Institutional and Social Intervention Mapping and
Capacity Needs Assessment
of District and Community Level
Partners for Child Labour Elimination

Report

December 2012

Acknowledgements

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Acronyms and Abbreviations

BSD	Birim South District
CAP	Community Action Plan
CAYDNET	Child Aid and Youth Development Network
CBOs	Community Based Organizations
CCP	Cocoa Communities Project
CCPC	Community Child Protection Committee
CHRAJ	Commission on Human Rights and Administrative Justice
CL	Child Labour
COCOBOD	Ghana Cocoa Board
CRI	Child Rights International
DA	District Assembly
DADU	District Agriculture Development Unit
DCE	District Chief Executive
DCPC	District Child Protection Committee
DOVSU	Domestic Violence and Victim Support Unit
FBOs	Faith Based Organizations
FGDs	Focus Group Discussions
GES	Ghana Education Service
GLORI	Global Responses Initiative
IA	Implementing Agencies
ICI	International Cocoa Initiative
ILO	International Labour Organisation
LEAP	Livelihood Empowerment Against Poverty
MoFA	Ministry of Food and Agriculture
NCCE	National Commission for Civic Education
NGOs	Non-Governmental Organisations
PPP	Public Private Partnership
PTAs	Parent Teacher Associations
SKCD	Suhum Kraboa Coaltar District
SMCs	School Management Committees
SPSS	Statistical Package for Social Sciences
THLDD	Twifo Hemang Lower Denkyira District
WATSAN	Water and Sanitation
WAWD	Wassa Amenfi West District
WFCL	Worst Forms of Child Labour

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1. Introduction

In view of the need to build capacity of all relevant and key partners of the ILO-CCP/PPP project on Community Action Plans (CAPs), a needs assessment of the community level and district level partners was conducted by ICI in collaboration with ILO. The exercise covered the four (4) target districts namely Twifo Hemang Lower Denkyira[1], Birim South, Wassa Amenfi West and Suhum Kraboa Coaltar Districts, bearing in mind the need to avoid contaminating the communities before the baseline survey.

The underlying purpose of the exercise was to address the following issues;

- Perform district level institutional mapping to identify functional institutions that can contribute to the CAPs process;

- Assess the capacity needs of sub-national local government administration structures (district assembly staff and Assembly and unit committee members; district departments and agencies, DCPCs) to facilitate CAPs preparation, mainstream CAPs into District Development Plans, provide needed infrastructure and services;

- Assess the presence and resources of social intervention programmes (government and non-governmental) including structures for dealing with children in difficulty situation;

- Assess capacity needs of CCP/PPP direct action IA's and other district-based organizations. This focused on capacity needs with regard to planning, facilitation, project development and implementation;

- Use the findings to develop a capacity development programme that ensures that CAP development and implementation are achieved.

This report, therefore, represents a 'snap-shot' of the capacity of the CCP/PPP project partners to carry out certain functions required for the effective implementation of the project. The 'snap shot' was taken among district and community level partners. While it is clear that the partners have significant capacity, this report focuses on areas where capacity could be improved.

ICI fully understands that the limitation of this report is that, it could easily be interpreted as negative – a catalogue of ills and problems that unfairly damns the target of the study. After all, the nature of the study – needs assessment and identification of capacity gaps – automatically focuses on what is not working well and does not cover everything the partners do. It is important to mention that the partners are doing many things well, though they are not included in the report. Moreover, there are many hard working individuals doing their best in often difficult circumstances. The intention of the report is not to criticize anyone, but to highlight areas which can make their work more effective.

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[1] This district is a common district for the CCP and PPP projects, that is, a district where both projects are intervening.

1.1.   Background

Over the last ten years, considerable international attention has been focussed on eliminating child labour from the cocoa supply chain, principally in Cote d'Ivoire and Ghana, the world's two largest producers which are responsible for 80% of total West African production. 70% of the world supply of cocoa comes from West Africa[2].

In Ghana, considerable experience has been amassed through national, district and community level interventions by multiple actors working to facilitate efforts to tackle child labour on cocoa farms. However, the issue of child labour in cocoa farming is only one aspect of child labour in Ghana, where children mainly work in hazardous activities in many types of agriculture and in fishing, mining and quarrying and in domestic and other service industries. Thus, child labour needs to be tackled across board in the wider national context and strategies for the elimination of child labour, economic development, promotion of decent work and universal basic education.

This integrated area-based approach is to:

a) create an environment where children do not simply shift from one hazardous sector or occupation to another;

b) empower vulnerable families and communities to address their livelihood and economic situation and thus, address one of the root causes of child labour; and

c) generate consensus at the community and national levels to garner the ownership needed for long-term changes.

It is in the light of the above that ILO is collaborating with ICI to facilitate community-owned and community-led change processes, using tried and tested participatory approaches towards the creation, mainstreaming and implementation of Community Action Plans.

The ILO/IPEC is implementing two projects in selected cocoa producing Districts/communities in Ghana. The first project, a United States Department of Labour (USDOL) funded Project, named **"Towards child labour free cocoa growing communities through an integrated area based approach in Ghana",** also referred to as the "Cocoa Communities Project (CCP)" is an element of the Framework to intensify action required to make progress towards eliminating child labour in cocoa production.

The second project titled "Public Private Partnership between the Chocolate and Cocoa Industry and the ILO to Combat Child Labour in Cocoa Growing Communities in Ghana and Côte D'Ivoire" or the Public Private Partnership (PPP) project is being implemented in parallel to the CCP project and was launched in July 2011. The PPP project is funded by the chocolate and cocoa industry that compose the Global Issues Group (GIG) and includes ADM, Barry Callebaut, Cargill, Ferrero, The Hershey Company, Kraft Foods, Mars Incorporated, and

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[2]International Cocoa Initiative and Sahel and West Africa Club Secretariat / OECD (2011).*Emerging good practice in combating the worst forms of child labour in West African cocoa growing communities.*

Nestlé, ,[3]. The interventions identified by this project will support the Framework's effort and represent a significant part of the international cocoa industry's commitment to the Framework.

The overall approach of strategy development covered by the CAP process consists of the following five steps:

1. **Needs Assessment**

Mapping out existing structures and assessing the capacity needs of Local Government Structures including the DAs' and Unit Committees, IAs' and community leaders' capacities to facilitate CAP development, mainstreaming, implementation &monitoring.

2. **Capacity Building**

Training IAs, DA personnel & Community leaders on CAPs development, mainstreaming, implementation& monitoring

3. **CAPs Development**

Facilitating the development of CAPs

4. **CAP Mainstreaming**

Lobbying the district assemblies for the CAPs to be incorporated into the district medium term development plans and creating a good linkage with the national development plans.

5. **Advocacy**

Advocating for the introduction or strengthening of social programmes in targeted communities (education, poverty reduction and social protection, rural development, health, sanitation, etc.)

6. **Monitoring and CAPs Assessment**

Assess CAPs implementation, including resource mobilisation, advocate for strengthening social programs and review CAPs.

The current report covers Step 1, i.e. mapping and needs assessment. This includes assessment of the presence and resources of social intervention programme (government and non-governmental) including structures for dealing with children in difficulty situation

1.2. Objective

The objective of the exercise is to map out existing functional local level structures (local government structures including the District Assemblies, Zonal/Town/Area Councils and Unit Committees; decentralized and non-decentralised agencies; NGOs, CBOs, clubs, societies and other bodies) as well as social interventions; assess the capacities of these

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[3] The GIG has in the meantime been dissolved and the group of donors of the PPP Project is currently being represented by the US based National Confectioners' Association.

institutions present in the 42 ILO-CCP/PPP communities to support activities to eliminate WFCL, including development of CAPs and child labour monitoring.

The needs assessment also offered ICI an opportunity together some baseline information to enable it design a comprehensive training manual to build capacity towards the elimination of Child Labour and its worst forms.

1.3. Conceptual Basis

For the purposes of the needs assessment exercise, we shall define capacity as "the ability of the individuals, organizations and institutions as a whole to manage their affairs successfully and to support the elimination of child labour."

This implies that capacity exists in three levels, usually namely; individual, organizational and institutional. Individuals are the people, organization the structures, and institutional the context.

1.4. Overview of Methodology

The study employed both qualitative and quantitative methods in the data collection. Quantitative data was collected through the administration of questionnaire to the decentralized agencies and other stakeholders at the district level. Qualitative data was gathered through small group discussions with community leaders.

The data for the study were collected from both primary and secondary sources. The primary sources were data from responses through the questionnaires administered. This was supplemented with secondary data, such as data collected by implementing agencies (IA) partners' on social interventions.

1.4.1. Study Instruments

Three questionnaires (District, Community and NGOs) were used for the assessment. They were extensive and were structured per the areas below;

- Institutional mandate
- Planning
- Monitoring
- Staff participation & supervision
- Communication
- Human and material resources
- Financial management
- Child labour activities
- Resource mobilization

1.4.2. Sampling Procedure

Random and non-random sampling procedures were adopted in selecting community and district level stakeholders for interviewing. Multi-stage sampling processes were used. The first stage involved clustering the study areas into district level and community level. At the district level, all implanting partners were selected automatically for interviewing. The remaining NGOs in the district were listed and selected by random sampling. A minimum of 2 NGOs were selected per district. .

The following decentralised departments were selected through purposive sampling for interview;

- Officials of the District Planning and Coordinating Unit (DPCU)
- Labour Officers
- Officials of the District Education Office
- District Social Welfare Officials
- Community Development Officers
- Commission on Human Rights and Administrative Justice (CHRAJ) officers
- Officials of the District Agriculture Development Unit (DADU)
- Officers of National Commission on Civic Education (NCCE)
- COCOBOD officials
- Personnel of Ghana Police Service's Domestic Violence and Victims Support Unit (DOVVSU) and
- District Immigration Service officers.
- MOFA

Community leaders were also purposely selected. They comprised of chiefs and elders, Unit Committees / Town Committees, School Management Committees and Water and Sanitation (WATSAN) Committees. In each community, the leaders were brought together for small group discussions

1.4.3. Sample Size

31 Decentralised Departments, 9 NGOs, 3 Radio Stations, 5 Faith Based Organisations and leaders (Unit/Town Committees, SMCs/PTAs and WATSAN Committees) of 42 communities were interviewed.

1.4.4. Interview techniques

- ***Key informant interviews***

Data from the district level stakeholders and the decentralised departments were collected through key informant interviews, as interviewing of such "key informants" can sometimes provide more objective information, or a concentration of relatively informed

information. They are able to answer questions about their organisations and departments and give a good overall view of the way different things impact on their work.

- *Small group discussions*

Data from the communities were collected through small group discussions, as this approach provides access to the views, opinions and knowledge of several people at once, while also allowing for immediate crosschecking of information.

1.4.5. Data Analysis

Data collected from the field was checked and edited for inconsistencies. They were then coded, processed and analysed using Statistical Package for Social Sciences (SPSS) software and Microsoft Excel.

It is important to mention that after collecting the community level data through small group discussions, the assessment team realised that the responses were very similar, so it was decided to code and analyse them by SPSS. This explains why all the data are quantitative.

The four CCP/PPP project districts were covered in this assessment, namely Twifo Hemang Lower Denkyira, Wassa Amenfi West, Suhum Kraboa Coaltar and Birim South Districts.

1.5. Limitations of the Study

The foremost limitation of the needs assessment exercise was the baseline survey that both the CCP and PPP projects have conducted in the different target districts between July and September 2012. The needs assessment exercise was undertaken prior to the baselines survey and in view of the need to avoid contamination, only community leaders were interviewed. However, interaction with children was done informally outside the group discussions to triangulate the information.

A second limitation was the length of the questionnaire used. It was necessary to have a detailed checklist to cover all the subject areas of the exercise. In this view, the time needed to administer the questionnaire was a bit on the high side.

The absence of CCPCs during the time of the study was also one of the limitations of the study, as their perspectives would have been brought to bear in the discussions with the community leaders. This may however not greatly affect the results because most of the opinion leaders and local government representatives mainly compose the CCPCs.

2. Summary of findings

This section presents a summary of the findings and recommendations from the mapping and assessment. Findings are presented across three different levels - district, NGO and Community context.

2a. Presence of CAPs

Out of the forty two (42) communities, the general observation was that none (0) of the CCP/PPP communities has a community action plan, as there were no documented community development plans. Furthermore, all the communities do not have the capacity to develop their own CAPs, as most of them do not have any idea of what it takes to develop CAPs.

2b. Presence of DCPCs

There are DCPCs in all the 4 project districts. This is the first time a DCPC has been put in place in the BSD through support of the CCP. As at the time data was collected for this exercise, the composition had just been discussed and preparations under way for its inauguration to start work. The inauguration was done in October, 2012.

2c. Presence of CCPCs

None (0) of the communities has Community Child Protection Committees (CCPC) in place. This was due to the fact that the baseline survey was yet to be completed to make way for community level activities, including formation of CCPCs.

2d. DA and the decentralized departments' capacities to eliminate WFCL

The challenge for the District Assemblies and their decentralised agencies has been limited or absence of budgetary allocations and challenges with the release of the little that is allocated for implementation of the CL activities. In the case of Birim South Districts, specific child labour related issues are not planned and budgeted for.

2e. Community leadership structures

It was again observed that, with the exception of 2 communities[4] out of the 42 encountered, the communities have weak leadership (Chiefs and Elders, Unit Committees, SMCs/PTAs and WATSAN Committees executives). The youth in almost all the communities do not seem to appreciate the way their leaders are managing the affairs of the communities.

2f. Capacity needs identified

The capacity needs identified include the understanding or knowledge of the following. It is important to note that apart from the needs concerning the community level stakeholders the remaining stakeholders' needs are not arranged in order of priority.

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[4] Densuso and Kwabena Kumi/Okonam.

a) District assembly departments and agencies;

- Child labour Concepts
- Relevant laws and Conventions on Child Labour.
- Monitoring and Evaluation.
- Resource Mobilization
- Mainstreaming of CAPs

b) District Level NGOs, FBOs and Media organisations

- Child labour concepts (for FBOs and Media organisations)
- Relevant Acts and Conventions on Child Labour (for FBOs and Media organisations)
- Monitoring and Evaluation especially the Comprehensive Monitoring and Evaluation Strategy (CMES).
- Financial Management
- Effective communication skills
- Facilitation skills.

c) Community level stakeholders

- Maximising Cocoa production
- Leadership Skills (Governance)
- Resource Mobilization Skills
- Community Action Planning
- Advocacy
- Monitoring and Evaluation
- Implementation of community projects
- Child Labour Concepts
- Relevant Conventions & Acts on Child Labour
- Conflict management and resolution

A summary report (general findings) of the mapping exercise is presented in the following table:

Table 1:   Summary report of the Needs Assessment Exercise

Level	Type of organization (Governmental, non-governmental, consultancy, CBO)	Name of institution	Does the institution have a mandate to eliminate CL?	Does the institution have the capacity to eliminate CL?	Does the institution have the capacity to perform CAP design and implementation?	What are the major capacity needs of the institution?	Who can provide the needed capacity?
District	Governmental	DPCU	Yes (Direct[5])	No	No	• Concept of Child labour. • Relevant Acts and Conventions on Child Labour. • CAP design and preparation • Facilitation skills • Monitoring and Evaluation • Advocacy • Mainstreaming • Inclusion	ICI/ ILO/ NDPC/Unicef/CLU
		Dept. of Social Welfare	Yes (Direct)	No with the exception of the District Directors	No		
		CHRAJ	Yes (Direct)	No, with the exception of the District Directors	No		
		Police Service (DOVSU)	Yes (Indirect[6])	No	No		
		Ghana Education Service	Yes (Direct)	No	No		
		Dept. of Community Development	Yes (Direct)	No	No		
		DADU of MOFA	Yes (Indirect)	No	No		
		NCCE	Yes (Direct)	No with the exception of the District Directors	No		
		COCOBOD	Yes (Direct)	Yes, but only in the cocoa sector	No		
		Immigration Service	Yes (Direct)	No with the exception of the Focal Persons	No		
		District Labour Office	Yes (Direct)	No with the exception of the Focal Persons	No		
	Faith Based Organization	Local Council of Churches	No	No	No		
		Office of District Imam	No	No	No		
	Non- Governmental	Development Fortress	Yes (Indirect)	Yes	Yes, they have capacity to do advocacy and implementation but do not have the capacity to design CAPs	• CAP design and preparation. • Proposal writing • Facilitation skills • Advocacy • Budget and budgetary control	ICI/ ILO/ NDPC/Unicef/CLU
		GLORI	Yes (Indirect)	Yes	Yes		
		CODESULT	Yes (Indirect)	Yes	Yes		

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[5] Direct means it is the core mandate of the institution to eliminate Child Labour.
[6] Indirect means it is not the core mandate of the institution to eliminate Child Labour.

