Through guided dialogue interventions in which men and women are facilitated to discuss financial decision making, women gain more influence on how household as well as community finances are spent – often leading to greater expenditure on education, health or other beneficial investments.

This amplifier can be especially important given that in some cases, not addressing this topic systemically might increase the risk of domestic violence and/or contribute to a potential failure of interventions in empowering women.

⁴ See Strategic Impact Advisor’s “Mobile Money Market Study for the World Cocoa Foundation OCTOBER 2015” for more information.



Appendices

Sample Template Community Action Plan

Community Action Plan (CAP) for ... Community

District:

Area Council:

Community's Vision:

Key Issues / Goals / Objectives / Strategies	Activities to be undertaken to achieve the objective	Persons responsible	Resources needed and source	Cost estimate	Time		Comments
					Start	Finish	
Goal 1. Improved quality education for all children in the community							
Objective 1							
Objective 2							
Objective 3							
Objective 4							
Goal 2. Eliminate Child Labor and its Worst Forms from the community							
Objective 1							
Objective 2							
Goal 3. Increased ability to earn income to meet the basic needs of our children							
Objective 1							
Objective 2							

Source: International Cocoa Initiative (ICI)

The International Cocoa Initiative and International Labor Organization have developed a CAP process that defines the following 10 steps to creating this CAP:

1. Interaction with community leaders to agree on the need for a CAP and to lead its development;
2. Community-wide meetings to introduce the CAP concept to the entire community, gain their acceptance, form at least 4 focus groups (men, women, youth and children) and schedule focus group meetings;
3. Focus group discussions (FGDs) to perform community diagnosis, develop a community vision and objectives towards achieving that vision;
4. FGDs to prioritize the objectives;
5. FGDs to develop activities to meet the objectives. This step takes 5-6 FGDs to complete, depending on the number of objectives;
6. Community-wide meeting for each group to present its vision, objectives and key activities; formation of the CAP committee to pool together the group plans into a draft CAP;
7. CAP Committee meetings to group objectives and activities, reprioritize them, assign responsibilities and finalize the CAP (this may take a few meetings to complete);
8. Community-wide meeting to review and validate the CAP. When the CAP is agreed, it is presented to the Assembly Member as a symbol of presentation to the District Assembly. A copy is pasted at a vantage place in the community for easy reference;
9. CAP implementation including resource mobilization (internal resources in the community and external resources from District Assembly, private sector and other organizations) and advocacy by all community members, district actors and others with responsibilities spelt out in the CAP;
10. CAP assessment (to know the extent of implementation), community re-diagnosis and review of the CAP to reflect new needs of the community (CAP review is often done once in 6 months)

It is recommended to balance views from different members of the community throughout the CAP process described above.

For further information and guidance, we refer you to the ICI and ILO websites: <http://www.cocoainitiative.org/en/>; <http://www.ilo.org/global/lang--en/index.htm>

Glossary

Term	Acronym	Definition
Amplifiers		Additional interventions that companies can implement, but that are not required under CocoaAction.
Awareness		Concern and interest in a particular situation or development, such as gender equality.
Child labor		Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. (ILO)
Child Labor Monitoring Systems	CLMS	National Child Labor Monitoring Systems (CLMSs) refer to the overarching institutional and regulatory child labor framework at the community, municipal, regional, and national levels. Specifically, CLMS refers to the existing legislation and institutional bodies charged with child labor monitoring and protection.
Child Labor Monitoring and Remediation Systems	CLMRS	Supply chain-based structures that combine child labor monitoring and remediation capabilities. CLMRS membership is built on top of existing capacities in the supply chain structure, the company itself, suppliers, cooperatives, and farmers, in addition to the community. See the CLMRS Effectiveness Criteria for a full description.
Child Protection Committee(s)	CPC	Community-based committees that fulfill some or all of the capabilities for child labor protection. CPCs' mandates are defined in national decrees and their membership is typically comprised of 5-10 community members, most on an unpaid voluntary basis. In most cases, CPCs lack remediation capabilities. Therefore, they identify child labor cases and refer these to external formal child protection systems and structures at the municipal, regional or national levels for remediation.
Child Protection Structure(s)	CPS	Structures fulfilling child protection capabilities, such as CPCs, CLMS, community development committee, etc.
Comité de Gestion des Etablissements Scolaires (SMC equivalent in Côte d'Ivoire)	COGES	<p>A group of volunteers or appointees responsible for continuously developing school policies and programs, and helping designing and managing school term budgets, for example the School Performance and Improvement Plan (SPIP). COGESs do not track enrollment or attendance rates or literacy and numeracy levels. Referred to as SMCs in Ghana.</p> <p>Child labor COGESs can identify and track child labor issues, act as an intermediary between cases of child labor and CPCs, and promote and stimulate the abolishment of child labor through for example engaging chiefs and encouraging parents.</p>
Community		A place where cocoa-growing is the predominant livelihood, but not the sole livelihood. An administrative center or village and the inhabitants therein, including cocoa farmers, farm workers and other livelihood groups.