Level	Type of organization (Governmental, non-governmental, consultancy, CBO)	Name of institution	Does the institution have a mandate to eliminate CL?	Does the institution have the capacity to eliminate CL?	Does the institution have the capacity to perform CAP design and implementation?	What are the major capacity needs of the institution?	Who can provide the needed capacity?
		Child Right Int.	Yes (Direct)	Yes	Yes, they have capacity to do advocacy and implementation but do not have the capacity to design CAP	• Monitoring and Evaluation Technical and financial reporting • Mainstreaming • Inclusion	
		CAYDNET	Yes (Indirect)	Yes	Yes, they have capacity to do advocacy and implementation but do not have the capacity to design CAP		
		Rural Health Alliance	No	No	No	• Concept of Child labour • Relevant Acts and Conventions on Child Labour. • CAP design and preparation • Facilitation skills • Proposal writing • Technical and Financial reporting. • Budget and budgetary control • Monitoring and Evaluation especially Comprehensive Monitoring and Evaluation System (CMES). • Inclusion	ICI / ILO
		Action for Development	No	No	No		
		Love the World	No	No	No		
		Peace and Happy Home	Yes (Indirect)	No	Yes, they have capacity to do advocacy and implementation but do not have the capacity to design CAP		
		New Frontier Farmers and Processors Programme	No	No	No		
	Media	BIYAC FM (Oda), Thank U FM (Suhum) and Velvet Beam FM (Asankrangwa)	No	No	No	• Concept of Child labour • Relevant Acts and Conventions on Child Labour • Effective communication skills	ICI/ ILO/ NDPC/ Unicef/CLU/IAs
Community	Committee	Unit / Town Committee, SMC/PTA and WATSAN	No	No	No	• Concept of Child Labour • Relevant Acts Conventions on Child Labour • Leadership Skills	ICI/ ILO/ NDPC/Unicef/CLU// IAs/Cocobod

Level	Type of organization (Governmental, non-governmental, consultancy, CBO)	Name of institution	Does the institution have a mandate to eliminate CL?	Does the institution have the capacity to eliminate CL?	Does the institution have the capacity to perform CAP design and implementation?	What are the major capacity needs of the institution?	Who can provide the needed capacity?
						- Resource mobilization - Monitoring and Evaluation - Planning - Conflict management and resolution. - CAP design and preparation - Facilitation skills - Maximising Cocoa production - Additional livelihood support.	

2.1. Community Level Findings for the Cocoa Communities Project (CCP)

2.1.1. Participation in mapping exercise

For the 40 CCP communities in the 4 project Districts, a total of 387 people participated in the exercise at the community level. Of this, 45 were female and 342 were male which translates in 12% and 88% respectively. The district specific participant figures can be found in the table below. The participants comprised of Chiefs and elders, Unit Committee members, WATSAN committee members, Town committee members, SMCs/PTAs and Assembly members. This indicates that leadership in the 40 communities are male dominated as indicated in table 1 below.

Table 2:   Number of CCP Community Participants

No. of Participants						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Male	73	73	103	93	342	88%
Female	14	20	6	5	45	12%
Total	87	93	109	98	387	100%

Figure 1:   Number of CCP Community level Participants

2.1.2. What endears members to their communities?

When participants were asked to indicate what they liked about their communities, 40 (44%) of the 90 responses to this question iterated that they live in the community because of their farming activities. 12 of the responses (i.e. 13%) were that it is their ancestral home; 15 of the responses (i.e. 17%) iterated it is because of the Peace, Unity and Security their communities provide them; 12 of the responses (i.e. 13%) were that it is because there is a school for their children to attend, 5 of the responses (i.e. 6%) were that it is because of the low cost of living in the community, 4 of the responses (i.e. 4%) were that it is because water is available and the last 2 (i.e. 2%) gave reasons such as availability of

mineral resources and electricity.. The table below depicts the district specific responses and the totals whiles the graph translates the information in the table pictorially.

Table 3:   Community Leaders views on what they like about their communities

What do you like about your community						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Farming Activity	10	10	10	10	40	44%
Ancestral home	1	8	2	1	12	13%
Peace/Unity/Security	6	1	4	4	15	17%
Education	0	3	7	2	12	13%
Low Cost of Living	0	2	1	2	5	6%
Availability of Water	0	1	1	2	4	4%
Other	0	1		1	2	2%
Total	17	26	25	22	90	100%

Figure 2:   Pie chart showing what community leaders like about their community

2.1.3.   Developmental challenges and strategies to address them

Responding to the question about their community concerns, educational issues (dilapidated school buildings, lack of teachers' quarters and inadequate teachers) is the most prominent constituting 20% of the concerns. The rest are bad roads, lack of electricity, lack of portable water, no health facilities and poor sanitation facilities including toilets. Lack of

credit facilities for farmers, absence of mobile services (network) and lack of additional livelihood activities were also inclusive. The "other" captures erosion and flooding, illiteracy and over speeding. The figures can be found in the table below.

Table 4:   Concerns of community leaders about their community

What concerns you about your community						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Road	5	5	6	4	20	12%
Electricity	4	2	9	4	19	12%
Water	5	6	6	6	23	14%
Clinic	2	6	3	6	17	10%
Sch/Teachers quarters	6	8	9	9	32	20%
Toilet	6	4	4	7	21	13%
Credit facilities	1	3	4	1	9	6%
Mobile phone network	1	3	1	0	5	3%
Lack of additional livelihood activities	2	2	2	2	8	5%
Other	1	2	0	5	8	5%
Total	33	41	44	44	162	100%

Figure 3:   Pie chart showing concerns of community leaders about their community.

When asked how the community leaders were going to improve their communities, 33% of the 95 responses were that they will use communal labour to address some of the issues mentioned in Table 3 above. Other responses were that levies can be used to generate income to support developmental activities. The rest iterated that having a united front, collaborating with the District Assembly (DA) organising community harvests, donation from visitors to the community and community members living outside the community in the cities and abroad can also foster development.

Table 5:   Community leaders' views on strategies to improve their communities

How would you improve your community						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Communal labour	10	9	4	8	31	33%
Levies	3	9	2	3	17	18%
United front	6	1	4	5	16	17%
Collaboration with DA	0	1	7	2	10	11%
Community harvests	3	5	4	3	15	16%
Visitors' Donations	0	1	2	2	5	5%
Donations from Emigrant[7] community members	0	0	0	1	1	1%
Total	22	26	23	24	95	100%

Figure 4:   Pie chart showing community leaders' suggested strategies to improve communities

2.1.4.   Community planning process

All the forty communities said they do not have annual or semi-annual planning processes to guide their activities.

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[7]Community members living outside the community in the cities and abroad

Table 6:   **Communities that have or do not have annual/ semi-annual planning process to guide its activities**

Does the community have an annual/ semi-annual planning process to guide its activities?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	0	0	0	0	0	0%
No	10	10	10	10	40	100%
Total	10	10	10	10	40	100%

Figure 5:   **Graph showing communities that have or do not have annual/ semi-annual planning process to guide its activities**

Although the various communities do not have annual/semi-annual plans[8], it came to bear that some of them usually submit to the District Assembly letters seeking support from them. This goes to buttress the initial assumption that the communities did not have documented community action plans[9].

Table 7:   **Letters of support submitted to the District Assembly**

Letters of support submitted to the District Assembly						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	10	1	1	0	12	30%
No	0	9	9	10	28	70%
Total	10	10	10	10	40	100%

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[8] An annual/semi-annual plan refers to an annual or semi-annual community development plan

[9] CAP is 'a process which begins with dialogue and sensitization, leading to plans by communities, for their communities' development, documented and linked to the district development plan.

Figure 6: Graph depicting Letters of support submitted to the District Assembly

2.1.5. Place of study after school

In all the 40 CCP communities, 33 (82%) of community leaders said that the children who learn after school do so in their homes[10]. 2 (5%) communities' leaders iterated that some teachers in the communities organise prep[11] for the children in the evenings. The 7 remaining communities' leaders said their children normally meet under community and household sheds and in the case of 1 community in the school for prep.

Table 8: Table showing where children meet to learn after school or on week-ends

Where do children meet to learn after school or on week-ends						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Individual Homes	10	9	6	8	33	82%
School Prep	0	1	1	0	2	5%
Other	0	0	3	2	5	13%
Total	10	10	10	10	40	100%

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[10] This means that communities do not have libraries or converging locations for the children to learn together after school hours.

[11] Prep means after school studies in the evening.

Figure 7:   Graph depicting where children meet to learn after school or on week-ends

2.1.6.   Factors influencing children's participation in work

From the views of the participants in table 9 below, cultural[12] and economic[13] values are more likely to influence whether a child works or not. "Gender", although a factor, had minimal influence on children's work in the 40 CCP communities.

Table 9:   Community leaders views on values that influence whether a child works or not

Values that influence whether a child works or not						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Cultural	3	4	7	6	20	50%
Economic	7	6	2	4	19	48%
Gender	0	0	1	0	1	2%
Total	10	10	10	10	40	100%

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[12] Cultural values refer to what society sees as important and acceptable practice or custom
[13] Economic values refer to what society sees as important and acceptable practices that bring income to the family

Figure 8:   Pie chart depicting views on values that influence whether a child works or not

Values that influence whether a child works or not

Gender, 1

Economic, 19

Cultural, 20

2.1.7.   The use of children's time

Responding to the question where do children spend their after schools hours, 18 (i.e. 45%) and 20 (i.e. 50%) communities' leaders, said children spend their time on the play grounds and in their individual homes respectively. The 2 communities' leaders iterated that some children go to the farm after school to help their parents bring food stuffs home and other children can be found hawking after school.

Table 10:   Table depicting where children spend their time after school hours

Where children spend their time after school hours						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Play grounds	0	0	9	9	18	45%
Individual Homes	10	10	0	0	20	50%
Other	0	0	1	1	2	5%
Total	10	10	10	10	40	100%

Figure 9:   Graph displaying where children spend their time after school hours

2.1.8.   Number of days working children attend school

All community leaders responded yes to working children attending school. Of the number of days of attendance, 20 communities' leaders (i.e. 50%) iterated that working children attend school all the 5 week days. None of the communities' leaders said the working children attend school for only 1 day during the week. 1, 7 and 12 communities' leaders forming 2%, 18% and 30% said working children attend school for 2, 3 and 4 out of 5 days of the week respectively.

Table 11:   Table depicting the frequency of working children attending school during the week

Do working children attend school; If yes, how often?						
Number of school days attended per week	THLDD	WAWD	BSD	SKCD	Total	Percentage
1 Day					0	0%
2 Days				1	1	2%
3 Days		4	1	2	7	18%
4 Days		2	6	4	12	30%
5 Days	10	4	3	3	20	50%
Total	10	10	10	10	40	100%

Figure 10: Graph displaying the frequency of working children attending school during the week

2.1.9. Roles of community leaders in improving education

When community leaders[14] were asked what they would do to improve education, they iterated that regular meetings among SMCs, PTAs and the school authorities should be held to discuss problems confronting the schools and find solutions to these problems. Sensitisation, establishment of rules and regulations, providing support to teachers and effective school supervision were other things the leaders could do to improve education in their communities. The table below elaborates their responses.

Table 12: Community leaders' views on what they do to improve education

What should community leaders do to improve education						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Regular Meetings	8	8	5	6	27	30%
Sensitisation	5	9	2	4	20	22%
Rules and Regulations	2	1	4	4	11	12%
Support to teachers[15]	5	3	5	2	15	16%
Effective school supervision	8	3	4	3	18	20%
Total	28	24	20	19	91	100%

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[14] Community leaders encountered included the SMCs/PTAs

[15] Support includes food stuffs, providing teachers quarters and also paying for some teachers in cases where the teachers are not being paid by the Government.

Figure 11: **Graph exhibiting Community leaders' views on what they do to improve education**

2.1.10. The role of community leaders in the elimination of child labour

When asked what their roles were with regards to child labour, the community leaders said that establishment of rules and regulations (28%), sensitisation (48%) and child labour monitoring (2%) are their main roles. About 22% of the other communities' leaders think nothing can be done about it since parents tend to insult the community leaders when they try to intercede on behalf of the children. The breakdown of the responses is listed in the table below.

Table 13: **Community leaders' views about their roles with respect to Child Labour**

What are the roles of the community leaders with respect to CL						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Establishment of Rules	0	0	7	4	11	28%
Sensitisation	2	5	4	8	19	48%
Monitoring	0	0	0	1	1	2%
Nothing	4	5	0	0	9	22%
Total	6	10	11	13	40	100%

Figure 12: Graph exhibiting Community leaders' views about their roles with respect to Child Labour

2.1.11. Causes of Child Labour

From the responses given, 19 (i.e. 40%) of them were that poverty is the main problem with regards to child labour. 8 responses thus 17% claim it is as a result of negligence on the part of the parents. 15 responses (i.e. 32%) were that it was also due to the children being truants and sneaking out of homes and classrooms to work for money. The remaining 5 responses were that child labour is as a result of ignorance on the part of the parents since they do not know what constitutes child labour and its harmful effects.

Table 14: Views of Community leaders as to the main problem with regards to CL

What does the community see as the main problem with regards to CL?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Poverty	6	4	3	6	19	40%
Negligence of Parents	1	3	3	1	8	17%
Truancy	5	8	0	2	15	32%
Ignorance	1	2	1	1	5	11%
Total	13	17	7	10	47	100%

Figure 13: Graph showing Views of Community leaders as to the main problem with regards to CL

What does the community see as the main problem with regards to CL?

2.1.12. Presence of child labour indicators

About 95% of respondents said there are no clear indicators for measuring child labour and other projects. The remaining 5% said there are clear measurable indicators. However, the community leaders could not show any clear measurable indicator.

Table 15: Table showcasing the presence of clear measurable indicators for Child Labour and other projects

Presence of clear measurable indicators for CL and other projects					
	THLDD	AWD	BSD	SKCD	Total	Percentage
Yes	0	0	0	2	2	5%
No	10	10	10	8	38	95%
Total	10	10	10	10	40	100%

Figure 14: Graph showcasing the presence of clear measurable indicators for Child Labour and other projects

2.1.13. Monitoring of activities

The leaders of 15 communities (i.e. 38%) iterated that they monitor[16] the results of their activities to make sure that their activities are effectively implemented to achieve the intended results. However the leadership of 25 communities (i.e. 62%) who said they do not monitor child labour activities explained that they do not have good monitoring systems monitor[17] in place.

They added that even though they do some monitoring, by taking stock of progress and challenges of community initiated activities, this is done on *ad hoc* basis and they face a lot of challenges. Some of their monitoring challenges mentioned include insults, lack of commitment on the side of community members and political interference.

Table 16: Views of community leaders on how they monitor carefully the results of their activities

	THLDD	WAWD	BSD	SKCD	Total	Percentage
Communities monitor carefully the results of its activities						
Yes	5	1	3	6	15	38%
No	5	9	7	4	25	62%
Total	10	10	10	10	40	100%

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[16] To monitor means to keep an eye on.
[17] A monitoring system is a means of collecting information on child labour in order to put in place community programmes that address the needs of the child.

Figure 15: **Graph expressing Views of community leaders on how they monitor carefully the results of their activities**

Communities monitor carefully the results of its activities

2.1.14. Frequency of community meetings

When asked how often they hold meetings, 27 community leaders (i.e. 67%) said that their meetings are normally not planned but they hold meetings when necessary (*ad hoc* basis). Leaders of one community (i.e. 3%) said they have quarterly meetings while leaders of 6 (14%) and 5 (13%) communities said they hold meetings on monthly and weekly basis respectively. Leaders of one community (i.e. 3%) however mentioned that they have not held any meeting from the beginning of the year to the time of being asked the question.

Table 17: **How often communities hold meetings**

How often communities hold meetings						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Weekly	1	2	0	2	5	13%
Monthly	3	1	0	2	6	14%
Quarterly	1	0	0	0	1	3%
Ad hoc	5	7	10	5	27	67%
Not Held	0	0	0	1	1	3%
Total	10	10	10	10	40	100%

Figure 16: Graph depicting how often communities hold meetings

2.1.15. Coordination of activities

In 35 communities (i.e. 87%), community leaders understand each other's work and endeavour to support each other in implementing tasks. Five (5) communities however said they do not understand and support each other in their work. This is as a result of the communities not having elected unit committee members. In these communities there are town committees most of whose roles are not clearly defined. In coordinating the various activities, the traditional authorities play the role of mobilizing the communities and ensuring that the rules pertaining to community activities are followed applied.

Table 18:   Community leaders understand each other's work and support them

Unit Committee/SMC and WATSAN Committee members understand each other's work and support them						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	9	10	10	6	35	87%
No	1	0	0	4	5	13%
Total	10	10	10	10	40	100%

Figure 17: Graph exhibiting community leaders' understanding of each other's work

2.1.16. Management of conflicts

When asked if there is duplication of work, all the community leaders said there is no duplication of work. Thirty six (36) communities' leaders (i.e. 90%) however added that conflicts do not arise in the execution of the roles. Two (2) communities' leaders (i.e. 5%) said that when conflicts arise, they are solved amicably by the chiefs and elders. The last 2 communities' leaders said conflicts are not resolved at all leading to divisions in the community.

Table 19: Responses to how conflicts are resolved

How duplication of work or conflicts are resolved						
	THLDD	AWD	BSD	SKCD	Total	Percentage
No Conflict	10	10	8	8	36	90%
Resolved amicably by chief and elders	0	0	1	1	2	5%
Not resolved	0	0	1	1	2	5%
Total	10	10	10	10	40	100%

Figure 18: Graph showing responses to how conflicts are resolved

2.1.17. Capacity Needs of Communities[18]

Thirty nine (39) communities' leaders (i.e. 97%) mentioned that they have some capacity needs. Some of the capacity needs mentioned included planning, implementation and resource mobilisation. Others were monitoring of activities, advocacy skills, leadership (governance) and cocoa production for maximised yields. One community's leaders (i.e. 3%) however said they did not have any capacity needs.

Table 20: Responses of community leaders having capacity needs or not

Do the community leaders have any capacity needs?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	10	9	10	10	39	97%
No	0	1	0	0	1	3%
Total	10	10	10	10	40	100%

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[18]These Capacity Needs are those suggested by the community leaders themselves. However the observed training needs have been captured in the summary table (Table 1).

Figure 19:   Pie chart of community leaders having capacity needs or not

Table 21:   Capacity needs of community leaders

Capacity needs of community leaders					
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Planning	6	0	3	3	12	14%
Implementation	0	0	1	0	1	1%
Resource Mobilisation	10	7	2	2	21	24%
Monitoring	1	0	0	0	1	1%
Advocacy	3	1	0	0	4	5%
Leadership (Governance)	1	8	6	9	24	27%
Cocoa production	8	7	8	2	25	28%
Total	29	23	20	16	88	100%

Figure 20: Graph depicting capacity needs of community leaders

2.1.18. Community funds for development

Sixteen (16) communities' leaders (i.e. 40%) iterated that they have funds set aside; 24 communities' leaders (i.e. 60%) however said that as at the time they did not have any funds set aside. Probing further, it was realised that most of these community funds are WATSAN funds for the repair and maintenance of community boreholes. Of the 16 communities (40%) who said they have funds set aside for development, 12 communities (i.e. 75%) are WATSAN funds whiles the remaining 4 communities (i.e. 25%) have funds contributed specifically for community development.

Table 22: Communities that have funds set aside for community development

Communities that have funds set aside for community development					
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	1	4	8	16	40%
No	7	9	6	2	24	60%
Total	10	10	10	10	40	100%

Figure 21: **Pie chart showing communities that have funds set aside for community development**

Communities that have funds set aside for community development

Yes
40%

No
60%

Table 23: **Type of Community Funds set aside**

Community Funds set aside						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
WATSAN	8	1	2	1	12	75%
Community Dev't	0	0	1	3	4	25%
Total	8	1	3	4	16	100%

Figure 22: **Graph expressing the type of Community Funds set aside**

Community Funds set aside

WATSAN   Community Dev't

On the sources of funds, 38 communities mentioned that levies are paid by households and adults in the community. One community said that they depend on donations from visitors and community members living outside in the cities and abroad. The

last community added that they take tolls for boat rides. The communities added that when money from donations and tolls are not enough, it is augmented with levies from the community members.

Table 24: Community leaders' responses on their source of funds

Source of Funds						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Levies	10	8	10	10	38	94%
Donations	0	1	0	0	1	3%
Toll[19]	0	1	0	0	1	3%
Total	10	10	10	10	40	100%

Figure 23: Graph showcasing Community leaders' responses on their source of community funds

2.1.19. Management of community funds

When asked how accounts were prepared and who prepares them, 38 communities (i.e. 95%) said they rely on income and expenditure. This income and expenditure is normally done by Unit Committee members, community secretaries and WATSAN committees and in some cases assigned committees. Two communities (i.e. 5%) however said that no accounts are prepared which has made community members not contribute levies towards community development since there is no accountability.

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[19] Toll here refers to fares paid for crossing the river in Yirase community by boat.

Table 25: Community leaders' responses on how accounts are prepared

How accounts are prepared						
	THLDD	AWD	BSD	SKCD	Total	Percentage
Income and Expenditure	10	10	9	9	38	95%
No Accounts are prepared	0	0	1	1	2	5%
Total	10	10	10	10	40	100%

Figure 24: Graph of Community leaders' responses on how accounts are prepared

Table 26: Responses to who prepares community accounts

Who prepares the community accounts						
	THLDD	AWD	BSD	SKCD	Total	Percentage
Unit Committee	4	9	0	5	18	40%
Community Sec.	2	0	3	0	5	11%
Assigned Committees	5	1	5	3	14	31%
WATSAN	3	0	3	2	8	18%
Total	14	10	11	10	45	100%

Figure 25: Graph showing responses to who prepares community accounts

2.1.20. Social interventions present in the communities[20]

From the community profiles of the 40 communities in the 4 districts as shown in table 27 below, a total of 91 social interventions are spread in the 40 CCP communities. 38, representing 42% of the interventions are free school uniform and books programme, 10% are School feeding programmes whereas only 3 communities in the Twifo Hemang Lower Denkyira district are benefiting from the Livelihood Empowerment Against Poverty (LEAP).

Table 27: Social interventions present in the communities

Stakeholders	Social intervention	THLDD	WAWD	BSD	SKCD	Total	Percentage
GOG	Livelihood Empowerment Against Poverty(LEAP)	3				3	3%
GOG	LEAP beneficiaries onto the NHIS	2				2	2%
GOG	Free school uniform and exercise books	10	9	9	10	38	42%
GOG	School feeding programme	1	6	2		9	10%
GOG	Ghana Social Opportunities Project	1				1	1%
The Hunger Project	The Hunger Project			6	1	7	8%
GOG	Ghana Social Opportunities Project	1				1	1%
COCOBOD	Cocoa extension services		10			10	11%
MOFA	Inland Valley Rice Project			1		1	1%
GIZ	Rural Electrification Project	2				2	2%
Conservation Alliance/Abrabopa	Cocoa certification	4				4	4%
USAID	Quality Improvement in Primary Schools				6	6	7%
Catholic Relieve Services (CRS)	HIV prevention stigma and discrimination reduction Campaign.				3	3	3%

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[20] Refer to the social intervention template in the appendix for details of the interventions per community

Stakeholders	Social intervention	THLDD	WAWD	BSD	SKCD	Total	Percentage
World Vision	HIV Prevention				1	1	1%
District Assembly (DACF/ COCOBOD)	Solar powered boreholes			1		1	1%
District Assembly /	Construction of 1 No. 6 Unit Classroom Block with Ancillary Facility		1	1		2	2%

Figure 26: Pie chart depicting Social interventions present in the communities

2.2. Community Level Findings for the Public Private Partnership (PPP) Project

2.2.1. Participation in mapping exercise

For the 3 PPP communities i.e. Armakrom/Kwamoano[21], Ankaako and Tweapease, a total of 25 people participated in the small group discussions. Of this, 5 were female and 20 were male which translates into 20% and 80% respectively. The community specific participant figures can be found in the table below. The participants comprised of Chiefs and elders, Unit Committee members, WATSAN committee members, Town committee members, SMCs/PTAs and Assembly members. This indicates that there is low female participation in leadership in the 3 communities.

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[21]Armakrom/Kwamoano is both a CCP and PPP community, i.e., a community where both projects will be intervening. Since the development of this report, the PPP project has extended its coverage of intervention to nine (9) additional CCP communities in the THLDD.

Table 28:   Number of PPP Community Participants

No. of Participants				
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Male	9	7	4	20	80%
Female	2	2	1	5	20%
Total	11	9	5	25	100%

Figure 27:   Number of PPP Community level Participants

No. of Participants

2.2.2.   What endears members to their communities?

When participants were asked to indicate what they liked about their communities, 3 (38%) of the 8 responses to this question iterated that they live in the community because of their farming activities. 2 of the responses each (25%) said that it is their ancestral home and because of the peace, unity and security their communities provide them respectively and 1 of the responses (13%) was that it is because of the low cost of living. The table below depicts 3 things the leaders of Armakrom/Kwamoano like about their community.

Table 29:   Community Leaders views on what they like about their communities

What do you like about your community				
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Farming Activity	1	1	1	3	38%
Ancestral home	1	1	0	2	25%
Peace/Unity/Security	1	0	1	2	25%
Education	0	0	0	0	0%
Low Cost of Living	0	1	0	1	13%
Availability of Water	0	0	0	0	0%
Other	0	0	0	0	0%
Total	3	3	2	8	100%

Figure 28: Pie chart showing what community leaders like about their community

2.2.3. Developmental challenges and strategies to address them

Responding to the question about their community concerns, inadequate toilet facility is the most prominent constituting 30% of the concerns. The rest are bad roads, no electricity and lack of portable water. Others include lack of credit facilities for farmers, no mobile phone reception, poor sanitation, lack of employment opportunities and additional livelihood activities. The figures can be found in the table below.

Picture 1: Photograph depicting the colour of the drinking water available to Tweapease community members

Table 30:   Concerns of community leaders about their community

What concerns you about your community				
	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Road	0	0	1	1	10%
Electricity	1	0	1	2	20%
Water	0	0	1	1	10%
Clinic	0	0	0	0	0%
Educational Issues	0	0	0	0	0%
Toilet	1	1	1	3	30%
Credit facilities	1	0	1	2	20%
Mobile phone network	0	0	0	0	0%
Lack of additional livelihood activities	0	1	0	1	10%
Total	3	2	5	10	100%

Figure 29:   Pie chart showing concerns of community leaders about their community.

When asked how the community leaders were going to improve their communities, the use of communal labour and having a united frontas ways of addressing some of the issues mentioned in the table above represents 37% for both cases. Other responses were that levies and community harvests representing 13% each can also be used to address their developmental issues.

Table 31:   Community leaders' views on strategies to improve their communities

How would you improve your community				
	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Communal labour	1	1	1	3	37%
Levies	0	0	1	1	13%
United front	1	1	1	3	37%
Collaboration with DA	0	0	0	0	0%
Community harvests	0	1	0	1	13%
Visitors' Donations	0	0	0	0	0%
Emigrated community members	0	0	0	0	0%
Total	2	3	3	8	100%

Figure 30: Pie chart showing community leaders' suggested strategies to improve communities

2.2.4. Community planning process

All the three (3) communities said they do not have annual or semi-annual planning processes to guide their activities.

Table 32: Communities that have or do not have annual/ semi-annual planning process to guide its activities

Does the community have an annual/ semi-annual planning process to guide its activities?					
	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	0	0	0	0	0%
No	1	1	1	3	100%
Total	1	1	1	3	100%

Figure 31: Graph showing communities that have or do not have annual/ semi-annual planning process to guide its activities

Even though the 3 communities do not have CAPs, it came to bear that 2 of them normally submit to the District Assembly letters seeking support from them. This goes to

buttress the initial assumption that the communities did not have documented community plans.

Table 33: Letters of support submitted to the District Assembly

Was the plan submitted to the District Assembly?				
	Ammakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	1	0	1	2	67%
No	0	1	0	1	33%
Total	1	1	1	3	100%

Figure 32: Graph depicting Letters of support submitted to the District Assembly

2.2.5.   Place of study after school

All the 3(100%) communities said that the children who learn after school do so in their homes[22]. This means that, after school or weekend prep is not organized in any of the communities.

Table 34:   Table showing where children meet to learn after school or on week-ends

Where do children meet to learn after school or on week-ends				
	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Individual Homes	1	1	1	3	100%
School Prep	0	0	0	0	0%
Total	1	1	1	3	100%

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[22] This means that communities do not have libraries or converging locations for the children to learn together after school hours.

Figure 33: Graph depicting where children meet to learn after school or on week-ends

2.2.6. Factors influencing children's participation in work

From the views of the participants in the table below, all the respondents i.e. 3(100%) indicated that economic values is the main determinant as to whether a child works or not.

Table 35: Community leaders views on values that influence whether a child works or not

Values that influence whether a child works or not					
	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
Cultural	0	0	0	0	0%
Economic	1	1	1	3	100%
Gender	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 34: Pie chart depicting views on values that influence whether a child works or not

2.2.7. The use of children's time

Responding to the question where do children spend their after schools hours, all the (100%) communities' leaders, said children spend their time in their individual homes.

They added that even when the children go to the farm they do not do anything on the farm; besides some of the farms are very far away, so they prefer the children to stay in the house.

Table 36: Table depicting where children spend their time after school hours

Where children spend their time after school hours					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Play grounds	0	0	0	0	0%
Individual Homes	1	1	1	3	100%
Other	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 35: Graph displaying where children spend their time after school hours

2.2.8. Number of days working children attend school

All (100%) community leaders in the 3 communities responded that all children of school going age go to school and that the children attend school regularly (5 days in the week, i.e. from Monday to Friday).

Table 37: Table depicting the frequency of working children attending school during the week

Do working children attend school; If yes, how often?					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
1 Day				0	0%
2 Days				0	0%
3 Days				0	0%
4 Days				0	0%
5 Days	1	1	1	3	100%
Total	1	1	1	3	100%

Figure 36: Graph displaying the frequency of working children attending school during the week

2.2.9. Roles of community leaders in improving education

When community leaders[23] were asked what to do to improve education, 43% iterated that regular meetings among SMCs, PTAs and school authorities should be held to improve the community-school collaboration. 29% said sensitisation, 14% each said providing support to teachers and effective school supervision respectively will help improve education in the respective communities. The table below elaborates the responses further.

Table 38:   Community leaders' views on what they do to improve education

What should community leaders do to improve education				
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Regular Meeting	1	1	1	3	43%
Sensitization	1	0	1	2	29%
Rules and Regulations	0	0	0	0	0%
Support to teachers	0	0	1	1	14%
Effective school supervision	1	0	0	1	14%
Total	3	1	3	7	100%

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[23] Community leaders encountered included the SMCs/PTAs

Figure 37: Pie chart exhibiting Community leaders' views on what they do to improve education

2.2.10. The role of community leaders in the elimination of child labour

When asked what their roles were with regards to child labour, 67% of the community leaders said they will do nothing whiles 33% said they will conduct effective sensitization throughout the community on effect of child labour. Though the leaders see child labour as a problem, they do not want to do anything about it because of insults and threats by community members. The breakdown of the responses is listed in the table below.