Term	Acronym	Definition
Community Action Plan	CAP	Details the process through which interventions will be implemented within the community, including selection and sequencing of interventions based on urgency, relevance and priority, and setting of roles and responsibilities. Can be prepared by the community or with assistance from companies or their implementing partners.
Community assessment		The process of identifying community needs and creating an inventory of existing facilities and structures such as schools, health centers, water sources, etc.
Community-Driven Development	CDD	A participatory approach that involves and empowers the community. CDD entails encouraging the community to assume control over planning decisions for local development projects.
Community Development package		Intervention package that makes up half of the CocoaAction strategy in conjunction with the Productivity package. The Community Development intervention package aims to increase the number of primary schools that are functioning effectively, increase child protection in CocoaAction communities while significantly reducing child labor in CocoaAction farming households and communities, and increase the capabilities and opportunities of women to generate increased income and influence decisions.
Community-based		Drawing membership and/or capacity from the community itself, instead of an external source.
Enabling environment		The circumstances around an intervention that contribute towards its success.
Gender sensitivity		Awareness and respect of gender issues, particularly gender equality in education and labor; respect and recognition of women's and girls' work in the household and in child rearing.
International Labor Organization	ILO	A United Nations agency (NGO) dealing with labor issues, particularly international labor standards, social protection, and work opportunities for all. (Wiki)
Impact		The vision or long-term change we are seeking.
Implementing partner		An associate government or non-government entity or agency that supplements the works of a larger organization or agency by helping to carry out institutional arrangements in line with the larger organization's goals and objectives. (Wiki)
Indicator		A quantitative or qualitative measurement designed to capture the measurable status of a condition.
Interventions		The actions and processes designed to tackle pressing issues in cocoa producing communities and cocoa production more generally.
Local structures		Local institutions with governance functions and authority.
Monitoring and Evaluation	M&E	Continuous assessment and objective examination of progress towards the objectives of a program or project, in this case of CocoaAction interventions.

Term	Acronym	Definition
Non-Governmental Organization	NGO	An organization that is neither a part of a government nor a conventional for-profit business, and generally focuses on a single, or several, societal issues such as the environment, labor standards, animal rights, and inequality.
Outcome		Outcomes are measurable results of our work, and are also likely to be influenced by factors not in our direct control.
Output		“Outputs” are immediate or short-term visible program results, and can include the deliverables and/or the ‘effects’ of program activities (i.e., a measured increase in knowledge that follows a training activity).
Productivity package		Intervention package that makes up half of the CocoaAction strategy in conjunction with the Community Development package. The Productivity package (consisting of training, improved planting material, and fertilizer) aims to boost cocoa farmers' productivity and raise the level of income in cocoa growing communities.
Results Framework	RF	A results framework is a planning tool used in results based management. Also known as a ‘logical framework’, it represents the development hypothesis (or theory of change) of a strategy or program, expressed as a ‘results chain’ – a logical series of activities and causal relationships that are believed to lead to the achievement of program goals. For the complete CocoaAction Results Framework, please see the M&E Guide.
School Management Committee	SMC	<p>A term used in Ghana for a group of volunteers responsible for continuously developing school policies and programs, and helping designing and managing school term budgets, for example the School Performance and Improvement Plan (SPIP). SMCs do not track enrollment or attendance rates or literacy and numeracy levels. Referred to as COGES in Côte d'Ivoire.</p> <p>Child labor SMCs can identify and track child labor issues, act as an intermediary between cases of child labor and CPCs, and promote and stimulate the abolishment of child labor through for example engaging chiefs and encouraging parents.</p>
Sensitization		The process of introducing to a group, and getting that group accustomed to, a new or previously controversial paradigm.
Village Savings and Loans Associations	VSLAs	VSLAs are self-managed groups that do not receive any external capital and provide people with a safe place to save their money, access small loans, and obtain emergency insurance.

Term	Acronym	Definition
Worst Forms of Child Labor	WFCL	<p>The worst forms of child labor as defined by Article 3 of ILO Convention No. 182:</p> <p>(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. (ILO)</p>