Table 39: Community leaders' views about their roles with respect to Child Labour

What are the roles of the community leaders with respect to CL					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Establishment of Rules	0	0	0	0	0%
Sensitization	1	0	0	1	33%
Monitoring	0	0	0	0	0%
Nothing	0	1	1	2	67%
Total	1	1	1	3	100%

Figure 38: **Pie chart exhibiting Community leaders' views about their roles with respect to Child Labour**

Roles of the community leaders with respect to CL

Establishment of Rules 0%

Sensitisation 33%

Nothing 67%

Monitoring 0%

2.2.11. Causes of Child Labour

From the responses given, 2 each (40%) of the responses attribute causes of child labour to poverty and truancy on the part of children respectively, whiles 20% of the response indicate that the cause of child labour is due to negligence on the part of the parents.

Table 40: **Views of Community leaders as to the main problem with regards to CL**

What does the community see as the main problem with regards to CL?					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Poverty	0	1	1	2	40%
Negligence of Parents	1	0	0	1	20%
Truancy	0	1	1	2	40%
Ignorance	0	0	0	0	0%
Total	1	2	2	5	100%

Figure 39: Pie chart showing Views of Community leaders as to the main problem with regards to CL

2.2.12. Presence of child labour indicators

From the data collected, all the communities said they do not have any indicator to measure child labour in their various communities.

Table 41: Table showcasing the presence of clear measurable indicators for Child Labour and other projects

Presence of clear measurable indicators for CL and other projects					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	0	0	0	0	0%
No	1	1	1	3	100%
Total	1	1	1	3	100%

Figure 40: Graph showcasing the presence of clear measurable indicators for Child Labour and other projects

2.2.13. Monitoring of activities

The leaders of Armakrom/Kwamoano iterated that they monitor the results of their activities to make sure that they are effectively implemented to achieve the intended results. However the leadership of the other 2 communities who said they do not monitor activities explained that they do not have good monitoring systems in place. They added that even though they do some monitoring, it is done on *ad hoc* basis and they face a lot of challenges. Some of their monitoring challenges mentioned include insults from community members, lack of commitment on the part of community members and political interference.

Table 42: Views of community leaders on how they monitor carefully the results of their activities

Communities monitor carefully the results of its activities					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	1	0	0	1	33%
No	0	1	1	2	67%
Total	1	1	1	3	100%

Figure 41: **Pie chart expressing the views of community leaders on how they monitor carefully the results of their activities**

2.2.14. Frequency of community meetings

When asked how often they hold meetings, 2 community leadership (67%) said that they hold their meetings monthly whiles 33% said they meet weekly. In addition, the communities admitted they convene meetings as and when necessary.

Table 43: **How often communities hold meetings**

How often communities hold meetings					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Weekly	0	1	0	1	33%
Monthly	1	0	1	2	67%
Quarterly	0	0	0	0	0%
Ad hoc	0	0	0	0	0%
Not Held	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 42: Graph depicting how often communities hold meetings

2.2.15. Coordination of activities

In all the 3 communities, community leaders said they understand each other's work and endeavour to support each other in implementing tasks.

Table 44: Community leaders understand each other's work and support them

Unit Committee/SMC and CCPC understand each other's work and support them					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	1	1	1	3	100%
No	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 43: Graph exhibiting community leaders' understanding of each other's work

2.2.16. Management of conflicts

When asked if there is duplication of work, all the community leaders said there is no duplication of work hence there is no role conflict.

Table 45: Responses to how role conflicts are resolved

How duplication of work or conflict are resolved					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
No Conflict	1	1	1	3	100%
Resolved amicably by chief and elders	0	0	0	0	0%
Not resolved	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 44: Graph showing responses to how role conflicts are resolved

2.2.17.   Capacity Needs of Communities[24]

From the table below, all (100%) of the communities indicated that they have capacity needs. Some of the capacity needs mentioned included planning (13%), implementation and resource mobilisation (25%). Others were monitoring of activities, advocacy skills (13%), leadership (governance) (13%) and cocoa production for maximised yields (38%).

Table 46:   Responses of community leaders having capacity needs or not

Do the community leaders have any capacity needs?					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	1	1	1	3	100%
No	0	0	0	0	0%
Total	1	1	1	3	100%

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[24]These Capacity Needs are those suggested by the community leaders themselves. However the observed training needs have been captured in the summary table (Table 1).

Figure 45:   Graph of community leaders having capacity needs or not

Table 47:   Capacity needs of community leaders

Capacity needs of community leaders					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Planning	1	0	0	1	13%
Implementation	0	0	0	0	0%
Resource Mobilisation	1	1	0	2	25%
Monitoring	0	0	0	0	0%
Advocacy	1	0	0	1	13%
Leadership (Governance)	0	0	1	1	13%
Cocoa Production	1	1	1	3	38%
Total	4	2	2	8	100%

Figure 46: Pie chart depicting capacity needs of community leaders

Capacity needs of community leaders

- Planning 12%
- Implementation 0%
- Cocoa Production 38%
- Resource Mobilsation 25%
- Leadership (Governance) 13%
- Advocacy 12%
- Monitoring 0%

2.2.18. Community funds for development

Tweapease community leaders iterated that they have funds set aside; Ankaako and Armakrom/Kwamoano communities' leaders however said that as at the time of the exercise they did not have any funds set aside for community development.

Table 48: Communities that have funds set aside for community development

Communities that have funds set aside for community development					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Yes	0	0	1	1	33%
No	1	1	0	2	67%
Total	1	1	1	3	100%

Figure 47: Pie chart showing communities that have funds set aside for community development

On the sources of funds, all the 3 communities mentioned that they rely on levies from the community members and donations from well-wishers. From the responses, levies represent 75% whiles donations represent 25% respectively.

Table 49: Community leaders' responses on their source of funds

Source of Funds					
	Armakrom / Kwamoano	Tweapease	Ankaako	Total	Percentage
Levies	1	1	1	3	75%
Donations	1	0	0	1	25%
Total	2	1	1	4	100%

Figure 48: Pie chart showcasing Community leaders' responses on their source of community funds

2.2.19. Management of community funds

On the issue of how accounts are prepared and who prepares them, all the communities said they use income and expenditure. This income and expenditure is normally done by Unit Committee members, community secretaries and WATSAN committees.

Table 50:   Community leaders' responses on how accounts are prepared

How accounts are prepared					
	Armakrom / Kwamoano	Tweapease	Ankaako	Total	Percentage
Income and Expenditure	1	1	1	3	100%
No Accounts are prepared	0	0	0	0	0%
Total	1	1	1	3	100%

Figure 49:   Graph of Community leaders' responses on how accounts are prepared

On who prepares community accounts, 50% responded that it is done by unit committee whiles Community Secretary and WATSAN, both representing 25% are said to be in charge of the preparation of account. Refer to the details in the table below.

Table 51:   Responses to who prepares community accounts

Who prepares the accounts					
	Armakrom / Kwamoano	Ankaako	Tweapease	Total	Percentage
Unit Committee	1	0	1	2	50%
Community Sec.	0	1	0	1	25%
Assigned Committees	0	0	0	0	0%
WATSAN	0	0	1	1	25%
Total	1	1	2	4	100%

Figure 50: Graph showing responses to who prepares community accounts

2.2.20. Social interventions present in the communities

The table below depicts the social interventions present in the 3 PPP communities.

Table 52: Social interventions present in the PPP communities

Stakeholder	Type/number of social interventions in the communities	Armakrom/Kwamoano	Ankaako	Tweapease	Total	Percentage
GOG	Livelihood Empowerment Against Poverty(LEAP)	1	-	-	1	10%
GOG	LEAP beneficiaries onto the NHIS	1	-	-	1	10%
GOG	Free school uniform and exercise books	1	1	1	3	30%
GOG	School feeding programme	-	-	-	0	0%
GOG	Ghana Social Opportunities Project	1	-	-	1	10%
THE HUNGER PROJECT	The Hunger Project	-	-	-	0	0%
COCOBOD	Cocoa extension services	-	-	1	1	10%
MOFA	Inland Valley Rice Project	-	-	-	0	0%
GIZ	Rural Electrification Project	-	-	-	0	0%
COCOA CERTIFICATION	"Abrabopa"	1	-	-	2	20%
	Conservation Alliance	-	-	1		
CARE INTERNATIONAL	Partnership for Accountable Governance in Education(PAGE)	1	-	-	1	10%

Figure 51: Pie chart portraying the Social interventions present in the PPP communities

2.3. District Level Findings

2.3.1. Field of Activities of Respondents

When respondents were asked to indicate their field of activities, they said they are involved in labour, education, law enforcement, media, social protection, agriculture, health, social mobilisation and organisation of workers. Among the main activities of the departments/units are; education (27%), social mobilization (14%), social protection (13%) and law enforcement (12%) etc.

Table 53: Table depicting Field(s) of Activities

	Labour	Education	Law Enforcement	Media	Social Pro/Dev	Agric	Health	Social Mobil.	Org of Workers /employees	Others
THLDD	0	3	1	0	3	1	0	2	1	2
BSD	2	7	5	1	3	2	2	3	3	0
SKCD	3	6	2	1	4	2	2	4	2	0
WAWD	1	7	2	0	1	2	1	3	1	0
Total	6	23	10	2	11	7	5	12	7	2
Percentage	7%	27%	12%	2%	13%	8%	6%	14%	8%	2%

Figure 52: Graph depicting Field(s) of Activities

2.3.2.   Department's functions regarding Child Labour

When respondents were asked to indicate their organisation's functions in relation to child labour, they iterated that they are involved in withdrawal of children from WFCL, prevention, capacity building, provision of alternative /income generating activities, sensitisation, law enforcement, research and provision of other social services. Among the main functions of the departments are; 36% said they are involved in sensitising communities on child labour. Those involved in law enforcement and capacity building is 14% and 13% respectively.

Table 54:   Table showing Department's functions regarding Child Labour

	Withdrawal	Prevention	Capacity Building	Provision of alternative /income generating activities	Credit systems	Sensitisation/Advocacy	Law enforcement	Research	Provision of other social services
THLDD	2	2	1	1	0	3	2	1	2
BSD	0	0	2	1	0	7	2	0	0
SKCD	1	2	1	1	0	7	2	1	1
WAWD	1	2	4	3	0	6	3	1	2
Total	4	6	8	6	0	23	9	3	5
Percentage	6%	9%	13%	9%	0%	36%	14%	5%	8%

Figure 53:   Graph portraying Department's functions regarding Child Labour

2.3.3.   Unit/ Department's objectives, strategy, activity and mandate

The district assembly departments were also asked to explain how their objectives, mandate and activities match the problems identified and the link between their mandate and child labour. 27 of respondents, representing 87% said they have direct mandate to eliminate child labour as against 13% who said they have indirect mandate to eliminate child labour.

Table 55:   Table showing how the unit's / department's objectives, mandate and activities matches the problem identified

Does the unit's / department's objectives, mandate & activities match the problem identified?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Direct	4	7	7	9	27	87%
Indirect	1	2	1	0	4	13%
Total	5	9	8	9	31	100%

Figure 54: Graph depicting how the unit's/department's objectives, mandate and activities match the problem identified

2.3.4. Why the unit / department is involved in CL activities

The Departments and the Assemblies are involved in child labour activities for several reasons. 52% of respondents said they are involved in child labour activities because it is part of their strategic objectives and 45% are involved in child labour activities because of the gravity of the problem. 3% said they are piloting in order to add it to their strategy.

Table 56: Table depicting why the unit / department is involved in CL activities

Why the unit / department is involved in CL activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
As part of its strategy	2	4	5	5	16	52%
Piloting in order to add to its strategy	1	0	0	0	1	3%
Because of the gravity of the problem	2	5	3	4	14	45%
Total	5	9	5	9	31	100%

Figure 55: Graph showing why the unit / department is involved in CL activities

2.3.5. Unit's / department's sources of funds

With regard to sources of funding, the decentralised departments and district assemblies said their main source is the government of Ghana, and donors. 58% of the departments said they receive funding from the government of Ghana and 42% said they receive funding from both government and donors.

Table 57: Table highlighting Unit's / department's sources of funds

Unit's / department's sources of funds						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
GoG	0	7	7	4	18	58%
Both	5	2	1	5	13	42%
Total	5	9	8	9	31	100%

Figure 56: Graph showing Unit's / department's sources of funds

2.3.6.   Target beneficiary group of the department/unit

When the District Assemblies and the decentralized departments were asked to indicate their target beneficiaries, 25% said they target children, while 23%, 17% and 16% target women, men and youth respectively. Farmers are targeted by 13% and only 6% work with the disabled.

Table 58:   Table depicting Target beneficiary group of the department/unit

Target beneficiary group of the department/unit						
	Children	Youth	Women	Men	Farmer Ass.	Disabled
THLDD	4	3	3	2	2	2
BSD	6	5	5	5	4	1
SKCD	7	5	7	4	2	2
WAWD	6	2	6	5	4	1
Total	23	15	21	16	12	6
Percentage	25%	16%	23%	17%	13%	6%

Figure 57: Graph showing Target beneficiary group of the department/unit

Target beneficiary group of the department/unit

2.3.7.   Unit's / department's ability to reach its entire beneficiary target scope

Regarding the District Assemblies and the departments' ability to reach their entire target beneficiaries, 48% said they are able to reach all their beneficiary targets, whiles 52% said they are unable to reach all their beneficiary targets due to inadequate personnel as well as inadequate funds and logistics. For instance the Labour Officer in the Birim South District is in charge of 3 other districts.

Table 59: Table showing Unit's / department's ability to reach its entire beneficiary target scope

Unit's / department's ability to reach its entire beneficiary target scope						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	7	5	2	15	48%
No	4	2	3	7	16	52%
Total	5	9	8	9	31	100%

Figure 58: Graph depicting Unit's / department's ability to reach its entire beneficiary target scope

2.3.8.   How does the unit/department implement its activities?

When the respondents were asked to indicate how they implement their activities, 90% decentralized agencies said their activities are implemented directly and only 10% of activities are implemented through partners.

Table 60:   How the unit / department implements its activities

How the unit / department implement its activities?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Direct	4	8	7	9	28	90%
Through Partners	1	1	1	0	3	10%
Total	5	9	8	9	31	100%

Figure 59: Graph depicting Implementation of unit's / department's Activities

2.3.9. Presence of sustainability plan

Apart from 6 departments constituting 19%, the 25 remaining departments have a sustainability plan in place to cater for their various child labour activities.

Table 61: Presence of sustainability plan

Presence of sustainability plan						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	5	6	6	8	25	81%
No	0	3	2	1	6	19%
Total	5	9	8	9	31	100%

Figure 60: Graph showing Presence of sustainability plan

2.3.10. Usage of an annual or semi-annual plan to guide its activities

The Assemblies and the decentralized agencies were posed with the question of whether they use an annual/ semi-annual planning process to guide their activities. 81% said they use an annual/ semi-annual planning process to guide their activities. This includes the 4 District Assemblies whose annual progress reports are based on their annual plans. 19% however do not use annual planning to guide their activities.

Table 62: Usage of an annual or semi-annual plan to guide its activities

Usage of an annual or semi-annual plan to guide its activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	5	7	9	25	81%
No	1	4	1	0	6	19%
Total	5	9	8	9	31	100%

Figure 61: Graph indicating Usage of an annual or semi-annual plan to guide its activities

2.3.11. Monitoring of unit's / department's activities

81% of the District Assemblies and departments monitor carefully the results of their activities while 19% do not monitor carefully the results of its activities. All the ones who said they do not monitor explained that their inability to monitor is mainly as a result of lack of funding for monitoring.

Table 63:   Monitoring of unit's / department's activities

Monitoring of unit's / department's activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	7	6	8	25	81%
No	1	2	2	1	6	19%
Total	5	9	8	9	31	100%

Figure 62:   Graph exhibiting the Monitoring of unit's / department's activities

2.3.12.   Presence of a trained M&E staff

Responding to the question about whether their monitoring and evaluation staff are trained, 52% of the respondents said they do not have trained Monitoring and Evaluation staff and 48% said their M&E staff are trained.

Table 64:   Presence of a trained M&E staff

Presence of a trained M&E staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	5	1	6	15	48%
No	2	4	7	3	16	52%
Total	5	9	8	9	31	100%

Figure 63: Graph showing the Presence of a trained M&E staff

2.3.13. Presence of clear measurable indicators for Child Labour and other projects

The District Assemblies and the decentralized departments were asked to indicate whether they have clear measurable indicators for measuring child labour activities and other projects. 19 respondents, representing 61% said they have clear measurable indicators for measuring child labour activities and other projects, while 39% do not have such indicators.

Table 65: Presence of clear measurable indicators for Child Labour and other projects

Presence of clear measurable indicators for Child Labour and other projects						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	6	4	5	19	61%
No	1	3	4	4	12	39%
Total	5	9	8	9	31	100%

Figure 64: Graph showing the Presence of clear measurable indicators for Child Labour and other projects

2.3.14. Presence of a Monitoring Plan

Of the 31 responses to the question about whether the DA and the decentralized agencies have monitoring plans, 17 of them representing 55% said they have monitoring plans, but 14 representing 45% of them said they do not have any monitoring plan.

Table 66: Presence of a Monitoring Plan

Presence of a Monitoring Plan						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	6	4	6	17	55%
No	4	3	4	3	14	45%
Total	5	9	8	9	31	100%

Figure 65: Graph showing the Presence of a Monitoring Plan

2.3.15. Is the monitoring plan known to staff?

Of the respondents who said they have monitoring plans in place, they were asked to indicate whether their monitoring plans are known to their entire staff. 12% said their

monitoring plans have not been shared with the entire staff. However, 88% have shared their plans with their staff.

Table 67:   Staff knowledge of monitoring plan

Is the monitoring plan known to staff?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	5	3	6	15	88%
No	0	1	1	0	2	12%
Total	1	6	4	6	17	100%

Figure 66: Graph depicting Staff knowledge of monitoring plan

2.3.16.   Usage of the monitoring plan

Respondents were again asked if their monitoring plans are used and 88% said their monitoring plans are used. However, 12% of the DA and their decentralized agencies are not using their monitoring plans. When respondents were asked to indicate what their monitoring information are used for, 34% of them said their monitoring information is used for planning, whereas 24% said they monitor to collect information for reporting purposes.

Table 68:   Usage of the monitoring plan

Usage of the monitoring plan						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	5	3	6	15	88%
No	0	1	1	0	2	12%
Total	1	6	4	6	17	100%

Figure 67:   Graph showing the usage of the monitoring plan

Table 69:   What the monitoring information is used for

What is the monitoring information used for?					
	Planning	Reporting	Advocacy	Review	Evaluation
THLDD	5	3	1	2	4
BSD	5	2	0	2	2
SKCD	5	3	0	1	2
WAWD	3	4	0	4	3
Total	18	12	1	9	11
Percentage	34%	24%	2%	18%	22%

Figure 68:   Graph showing what the monitoring information is used for

2.3.17.   What monitoring challenges does the organization experience?

As indicated above, the inability to monitor their activities is due to several reasons. 39% of respondents said the lack of funds is their main challenge with respect to monitoring.

39% also said the lack of logistical support (vehicle and other means of transport) is one of the reasons for their inability to monitors their activities.

Table 70:   Monitoring challenges that the organization experiences

What monitoring challenges does the organization experience?				
	Lack of funds	Logistics	Time constraint	Untrained Personnel
THLDD	5	3	1	2
BSD	4	4	1	0
SKCD	4	3	1	1
WAWD	4	7	3	1
Total	17	17	6	4
Percentage	39%	39%	14%	9%

Figure 69:   Graph depicting Monitoring challenges that the organization experiences

2.3.18.   Staff participation & internal supportive supervision

When respondents were asked about staff participation and internal supportive supervision, 90% of them said staff know the district assemblies and departments' missions and strategies, while 10% said their staff do not know.

Table 71:   Staff knowledge of the unit's/department's mission and strategies

Do Staffs know the unit's / department's mission and strategies						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	7	8	9	28	90%
No	1	2	0	0	3	10%
Total	5	9	8	9	31	100%

Figure 70: **Graph portraying staff knowledge of the unit's/department's mission and strategies**

2.3.19. **Staffs understanding of the unit's / department's role on child labour**

Participants were asked to indicate Staffs' understanding of unit's / department's role on child labour. The responses show that staff have very high understanding of the district assemblies and departments' role on child labour, as 84% of the respondents said the staff have understanding their role on child labour

Table 72: **Staffs understanding of the unit's / department's role on child labour**

Staffs understanding of the unit's / department's role on child labour						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	6	8	9	26	84%
No	2	3	0	0	5	16%
Total	5	9	8	9	31	100%

Figure 71: **Graph showing Staffs understanding of the unit's / department's role on child labour**

2.3.20. Conduction of Staff appraisals by the unit / department

When respondents were asked whether staff appraisals are done and whether they receive feedback after the appraisal, 90% of them said staff appraisals are done by the district assemblies and decentralized departments, while 10% said they do not perform staff appraisal. 81% said they receive feedback after the appraisal, while 19% said they do not receive feedback after staff appraisals are conducted.

Table 73: **Conduction of Staff appraisals by the unit / department**

Conduction of staff appraisals by the unit / department						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	5	6	8	9	28	90%
No	0	3	0	0	3	10%
Total	5	9	8	9	31	100%

Figure 72:   Graph showing the conduction of Staff appraisals by the unit / department

Table 74:   Provision of feedback after conducting staff appraisals

Provision of feedback after conducting staff appraisals						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	5	6	7	7	25	81%
No	0	3	1	2	6	19%
Total	5	9	8	9	31	100%

Figure 73:   Graph depicting the provision of feedback after conducting staff appraisals

2.3.21. Usage of Media to convey information by the unit / department on its activities

With respect to communication, participants were asked to indicate the use of the media to convey information on their activities. 52% of the respondents said the district assemblies and decentralized departments resort to the use of the media to convey information on their activities, while 48% do not use the media to get information across on their activities

Table 75: Usage of Media to convey information by the unit / department on its activities

Usage of Media to convey information by the unit / department on its activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	7	2	3	16	52%
No	1	2	6	6	15	48%
Total	5	9	8	9	31	100%

Figure 74: Graph displaying Usage of Media to convey information by the unit / department on its activities

2.3.22. Presence of communication staff

With regard to communication, respondents were asked to indicate the presence of a communication staff. 61% of the respondents said the district assemblies and decentralized departments have staff in charge of communication, while 39% said they do not have such staff.

Table 76:   Presence of communication staff

Presence of communication staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	7	8	3	19	61%
No	4	2	0	6	12	39%
Total	5	9	8	9	31	100%

Figure 75:   Graph exhibiting Presence of communication staff

2.3.23.   Adequacy of unit's / department's staff

52% of respondents iterated that the staff in their departments is inadequate, while 48% said they have adequate staff. It is important to note that when a head of department, who is in charge of 4 districts, was asked this question, he said his outfit does not have any problem with staff shortage. He does almost everything himself in all 4 districts and has only 1 secretary supporting him.

Table 77:   Adequacy of unit's / department's staff

Adequacy of unit's / department's staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	0	8	2	5	15	48%
No	5	1	6	4	16	52%
Total	5	9	8	9	31	100%

Figure 76:   Graph portraying the adequacy of unit's / department's staff

2.3.24.   Staff capacity needs assessment

With respect to staff capacity needs assessment; respondents were asked whether their departments conduct staff capacity needs assessment. 58% of them iterated that staff capacity needs assessments are conducted, while 42% said their departments do not conduct capacity needs assessment of the staff.

Table 78:   Conduction of staff capacity needs assessment

Conduction of staff capacity needs assessment						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	5	5	5	18	58%
No	2	4	3	4	13	42%
Total	5	9	8	9	31	100%

Figure 77: Graph showing the conduction of staff capacity needs assessment

Of the respondents who said staff capacity needs assessments are conducted, they outlines the following as some of the staff capacity needs already identified; facilitation skills, monitoring and evaluation, ICT, financial reporting and reporting. 28% of respondents said ICT is one of the capacity needs identified, while 26% of them said no staff capacity needs have been identified.

Table 79: Identified staff capacity needs

Are some staff capacity needs already identified?						
	Facilitation	M&E	ICT	Financial reporting	Reporting	None
THLDD	2	2	3	1	0	1
BSD	1	0	4	0	1	3
SKCD	1	2	1	1	2	5
WAWD	2	3	5	1	2	3
Total	6	7	13	3	5	12
Percentage	13%	15%	28%	7%	11%	26%

Figure 78:   Graph showing Identified staff capacity needs

2.3.25.   Staff capacity building plan in place to address the needs identified

When respondents were asked what staff capacity building plan is in place to address the needs identified, 86% of the respondents said no staff capacity building plans are in place. However, 7% each said plans have been made to train staff in ICT and project management.

Table 80:   Staff capacity building plan in place to address the needs identified

What staff capacity building plan is in place to address the needs identified?			
	ICT	Project mgt	None
THLDD	1	0	2
BSD	0	0	8
SKCD	0	0	8
WAWD	1	2	6
Total	2	2	24
Percentage	7%	7%	86%

Figure 79: **Graph depicting Staff capacity building plan in place to address the needs identified**

2.3.26. Performance of Data Backup

There was a question on software applications used by the DAs and the decentralized departments and whether they perform data backups. 52% of respondents said they do not perform data backups, while 48% said they do.

Table 81: **Performance of Data Backup**

Performance of Data Backup						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	3	4	7	15	48%
No	4	6	4	2	16	52%
Total	5	9	8	9	31	100%

Figure 80: **Graph showing the performance of Data Backup**

2.3.27. Presence of a functioning and operational DCPC

81% of respondents said they have District Child Protection Committees (DCPC) and they are represented on the DCPCs, whereas 19% said they do not have DCPCs.

Table 82: Presence of a functioning and operational DCPC

Presence of a functioning and operational DCPC						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	5	9	2	9	25	81%
No	0	0	6	0	6	19%
Total	5	9	8	9	31	100%

Figure 81: Graph exhibiting the Presence of a functioning and operational DCPC

Table 83: Representation of units/ departments on the DCPC

Unit's / department's Representation on the DCPC						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	5	9	4	7	25	81%
No	0	0	4	2	6	19%
Total	5	9	8	9	31	100%

Figure 82: Graph depicting Representation of units/ departments on the DCPC

2.4. Organisational Level Findings

2.4.1. Category of Organisations

17 district based organisations interviewed, 9 representing 53% were NGOs, 29% were FBOs and 18% were Radio Stations.

Table 84: Table depicting the Types of Organisations interviewed

Type of Organisation						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
NGO	2	2	3	2	9	53%
FBO	1	1	1	2	5	29%
Radio Stations	1	0	1	1	3	18%
Total	4	3	5	5	17	100%

Figure 83: Graph showing the Types of Organisations interviewed

2.4.2. Field of Activities

Respondents' are involved in labour, education, media, social protection/ development, agriculture, health and social mobilisation. The main activities of the respondents are segregated in the following; Labour (14%), Education (25%), Media (5%), Social Protection/ Development (19%), Agric (5%), Health (18%) and Social Mobilization (15%).

Table 85:   Table exhibiting Field(s) of Activities of the various organisations

Field(s) of activity							
	Labour	Education	Media	Social Pro/Dev	Agric	Health	Social Mobil.
THLDD	0	2	1	2	0	1	2
BSD	2	4	1	2	0	2	2
SKCD	2	4	1	2	1	2	2
WAWD	4	5	0	5	2	5	3
Total	8	15	3	11	3	10	9
Percentage	14%	25%	5%	19%	5%	17%	15%

Figure 84:   Graph showing Field(s) of Activities of the various organisations

2.4.3.   Registration Status of Organisations

The organizations were also interviewed about their registration status. 12, representing 71% of the organizations interviewed were registered with the Registrar General's Department, while 29% of them said they were not registered.

Table 86:   Table depicting Registration Status of Organisations

Registration Status of Organisations						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	2	4	3	12	71%
No	1	1	1	2	5	29%
Total	4	3	5	5	17	100%

Figure 85:   Graph showing Registration Status of Organisations

2.4.4.   Work Scope

When respondents were asked to indicate the geographical scope of their organisations, they iterated that they are district and community based. All the organizations said they work both at the district and community levels. None of them works at regional, national or international level.

Table 87:   Table portraying the scope of work of the organisations

Work Scope					
	Community	District	Regional	National	International
THLDD	4	4	0	0	0
WAWD	3	3	0	0	0
SKCD	5	5	0	0	0
BSD	5	5	0	0	0
Total	17	17	0	0	0
Percentage	50%	50%	0%	0%	0%

Figure 86: Graph showing the scope of work of the organisations

2.4.5. Organization's functions regarding Child Labour

When respondents were asked to indicate their organisation's functions in relation to child labour, they iterated that they are involved in withdrawal of children from WFCL, prevention, capacity building, provision of alternative /income generating activities, sensitisation, law enforcement, research and provision of other social services. Among the main functions of the departments are; sensitising communities on child labour (25%). Those involved in law prevention and provision of additional income are 20% and 15% respectively.

Table 88: Table showing Organization's functions regarding Child Labour

	Withdrawal	Prevention	Capacity Building	Provision of alternative /income generating activities	Sensitisation	Research	Provision of other social services
THLDD	1	2	1	2	3	1	0
BSD	1	3	2	2	4	2	1
SKCD	1	3	2	2	4	2	0
WAWD	3	4	4	3	4	3	1
Total	6	12	9	9	15	8	2
Percentage	10%	20%	15%	15%	25%	13%	3%

Figure 87: Graph depicting Organization's functions regarding Child Labour

Organization's functions regarding Child Labour

2.4.6. Organisational Objectives, Strategy, Activity and Mandate

When the organisations were asked if their objectives, mandate and activities match the problems identified problems and the link between their mandate and child labour, 94% said they have direct mandate to eliminate child labour as against 6% who said they have indirect mandate eliminate child labour.

Table 89: Matching of the Organisational Objectives, Strategy, Activity and Mandate to the CL problem

Do the organization's objectives, mandate & activities match the problem identified?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Direct	2	3	4	4	13	76%
Indirect	2	0	1	1	4	24%
Total	4	3	5	5	17	100%

Figure 88: Graph depicting how the organization's objectives, mandate & activities match the problem identified

2.4.7. Why organisations are involved in CL activities

The organisations are involved in child labour activities for several reasons. 41% said it is part of their strategic objectives and 53% are involved in child labour activities because of the gravity of the problem. 6% said they are piloting in order to add it to their strategy.

Table 90: Why organisations are involved in CL activities

Why is the organization involved in CL activities?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
As part of its strategy	1	2	2	2	7	39%
Piloting in order to add to its strategy	1	0	0	0	1	6%
Because of the gravity of the problem	2	1	4	3	10	56%
Because funds are available	0	0	0	0	0	0%
No clear reason	0	0	0	0	0	0%
Total	4	3	6	5	18	100%

Figure 89: **Graph portraying why organisations are involved in CL activities**

2.4.8. Organisation's sources of funds

With regard to sources of funding, the organizations said their main source is the government of Ghana, internally generated funds and donors. 47% of the organisations said they receive funding from internally generated funds and another 47% receive funding from donors, while only 6% are receive government of Ghana funding.

Table 91: **Organisation's sources of funds**

Organisation's sources of funds						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Donors	2	2	2	2	8	47%
GoG	0	0	0	1	1	6%
IGF	2	1	3	2	8	47%
Total	4	3	5	5	17	100%

Figure 90: Graph depicting Organisation's sources of funds

2.4.9.   Presence of sustainability plan

Apart from 7 departments constituting 41%, the 10 remaining departments have a sustainability plan in place to cater for their various child labour activities.

Table 92:   Presence of sustainability plan

Presence of sustainability plan						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	2	2	3	3	10	59%
No	2	1	2	2	7	41%
Total	4	3	5	5	17	100%

Figure 91: Graph depicting Presence of sustainability plan

2.4.10. Organisations' target beneficiary group

When the organisations were asked to indicate their target beneficiaries, 21% each said they target children and women, while 18% and 17% said target youth and men respectively, whiles 13% and 11% target disabled and farmers respectively.

Table 93:   Organisations' target beneficiary group

What is the organization's target beneficiary group?						
	Children	Youth	Women	Men	Farmer Ass.	Disabled
THLDD	3	3	3	2	0	2
WAWD	4	4	4	4	2	2
SKCD	3	3	3	3	3	2
BSD	5	3	5	3	3	3
Total	15	13	15	12	8	9
Percentage	21%	18%	21%	17%	11%	13%

Figure 92:   Graph showing Organisations' target beneficiary group

2.4.11.   Use of annual or semi-annual plan

The organisations were posed with the question of whether they use an annual/ semi-annual planning process to guide their activities. 61% said they use an annual/ semi-annual planning process to guide their activities and 39% do not use annual planning to guide their activities.

Table 94:   Usage of an annual or semi-annual plan to guide organisational activities

Usage of an annual or semi-annual plan to guide its activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	2	3	3	11	61%
No	1	1	3	2	7	39%
Total	4	3	6	5	18	100%

Figure 93:   Graph depicting usage of an annual or semi-annual plan to guide organisational activities

2.4.12.   Ability to reach all the beneficiaries

Regarding the organisations' ability to reach its entire target beneficiaries, 88% said they are unable to reach all their beneficiary targets due to logistical and financial constraints, whiles 12 said they are able to reach all their beneficiary targets

Table 95:   Organisation's ability to reach its entire beneficiary target scope

Organisation's ability to reach its entire beneficiary target scope						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	0	0	1	2	12%
No	3	3	5	4	15	88%
Total	4	3	5	5	17	100%

Figure 94: Graph showing Organisation's ability to reach its entire beneficiary target scope

2.4.13. Monitoring of organisation's activities

53% of the organisations interviewed said they monitor activities carefully the results of their activities while 47% said they do not monitor carefully activities. The 47% who said they not monitor their activities to lack of funding for monitoring and time.

Table 96: Monitoring of organisation's activities

Monitoring of organisation's activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	2	3	3	9	53%
No	3	1	2	2	8	47%
Total	4	3	5	5	17	100%

Figure 95: Graph depicting the monitoring of organisation's activities

2.4.14.   Presence of a trained M&E staff

Responding to the question about whether or not the monitoring and evaluation staff are trained, 88% of the organisations responded that they do not have trained Monitoring and Evaluation staff and 12% said their M&E staff are trained.

Table 97:   Presence of a trained M&E staff

Presence of a trained M&E staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	0	0	1	2	12%
No	3	3	5	4	15	88%
Total	4	3	5	5	17	100%

Figure 96: Graph expressing the Presence of a trained M&E staff

2.4.15. Presence of measurable indicators on CL and other project

The organisations were asked to indicate whether they have clear measurable indicators for measuring child labour and other project. 53% said they have clear measurable indicators for measuring child labour and other project, but 47% do not have any clear indicators for measuring their project.

Table 98:   Presence of measurable indicators on CL and other project

Presence of clear measurable indicators for Child Labour and other projects						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	2	3	3	9	53%
No	3	1	2	2	8	47%
Total	4	3	5	5	17	100%

Figure 97:   Graph showing presence of measurable indicators on CL and other project

2.4.16. Presence of monitoring plan

Of the 17 responses to the question about whether the organisations have monitoring plans, 7 of them representing 41% said they have monitoring plans, but 10 of them representing 59% said they do not have any monitoring plan.

Table 99:   Presence of a Monitoring Plan

Presence of a Monitoring Plan						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	2	2	2	7	41%
No	3	1	3	3	10	59%
Total	4	3	5	5	17	100%

Figure 98: Graph depicting the Presence of a Monitoring Plan

2.4.17. Staff knowledge of the monitoring plan

Of the 7 that have monitoring plan, 5 representing 71% said their monitoring plans have not been shared with the entire staff. However, 29% said their monitoring plans have not been shared with their staff.

Table 100: Staff knowledge of the monitoring plan

Is the monitoring plan known to staff?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	1	2	1	5	71%
No	0	1	0	1	2	29%
Total	1	2	2	2	7	100%

Figure 99: Graph portraying Staff knowledge of the monitoring plan

2.4.18. Usage of the monitoring plan

Also, of the 7 who have the monitoring plan, 5 representing 71% they actually use to monitor their activities while the remaining 2 (29%) said even though they the monitoring plan but they do not actually use it.

Table 101: Usage of the monitoring plan

Is the monitoring plan actually used?						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	1	2	1	5	71%
No	0	1	0	1	2	29%
Total	1	2	2	2	7	100%

Figure 100: Graph depicting the Usage of the monitoring plan

2.4.19. Usage of monitoring information

When respondents were asked to indicate what their monitoring information are used for, 30% of them said their monitoring information is used for planning, whereas 24% each said they use to monitor their activities to enable them review their activities and for advocacy purposes respectively. Meanwhile, 12% said the monitoring information is not used for anything and 9% indicated it is used for evaluation.

Table 102: Usage of monitoring information

What is the monitoring information used for?					
	Planning	Advocacy	Review	Evaluation	N/A
THLDD	2	1	1	0	2
BSD	2	2	2	1	1
SKCD	3	2	1	0	1
WAWD	3	3	4	2	0
Total	10	8	8	3	4
Percentage	30%	24%	24%	9%	12%

Figure 101: Graph depicting the Usage of monitoring information

2.4.20. Organisational monitoring challenges

As indicated above, the inability to monitor their activities is due to several reasons. 37% of the organisations iterated that time constraint is their main challenge with respect to monitoring, whiles 37% each said is due to lack of logistical support (vehicle and other means of transport) and inadequate funds respectively and the final 4% indicated it is due to untrained staff.

Table 103: Organisational monitoring challenges

What monitoring challenges does the organization experience?				
	Lack of funds	Logistics	Time constraint	Untrained Personnel
THLDD	4	0	1	1
BSD	2	3	3	0
SKCD	1	2	2	0
WAWD	1	3	4	0
Total	8	8	10	1
Percentage	30%	30%	36%	4%

Figure 102: Graph expressing Organisational monitoring challenges

2.4.21. Staffs knowledge of organisation's mission and strategies

All (100%) the organisations said their staff know their organisations' mission and strategies in response to the question about whether staff knows the mission of their organisation and strategies.

Table 104: Staffs knowledge of organisation's mission and strategies

Staffs knowledge of organisation's mission and strategies						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	4	3	5	5	17	100%
No	0	0	0	0	0	0%
Total	4	3	5	5	17	100%

Figure 103: Graph depicting Staffs knowledge of organisation's mission and strategies

2.4.22. Staffs understanding of organisation's role on child labour

With regard to staffs understanding of their organizations role on child labour, the 82% indicated that staff have very high understanding of the organisations' role on child labour and 18% of the respondents said the staff do not have understanding organization's role on child labour.

Table 105: Staffs understanding of organisation's role on child labour

Staffs understanding of organisation's role on child labour						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	3	5	5	14	82%
No	3	0	0	0	3	18%
Total	4	3	5	5	17	100%

Figure 104: Graph showing Staffs understanding of organisation's role on child labour

2.4.23. Staffs reporting frequency

Responding to the question on how often staff report, 65% of the organisations said they report weekly while 35% said they report quarterly. It was surprising to note that none of them said they report annually.

Table 106: Staffs reporting frequency

Staffs reporting frequency						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Weekly	1	3	3	4	11	65%
Bi-weekly	0	0	0	0	0	0%
Monthly	0	0	0	0	0	0%
Quarterly	3	0	2	1	6	35%
Semi-annually	0	0	0	0	0	0%
Annually	0	0	0	0	0	0%
Total	4	3	5	5	17	100%

Figure 105: Graph portraying staffs reporting frequency

2.4.24. Conduction of staff appraisals by the organisation

When respondents were asked whether staff appraisals are done and whether they receive feedback after the appraisal, 12 organizations representing 71% said they perform staff appraisals, while 29% of them said they do not perform staff appraisal. Of the 12 who said they do staff appraisal, 53% of them said they give feedback after the appraisal, while 47% said they don't because majority of the staff are part-time workers.

Table 107: Conduction of staff appraisals by the organisation

Conduction of staff appraisals by the organisation						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	2	4	3	12	71%
No	1	1	1	2	5	29%
Total	4	3	5	5	17	100%

Figure 106: Graph depicting the conduction of staff appraisals by the organisation

Table 108: Provision of feedback after conducting staff appraisals

Provision of feedback after conducting staff appraisals						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	2	4	3	10	83%
No	2	0	0	0	2	17%
Total	3	2	4	3	12	100%

Figure 107: Graph showing the provision of feedback after conducting staff appraisals

2.4.25. Use of media

With respect to communication, 65% of the respondents said their organisations resort to the use of the media to convey information on their activities, while 35% do not use the media to get information across on their activities due to its high financial implications.

Table 109: Usage of media to convey information by the organisation on its activities

Usage of Media to convey information by the organisation on its activities						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	3	2	3	3	11	65%
No	1	1	2	2	6	35%
Total	4	3	5	5	17	100%

Figure 108: Graph exhibiting the Usage of Media to convey information by the organisation on its activities

2.4.26. Presence of communication staff

Responding to the question about presence of communication staff, 88% of the organisations said they do not have any staff in charge of communication, while 12% said they do have such staff.

Table 110: Presence of communication staff

Presence of communication staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	0	0	1	1	2	12%
No	4	3	4	4	15	88%
Total	4	3	5	5	17	100%

Figure 109: Graph showing the presence of communication staff

2.4.27. Adequacy of organisation's staff

53% of respondents iterated that the staff in the organisations is inadequate, while 47% said they have adequate staff for the task at hand.

Table 111: Adequacy of organisation's staff

Adequacy of organisation's staff						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	2	4	2	9	53%
No	3	1	1	3	8	47%
Total	4	3	5	5	17	100%

Figure 110: Graph depicting the Adequacy of organisation's staff

2.4.28. Conduction of staff capacity needs assessment

With respect to staff capacity needs, 41% of respondents iterated that staff capacity needs assessments are conducted, while 59% said their departments do not conduct capacity needs assessment of the staff.

Table 112: Conduction of staff capacity needs assessment

Conduction of staff capacity needs assessment						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	1	1	3	2	7	41%
No	3	2	2	3	10	59%
Total	4	3	5	5	17	100%

Figure 111: Graph depicting the Conduction of staff capacity needs assessment

2.4.29. Staff capacity needs

Of the 41% respondents above who said staff capacity needs assessments are conducted, they outlined the following as some of the staff capacity needs already identified; facilitation skills (19%) monitoring and evaluation(25%), ICT (3%), financial reporting (3%), 37% project management.

Table 113: Identified Staff capacity needs

Are some staff capacity needs already identified?						
	ICT	Facilitation skills	M&E	Fin. Reporting	Proj. Mgt	None
THLDD	1	3	1	0	3	0
BSD	0	2	2	1	3	1
SKCD	0	1	2	0	3	1
WAWD	0	0	3	0	3	2
Total	1	6	8	1	12	4
Percentage	3%	19%	25%	3%	37%	13%

Figure 112: Graph portraying identified Staff capacity needs

2.4.30. **Staff capacity building plan in place to address already identified needs**

Responding to the question about the staff capacity building plan in place to address the needs identified, 94% of the respondents said they have no staff capacity building plans in place to address the needs identified. However, 6% of the organisations said plans have been made to train staff in project management.

Table 114: Staff capacity building plan in place

What staff capacity building plan is in place to address the needs identified?						
	ICT	Facilitation skills	Monitoring	Fin. Reporting	Proj. Mgt	None
THLDD	0	0	0	0	1	3
BSD	0	0	0	0	0	5
SKCD	0	0	0	0	0	5
WAWD	0	0	0	0	0	3
Total	0	0	0	0	1	16
Percentage	0%	0%	0%	0%	6%	94%

Figure 113: Graph showing the Staff capacity building plan in place to address already identified needs

What staff capacity building plan is in place to address the needs identified?

2.4.31. Data Backup

59% said they do data backup of their document to ensure institutional memory whiles 41% said they do not do the backup at all.

Table 115: Performance of Data Backup

Performance of Data Backup						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	2	2	3	3	10	59%
No	2	1	2	2	7	41%
Total	4	3	5	5	17	100%

Figure 114: Graph depicting the Performance of Data Backup

Performance of Data Backup

2.4.32. Organisational Representation on the DCPC

Participants responded to a question about whether the organisations were represented on the DCPCs, 76% of the organisations said they are represented on the DCPCs, whereas 24% said they are not represented on the DCPCs.

Table 116: Organisational Representation on the DCPC

Organisational Representation on the DCPC						
	THLDD	WAWD	BSD	SKCD	Total	Percentage
Yes	2	3	3	5	13	76%
No	2	0	2	0	4	24%
Total	4	3	5	5	17	100%

Figure 115: Graph showing Organisational Representation on the DCPC

3. Recommendations

Based on the interaction with the respondents, observation and analysis of the data collected, the following are recommended:

3.1.   General Recommendation

The assessment team observed that the questionnaires were too long, as most of the respondents complained of fatigue. As a result, some respondents were reluctant to fill out the questionnaire and others also demanded money. In future there is the need to simplify the instrument to capture the salient issues that feed into the main objectives.

3.2.   Community Level Recommendations

It was observed that none of the CCP/PPP communities have Community Child Protection Committees (CCPCs) in place. In view of this, speedy formation of the CCPCs to facilitate the action programmes in the communities is recommended.

There is a generally low level of women's participation at the community level in governance and leadership. It is therefore recommended that women are encouraged to fully participate in the CCP/PPP project to ensure that their perspectives on child labour are heard and incorporated into CAPs.

Only 2 out of the 42 communities are currently benefiting from the LEAP programme. We recommend that during the scaling, more of the project communities should be considered in addition to other future social interventions.

In terms of capacity, the community leaders mentioned that they have some capacity needs. On the basis of the capacity needs listed and on the basis of observations of the team, the community leaders need to be sensitized and trained in the following;

- Concept of Child Labour
- Relevant Acts and Conventions on Child Labour
- Leadership Skills
- Community mobilisation
- Resource mobilization
- Planning, Monitoring and Evaluation
- Conflict management and resolution.
- CAP development and implementation
- Community mobilization and facilitation skills
- Maximising cocoa production
- Additional livelihood support systems

3.3. District Departments / Units / Agencies Recommendations

It is recommended that the CCP/PPP project should advocate for departments mandated to address child labour in the districts to plan and budget significantly for specific child labour related issues. Also, effort should be made by decentralised departments to incorporate child labour related issues in all community outreach programmes.

Again, the district assembly departments and units do not have the necessary logistics (transport and fuel) to effectively implement and monitor the elimination of child labour and its worst forms in the project districts. ICI recommends some support by the project to the decentralised departments to enhance implementation and monitoring of child labour activities.

Staff capacity needs assessments are done by the decentralised departments of the District Assemblies, and some capacity needs have been identified, but there are no capacity building plans in place for staff. Therefore, we recommend that capacity of staff is built in the following knowledge and skills areas;

- Concepts of Child Labour including its worst forms.
- Relevant Acts and Conventions on Child Labour.
- CAP design, preparation, implementation and review
- Community mobilization and facilitation skills
- Monitoring and Evaluation
- Advocacy and mainstreaming

3.4. Non-Governmental Organizations (NGOs)/ Faith Based Organizations (FBOs)

Recommendations

According to the organizations interviewed, staff capacity needs assessments are done and some capacity needs have been identified, but there are no capacity building plans in place for staff. Therefore, we recommend that the capacity of staff of the organizations is built in the following knowledge and skills areas;

- CAP development and implementation.
- Proposal development and resource mobilization
- Community mobilization and facilitation of community driven processes
- Behaviour change communication (BCC)
- Financial management and reporting
- Monitoring and Evaluation
- Inclusion of women, youth, children, the aged, the disabled and all other marginalized groups.

3.5.   Recommendation for Media

The three media organisations interacted with iterated that they have limited capacity on what child labour is and how they can aid in the fight against child labour. ICI recommends the following for the media organisations.

- Sensitization on concepts of child labour and its worst forms

- Training on relevant Acts and Conventions on child labour

- Training on the role of the media in sensitisation of the public, exposing perpetrators and telling good/success stories

- With radio being one of the fastest means of information dissemination, it is imperative to train the personnel on effective communication skills (effective radio presentation) so that information on child labour would be presented in the right manner and frame to be accepted by listeners and make a good impact.

4. Challenges encountered

The rains interrupted some of the community meetings; as such teams visited more communities on days when there were no or little rains. This was quite strenuous for the team members.

Some respondents were reluctant to fill out the questionnaire and others also demanded money from the assessment team. There was no allowance for those who filled the questionnaires and this appeared to have been taken in bad faith.

It is essential for district and community stakeholders to be sensitized strongly about the targets and benefits of the project in order to minimize their expectations. This needs to be taken into account in district and community entry processes.

5. Lessons learned and best practices

The district and community level partners collaborated very well with the ICI team. The ILO District Field Coordinators and the direct action Implementing Agencies were very supportive and this was instrumental in the smooth and successful implementation of this activity. Meetings with the community leaders were pre-arranged, as the dates and times the ICI team was going to each of the communities was discussed in advanced with community leaders mostly by phone or as we went through the community for similar meetings.

In the community meetings, ICI made sure to meet only with the committee leaders as such other community members were not allowed to be privy to the meeting. This was in efforts to prevent contamination of the communities.

6. Follow-up actions

ICI will compile and submit a final report on the institutional mapping to ILO-IPEC and disseminate the final report to national, district and community partners.

Following the development of the training manuals and other required documents, training workshops will be organised for all relevant stakeholders. These trainings will be organised to raise awareness about child labour issues, the benefits of using the CAP approach; mainstream CAPs into District medium term plans as well as developing capacity of stakeholders in resource mobilisation to adequately prepare the sub-national partners to lead and sustain the process.

Appendix 1: District assembly unit/departmental capacity needs assessment tool

<div style="text-align:center">

International Cocoa Initiative (ICI)
Cocoa Communities Project (CCP)
And
Public Private Partnership Project (PPP)
DISTRICT ASSEMBLY UNIT/DEPARTMENTAL CAPACITY NEEDS ASSESSMENT TOOL

</div>

For analysing capacities of decentralised units/departments of the District Assembly in developing and implementing Community Action Plans (CAPs), in implementing child labour monitoring and for developing capacity building plans.

NB; This tool is to be filled by three or more respondents (staffs) to have diverse views to the responses provided.

Introduction

We are honoured and excited to be working with your unit/department on the ICI - ILO/IPEC Cocoa Communities and the Public Private Partnership project. The ICI - ILO/IPEC Cocoa Communities project is a United States Department of Labour (US-DOL)-funded Child Labour project which seeks to contribute to accelerated elimination of child labour and its worst forms particularly in the cocoa sector using an area based approach through community-led development and supported by district and national development structures in Ghana.

The Public-Private Partnership with the chocolate and cocoa industry (PPP project) has been designed to complement and work in close collaboration with the Cocoa Communities project in advancing the progressive elimination of child labour in cocoa growing communities in Ghana. In supporting effective, nationally owned child labour monitoring systems and by enhancing capacity and coordination in their operation, this project will reinforce a key element in the target countries' national strategies to tackle child labour.

In furtherance of the Project, ICI has been mandated to conduct a needs assessment to gather information about your organization so that we can better tailor our capacity building plans. It is also an opportunity for us to gather some baseline information so that we can assess the effectiveness of the Project's support over time.

The information being gathered is strictly confidential. It may be shared with the ILO team but it will not be shared with the other organizations participating in this project. Please understand that we do not mean to judge you or your organization by asking the following questions. The purpose is primarily to assess potential areas for ICI's support for your organisation.

Purpose of the mapping framework

a)   This activity is intended to:

I. Identify the various institutions/departments/units in the district assemblies of the four ILO-CCP/ PPP districts that have a crucial role to play in elimination of WFCL, including development of CAPs, child labour monitoring and assess their capacity to do so;

b) The framework will show:
I. Potential partners at various levels;
II. The kind of partnerships that could be developed in elimination of CL and the use of the CAP approach;
III. The capacities of the identified units/departments;
IV. The capacity needs of the identified units/departments;
V. Potential capacity development avenues

Name of respondent(s):

Position/capacity within which s/he is responding:

Introduction/Identification		
1	Name of Unit/Department	
2	Unit/Department's Vision	
3	Unit/Department's Mission	
4	Field(s) of Activity (*Labour, Education, Law enforcement, media, Social protection/development, Agriculture, health, social mobilisation, organisation of workers or employers etc.),* others, specify	
5	Work Scope *(community, district)*	
6	Unit/Department's functions regarding Child Labour *(e.g. withdrawal, prevention, capacity, provision of alternatives/income generating activities, credit systems, sensitisation, law enforcement, research, provision of other social services such as water/electricity/school infrastructure and teaching and learning materials, others (specify)*	
7	When did the Unit/Department start CL interventions?	
8	Total number of staffs	
	a) Core staff	
	b) Supporting staff	
A. Unit/departmental objectives, strategy, activity & mandate		
9	What are Unit/Department's strategic objectives?	
10	Are these said objectives clearly documented?	

	Introduction/Identification	
11	Do they seem realistic? *Yes/Largely/Slightly/No*	
12	What are your views/perspectives regarding child labour?	
13	Do the Unit/Department's objectives, mandate & activities match the problem identified? *Yes/Largely/Slightly/No (explain)/What is the link between the unit's/dept's mandate and child labour elimination?/What is the role and responsibility of your unit/department in child labour elimination*	
14	Why is the Unit/Department involved in CL activities? *As part of its strategy Piloting in order to add to its strategy Because of the gravity of the problem Because funds are available No clear reason*	
15	What child labour activities is your Unit/Department involved in currently? *(a brief description of the activity)*	
16	What has been the achievement of the unit/department in relation to child labour activities?	
17	Unit/Department's sources of funds *(Donors and % of funds) NB. Look out for Gov't funds*	
18	How are the activities sustained?	
19	What is the Unit/Department's target beneficiary group?	
20	How does the Unit/Department implement its activities? *(Direct implementation or through partners)*	
B. Planning and performance		
21	Does the Unit/Department use an annual/ semi-annual planning process to guide its activities? *Yes/ No*	
22	Who took part in the previous annual planning process?	
23	How was the previous planning process done? (Retreat, workshop, office,	

	Introduction/Identification	
	Director only, etc.) Local level consultations	
24	What percentage of planned activities was completed in the past year?	$= \dfrac{\textit{Total Number of activities completed}}{\textit{Total number of planned activities}}$
25	Which activities were not completed? Why?	
26	Is the Unit/Department able to reach its entire beneficiary target scope *(beneficiaries, objectives, activities)*? *Yes, No (Explain)*	
	a) If not, who/ what are missing? Why?	
	b) If so, how was this achieved?	
C. Monitoring		
27	Does the Unit/Department monitor carefully the results of its activities?	
28	Is there a trained M&E staff? (yes/no)	
29	If so, what is his/her level of training?	
30	Is there a monitoring plan in place? *Yes, No*	
31	Are there clear measurable indicators for CL and other activities? *(Yes/no)*	
32	a) If so, could you share the indicators with us?	
33	Is the monitoring plan known to the staffs?	
34	Is the monitoring plan actually used?	
35	What is the monitoring information used for?	
36	What monitoring challenges does the Unit/Department experience?	
D. Staff participation and internal supportive supervision		
37	Do staffs in the Unit/Department generally know the Unit/Department's mission and strategies? *Yes, No*	
38	Is the Unit/Department's role on CL clearly understood by key staffs? *Yes, No*	
39	Is there an organogram? *Yes, No (Verify by observation)*	
40	What are the reporting lines in	

	Introduction/Identification	
	the Unit/Department?	
	a) How often do staffs report? (weekly, biweekly, monthly, quarterly, semi-annually, annually)	125
41	What is the main challenge in using the laid-down reporting lines?	
42	Do internal procedures and protocols allow for *clarity, flexibility and timeliness* in the implementation of the organization's activities? *(Explain)*	
43	Do staffs have appointment letters & job descriptions? ○ Are the Job Descriptions understood?	
44	Do staffs understand other staffs' job descriptions and how each staff's work supports the other's work? *Explain your answer*	
45	Do various Unit/departments (if any) understand other Unit/departments' work and support them? *Explain your answer*	
46	How does the Unit/Department coordinate staffs' activities?	
47	When duplication of work or conflict is recognized, how is it resolved?	
48	When staffs take annual / casual/ sick/ maternity leave, how are the gaps filled?	
49	Are staff appraisals conducted by the Unit/Department? *(Yes/No)*	
50	How are the staff appraisals done?	
51	What feedback is given to the Unit/Department's staff after conducting staff appraisals?	
E. Communication		
52	What communication channels are actively in use?	
53	Does the unit convey information on its activities to the media? ○ Which media are mostly used?	
54	How often does the Unit/Department use the media to convey its activities?	

	Introduction/Identification	
	Why?	
55	Are there communication staffs? o What are their educational levels?	
56	What communication training have they received?	
F. Human resource		
57	Are there enough staffs to meet the Department's needs? *If so go to Q61-62; If not go to Q58-60*	
58	How many more staffs would be needed? For what roles?	
59	Why is there a staff deficit?	
60	How is the Unit/Department dealing with staff deficit issues?	
61	Why is there a staff overflow (if so)?	
62	How is the Unit/Department making use of the extra staffs?	
63	What is the staff turnover rate in the last 12 months? How long has the longest-serving staffs been at post? How long did the shortest-serving staff remain at post?	(NB. Staff turnover rate = $\dfrac{Number\ of\ staff\ who\ left\ within\ the\ year}{Number\ of\ staff\ remaining\ +\ staff\ who\ left}$ x 100%)
64	What accounts for the high/low staff turnover rate?	
65	Are staff capacity needs assessment done?	
66	Are some needs already identified? *(Could you please list them)*	
67	What staff capacity building plan is in place to address the needs identified?	
68	How are staffs motivated? *(financial, awards, promotion, other)* o Is this motivation enough for staffs?	
G. Material resource		
69	Does the Unit/Department have suitable work premises?	
70	Is there enough space?	
71	Is there enough appropriate furnishing?	
72	What needs to be improved?	
73	What software applications *(word, excel, power point, access, outlook, etc.)* do you use regularly? *(this question*	

		Introduction/Identification	
		should be staff specific)	
74	How many computers are needed for effective work?		
75	How often is data backup performed?		
76	Who performs data backup?		
77	How are staffs' transport needs met?		
78	What equipment are available?		
	Equipment	**Quantity (Devices in Good Condition)**	**How Available (Accessibility)** *(Easily Available, Difficult to access, accessible on permission etc)*
	Camera		
	Wireless Router		
	UPS		
	Internet Modem		
	TV Set		
	Projector		
	Laptop		
	Printer		
	Desktop Computer		
	External Hard Disk		
	Pen drives		
	CDs		
79	What procedure exists for requesting to use these equipment?		
H. Financial management			
80	What is the Unit/Department's annual budget? *(See previous and current year budgets)*		
81	How is this estimated/ calculated?		
82	Does the Unit/Department have core funds?		
	a) What are these funds used for?		
	b) From what source?		
	c) For how long?		
83	How are support staff paid?		
84	How are rent, utilities and other expenses funded?		
85	Are the funds enough? *What is the funding deficit?*		
	a) If not, what plans are there to augment available funds?		
86	How are accounts prepared? o Who prepares them? *(What software is used?)*		
I. Child labour monitoring			

	Introduction/Identification	
87	Does your district have a functioning and operational district child protection committee (DCPC)?	
88	Is this Unit/Department represented on the DCPC?	
89	What is the Unit/Department's role in the functioning of the DCPC?	
90	Are the inputs of the Unit/Department incorporated during DCPC planning? *(Explain)*	

1. Department contact details	
Address	
Phone and fax	
Contact person	
E-mail address	

Thank you very much for having time to respond to the Capacity Needs Assessment Tool

Summary*(For ICI Officials Only)*

2. Are the organization's capacities enough for carrying out its role with regards to CL?		*Yes, No*
3. Which are the organization's main capacity building needs, AS STATED BY THE RESPONDENTS? (state *no more* than 3 most relevant in each category, *if needed*)	A. Organizational strategy, activity and mandate	
	B. Planning and performance	
	C. Monitoring	
	D. Staff participation and internal backstopping	
	E. Communication	
	F. Human resource development	
	G. Material resources	
	H. Financial management	
	I. Child labour monitoring	
	J. Other	
4. Which are the organization's main capacity building needs, AS PERCEIVED BY THE INTERVIEWER? (state *no more* than 3 most relevant in each category, *if needed*)	A. Organizational strategy, activity and mandate	
	B. Planning and performance	
	C. Monitoring	
	D. Staff participation and internal	

	backstopping	
	E. Communication	
	F. Human resource development	129
	G. Material resources	
	H. Financial management	
	I. Child labour monitoring	
	J. Other	
5. Capacity building needs proposed BY INTERVIEWER for ILO-IPEC's support		
6. Other suggested sources of support for other relevant needs		

Appendix 2: Organizational capacity needs assessment tool - NGOs

International Cocoa Initiative (ICI)
Cocoa Communities Project (CCP)
And
Public Private Partnership Project (PPP)
ORGANIZATIONAL CAPACITY NEEDS ASSESSMENT TOOL - NGOs

For analysing capacities of district-based organizations in developing and implementing Community Action Plans (CAPs), and for developing capacity building plans.

NB; This tool is to be filled by three or more respondents (staffs) to have diverse views to the responses provided.

Introduction

We are honoured and excited to be working with your unit/department on the ICI - ILO/IPEC Cocoa Communities and the Public Private Partnership project. The ICI - ILO/IPEC Cocoa Communities project is a United States Department of Labour (US-DOL)-funded Child Labour project which seeks to contribute to accelerated elimination of child labour and its worst forms particularly in the cocoa sector using an area based approach through community-led development and supported by district and national development structures in Ghana.

The Public-Private Partnership with the chocolate and cocoa industry (PPP project) has been designed to complement and work in close collaboration with the Cocoa Communities project in advancing the progressive elimination of child labour in cocoa growing communities in Ghana. In supporting effective, nationally owned child labour monitoring systems and by enhancing capacity and coordination in their operation, this project will reinforce a key element in the target countries' national strategies to tackle child labour.

In furtherance of the Project, ICI has been mandated to conduct a needs assessment to gather information about your organization so that we can better tailor our capacity building plans. It is also an opportunity for us to gather some baseline information so that we can assess the effectiveness of the Project's support over time.

The information being gathered is strictly confidential. It may be shared with the ILO team but it will not be shared with the other organizations participating in this project. Please understand that we do not mean to judge you or your organization by asking the following questions. The purpose is primarily to assess potential areas for ICI's support for your organisation.

Purpose of the mapping framework

a) This activity is intended to:

I.   Identify NGOs present in each of the four districts and assess their capacities to support or perform activities to eliminate WFCL, including development of CAPs;

b) The framework will show:
I.   Potential partners at various levels;
II.   The kind of partnerships that could be developed in elimination of CL and the use of the CAP approach;
III. The capacities of the identified institutions;
IV.   The capacity needs of the identified institutions;
V.   Potential capacity development avenues

Name of respondent(s):

Position/capacity within which s/he is responding:

	Introduction/Identification	
1	Name of Organization	
2	Type *(NGO, CBO, FBO, other - specify)*	
3	Organization's Mission and vision	
4	Field(s) of Activity (*Labour, Education, Law enforcement, media, Social protection/development, Agriculture, health, social mobilisation, organisation of workers or employers etc.)*, others, specify	
5	Registration status *(DSW & RGD registration number)*	
6	Date of initial registration and last date of registration renewal	
7	Work Scope *(community, district, regional, national, international)*	
8	General mandate of said organization/ institution	
9	Organization's functions regarding Child Labour (e.g. withdrawal, prevention, capacity building, provision of alternatives/income generating activities, credit systems, sensitisation, law enforcement, research, provision of other social services such as water/electricity/school infrastructure and teaching and learning materials	
10	When did the organization start CL interventions?	

	Introduction/Identification	
11	Total number of staffs	
	a) Core staff	
	b) Supporting staff	
A. Organizational objectives, strategy, activity & mandate		
12	What are the organization's strategic objectives?	
13	Are these said objectives clearly documented? *If so can you share them with us?*	
14	Do they seem realistic? *Yes/Largely/Slightly/No*	
15	What are your views/perspectives regarding child labour	
16	Do the organization's objectives, mandate & activities match the problem identified? *Yes/Largely/Slightly/No (explain)*	
17	Why is the organization involved in CL activities? *As part of its strategy Piloting in order to add to its strategy Because of the gravity of the problem Because funds are available No clear reason*	
18	How many CL activities is the organization currently involved in? *(a brief description of the activity)*	
19	What has been the achievement of the organisation in relation to child labour activities?	
20	Organisation's sources of funds *(Donors and % of funds) NB. Look out for Gov't funds*	
21	How are the activities sustained?	
22	How does the organisation implement its activities? *(Direct implementation or through partners)*	
23	Is there a sustainability plan for these activities?	
24	What is the organization's target beneficiary group?	

	Introduction/Identification	
B. Planning and performance		
25	Does the organization use an annual/ semi-annual planning process to guide its activities? *Yes/ No*	
26	Who took part in the previous annual planning process?	
27	How was the previous planning process done? (Retreat, workshop, office, ED only, etc.)	
28	What percentage of planned activities was completed in the past year?	$= \dfrac{Total\ Number\ of\ activities\ completed}{Total\ number\ of\ planned\ activities}$
29	Which activities were not completed (*beneficiaries, objectives, activities)*? Why?	
30	Is the organization able to reach its entire beneficiary target scope? *Yes, No (explain)*	
31	a) If not, who/ what are missing? Why?	
	b) If so, how was this achieved?	
C. Monitoring		
32	Does the organization monitor carefully the results of its activities?	
33	Is there a trained M&E staff? (yes/no)	
34	If so, what is his/her level of training?	
35	Is there a monitoring plan in place? *Yes, No*	
36	Are there clear measurable indicators for CL and other projects? *(Yes/no)*	
	a) If so, could you share the plan with us?	
37	Is the monitoring plan known to the staffs?	
38	Is the monitoring plan actually used?	
39	What is the monitoring information used for?	
40	What monitoring challenges does the organization experience?	
D. Staff participation and internal backstopping		
41	Do staffs in the organization generally know the organization's mission and strategies? *Yes, No*	

	Introduction/Identification	
42	Is the organization's role on CL clearly understood by key staffs? *Yes, No*	
43	Is there an organogram? *Yes, No (Verify by observation)*	
44	What are the reporting lines in the organization?	
	a) How often do staffs report? (weekly, biweekly, monthly, quarterly, semi-annually, annually)	
45	What is the main challenge in using the laid-down reporting lines?	
46	Do internal procedures and protocols allow for *clarity, flexibility and timeliness* in the implementation of the organization's activities? (Explain)	
47	Do staffs have appointment letters & job descriptions? Are the Job Descriptions understood?	
48	Do staffs understand other staffs' job descriptions and how each staff's work supports the other's work?	
49	Do various departments (if any) understand other departments' work and support them?	
50	How does the organization coordinate staffs' activities?	
51	When duplication of work or conflict is recognized, how is it resolved?	
52	When staffs take annual / casual/ sick/ maternity leave, how are the gaps filled?	
53	Are staff appraisals conducted by the Unit/Department? *(Yes/No)*	
54	How are the staff appraisals done?	
55	What feedback is given to the Unit/Department's staff after conducting staff appraisals?	
E. Communication		
56	What communication channels are actively in use?	
57	Does the organisation convey information on its activities to the media?	

	Introduction/Identification	
	Which media are mostly used?	
58	How often does the organization use the media to convey its activities? Why?	
59	Are there communication staffs? What are their educational levels?	
60	What communication training have they received?	
F. Human resource		
61	Are there enough staffs to meet the organization's needs? *If so go to Q65-66; If not go to Q62-64*	
62	How many more staffs would be needed? For what roles?	
63	Why is there a staff deficit?	
64	How is the organization solving staff deficit issues?	
65	Why is there a staff overflow (if so)?	
66	How is the organization making use of the extra staffs?	
67	What is the staff turnover rate in the last 12 months? How long has the longest-serving staffs (not the founder) been at post? How long did the shortest-serving staff remain at post?	(NB. Staff turnover rate = $\frac{Number\ of\ staff\ who\ left\ within\ the\ year}{Number\ of\ staff\ remaining\ +\ staff\ who\ left}$ x 100%)
68	What accounts for the high/low staff turnover rate?	
69	Are staff capacity needs assessment done?	
70	Are some staff capacity needs already identified? *(Could you please list them)*	
71	What staff capacity building plan is in place to address the needs identified?	
72	How are staffs motivated? *(financial, awards, promotion, other)* Is this motivation enough for staffs?	
G. Material resource		
73	Does the organization have suitable work premises?	
74	Is there enough space?	
75	Is there enough appropriate furnishing?	

	Introduction/Identification		
76	What needs to be improved?		
77	What software applications *(word, excel, power point, access, outlook)* do you use regularly? *(this question should be staff specific)*		
78	How many computers are needed for effective work?		
79	How often is data backup performed?		
80	Who performs data backup?		
81	How are staffs' transport needs met?		
82	What equipment are available?		
	Equipment	Quantity (Devices in Good Condition)	How Available (Accessibility) *(Easily Available, Difficult to access, accessible on permission etc)*
	Camera		
	Wireless Router		
	UPS		
	Internet Modem		
	TV Set		
	Projector		
	Laptop		
	Printer		
	Desktop Computer		
	External Hard Disk		
	Pen drives		
	CDs		
83	What procedure exists for requesting to use these equipment?		
H. Financial management			
84	What is the organization's annual budget? *(See previous and current year budgets)*		
85	How is this estimated/ calculated?		
86	Does the organization have core funds?		
	a) What are these funds used for?		
	b) From what source?		
	c) For how long?		
87	How are support staff paid?		
88	How are social security, insurance, registration fees, and taxes paid?		
89	How are rent, utilities and other expenses funded?		

		Introduction/Identification	
90	Are the funds enough? What is the funding deficit?		
	a) If not, what plans are there to augment available funds?		
91	How are accounts prepared? Who prepares them? *(What software is used?)*		
I. Child labour monitoring			
92	Does your district have a functioning and operational district child protection committee (DCPC)?		
93	Is this Unit/Department represented on the DCPC?		
94	What is the Unit/Department's role in the functioning of the DCPC?		
95	Are the inputs of the Unit/Department incorporated during DCPC planning?		

7. Organization contact details	
Address	
Phone and fax	
Contact person	
E-mail address	

Thank you very much for having time to respond to the Capacity Needs Assessment Tool

<u>Summary</u>*(For ICI Officials Only)*

8.	Are the organization's capacities enough for carrying out its role with regards to CL?		*Yes, No*
9. **Which are the organization's main capacity building needs, AS STATED BY THE RESPONDENTS?** (state *no more* than 3 most relevant in each category, *if needed*)	**A.** Organizational strategy, activity and mandate	
	B. Planning and performance	
	C. Monitoring	
	D. Staff participation and internal backstopping	
	E. Communication	
	F. Human resource development	
	G. Material resources	
	H. Financial management	
	I. Child labour monitoring	
	J. Other	

10. Which are the organization's main capacity building needs, AS PERCEIVED BY THE INTERVIEWER? (state *no more* than 3 most relevant in each category, *if needed*)	**A.** Organizational strategy, activity and mandate	
	B. Planning and performance	
	C. Monitoring	
	D. Staff participation and internal backstopping	
	E. Communication	
	F. Human resource development	
	G. Material resources	
	H. Financial management	
	I. Child labour monitoring	
	J. Other	
11. Capacity building needs proposed BY INTERVIEWER for ILO-IPEC's support		
12. Other suggested sources of support for other relevant needs		

Appendix 3: Community capacity needs assessment tool

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International Cocoa Initiative (ICI)
Cocoa Communities Project (CCP)
And
Public Private Partnership Project (PPP)
COMMUNITY CAPACITY NEEDS ASSESSMENT TOOL
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</table>

For analysing capacities of community structures (Unit Committee, Area/Town/Zonal Councils, SMC/PTA & CCPC) in developing and implementing Community Action Plans (CAPs) in implementing child labour monitoring and for developing capacity building plans.

Introduction

We are honoured and excited to be working with your community on the ICI - ILO/IPEC Cocoa Communities Project and Public Private Partnership Project (the Project). The ICI - ILO/IPEC Cocoa Communities Project is a United States Department of Labour (US-DOL)-funded Child Labour project which seeks to contribute to accelerated elimination of child labour and its worst forms particularly in the cocoa sector using an area based approach through community-led development and supported by district and national development structures in Ghana.

The Public-Private Partnership with the chocolate and cocoa industry (PPP project) has been designed to complement and work in close collaboration with the Cocoa Communities project in advancing the progressive elimination of child labour in cocoa growing communities in Ghana. In supporting effective, nationally owned child labour monitoring systems and by enhancing capacity and coordination in their operation, this project will reinforce a key element in the target countries' national strategies to tackle child labour.

In furtherance of the Project, ICI has been mandated to conduct a needs assessment to gather information about your organization so that we can better tailor our capacity building plans. It is also an opportunity for us to gather some baseline information so that we can assess the effectiveness of the Project's support over time.

The information being gathered is strictly confidential. It may be shared with the ILO team but it will not be shared with the other organizations participating in this Project. Please understand that we do not mean to judge you or your organization by asking the following questions. The purpose is primarily to assess potential areas for ICI's support for your organisation.

Purpose of the mapping framework

a) This activity is intended to:

I. Identify CBOs, clubs, societies and other bodies including Unit Committees and Child Labour Protection Committees present in the 40 ILO-CCP communities and assess their capacities to support activities to eliminate WFCL, including development of CAPs and child labour monitoring;

b) The framework will show:
I. Potential partners at various levels;
II. The kind of partnerships that could be developed in elimination of CL and the use of the CAP approach;
III. The capacities of the identified institutions;
IV. The capacity needs of the identified institutions;
V. Potential capacity development avenues

Name of respondent(s):

Position/capacity within which s/he is responding:

Introduction	
Name of Community	
What are the Roles and Responsibilities of the community leaders (Unit Committees/SMC/CCPC)	
What do you like about your community	
What concerns you about your community	
How would you improve your community	
A. Planning and performance	
Does the community have an annual/ semi-annual planning process to guide its activities? *Yes/ No*	
What process was used in developing the plan? (community meeting, chiefs and elders only, assembly person only, other - specify)	
Who led the process?	
Who took part in the previous annual planning process?	
How was the previous planning process done? (community meeting, chiefs and elders only, assembly person only, other - specify)	
Was the plan submitted to the District Assembly?	
Did your plan feature in the DA Plan?	
How did the community follow up to DA on the	

Introduction	
community plan?	
What percentage of planned activities was completed in the past year?	
Which activities were not completed? Why?	
What changes do you foresee in your community within the next 5 years	
B. Children's activities	
Where do children meet to learn after school or on week-ends	
What work do children do a) During Week days b) During Week-ends	
What values influence whether a child works or not? *(cultural, economic, gender, etc)*	
Where do children spend their time after school hours	
How do children fend for themselves when parents go to farm	
Do working children attend school o If yes, how often	
What should community leaders do to improve education	
C. Child labour activities	
What are the roles of the community leaders with respect to CL	
What does the community see as the main problem with regards to CL? o What is the community doing to address the problems	
When did the community start CL interventions?	
Are there clear measurable indicators for CL and other projects? *(Yes/no)*	
Is there a CCPC in place? If so, how was it formed and who constitutes the membership?	
D. Monitoring	
Does the community monitor carefully the results of its activities?	

Introduction	
Is the monitoring plan known to the entire community?	
Is the monitoring plan actually used?	
What is the monitoring information used for?	
What monitoring challenges does the community experience?	
E. Communication	
What are the communication lines in the community?	
What is the main challenge in using the laid-down communication lines?	
How are community meetings held? o How often do you hold meetings	
Do the Unit Committee/SMC and CCPC understand each other's work and support them?	
How do you coordinate activities?	
When duplication of work or conflict is recognized, how is it resolved?	
F. Human resource	
Do the community leaders have any capacity needs?	
a) If so what are they? *(e.g. planning, implementation, resource mobilisation, monitoring)*	
What capacity building plan is in place for community leaders?	
How are community leaders motivated? *(financial, awards, promotion, other)* o Is this motivation enough for the leaders?	
G. Resource mobilisation	
1.	Does the community have funds set aside for community development?	
2.	From what source? *E.g. Levies, donations etc*	
3.	What are these funds used for?	
4.	How are accounts prepared? o Who prepares them?	

Summary*(For ICI Officials Only)*

13. Are the communities' capacities enough for carrying out its role with regards to CL?	*Yes, No*	

14. Which are the community's main capacity building needs, as stated by the respondents? (state *no more* than 3 most relevant in each category, *if needed*)	A. Planning and performance	
	B. Children's Activities	
	C. Child Labour Activities	
	D. Monitoring	
	E. Communication	
	F. Human Resource	
	G. Resource Mobilisation	
15. Which are the community's main capacity building needs, AS PERCEIVED BY THE INTERVIEWER? (state *no more* than 3 most relevant in each category, *if needed*)	A. Planning and performance	
	B. Children's activities	
	C. Child labour activities	
	D. Monitoring	
	E. Communication	
	F. Human Resource	
	G. Resource Mobilisation	
H. Capacity building needs proposed BY INTERVIEWER for ILO-IPEC's support		
I. Other suggested sources of support for other relevant needs		

Thank you very much for having time to respond to the
Capacity Needs Assessment Tool

Appendix 4: List of communities

CCP Communities	
Suhum Kraboa Coaltar District	**Birim South District**
Dome	Oforikrom/Aboabo
Mfranta	Akortikrom
Sowatey	Adinkrom/Yeboakrom
Obuoho	Kroabase
Kwadwo Hum	Bommoden
Oboadaka	Apoli (Beposo-Nkranfoum)
Tei Mensah	Mensahkrom-Achiaseheneakura
Okonam/KwabenaKumi	Aperade Station
Densuso	Nyankumase
Mamehyieso	Akosombo Anyinabrem
Twifo Hemang Lower Denkyira District	**Wassa Amenfi West District**
Tawia Nkwanta	Adidaase
Kwamoano/Armakrom	Antubam
Somnyamekodu	Obeng
Pepekrom	Wassa Bekwai
Baakondidi	Hiawa
Kyeaboso	Chichiso No. 2
Kwankyimaso	Nwansema Camp
Hasowodze	Yirase
Ayehkrom	Aboi Fie
Bimponegya	Aboi Nkwanta
PPP Communities	
Twifo Hemang Lower Denkyira District	
Armakrom/Kwamoano	
Ankaako	
Tweapease	

Appendix 5: Catalogue of social interventions in CCP/PPP communities

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
Birim South	Oforikrom/Aboabo	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities
	Nyankomase	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Government of Ghana	School feeding program	Education	Feeding of school children
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities
		EU	Palm oil extraction mill	Livelihood	An oil mill to support palm oil extraction in the community
		District Assembly	Afforestation project	Environment	Support for the growing of trees to increase vegetation cover of the area
		MOFA	Inland valley rice project	Livelihood	Support for rice farmers
	Adinkrom	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Japan Embassy	School building	Education	Support for the construction of a 6 unit classroom block
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities
	Akortekrom	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities
		Government of Ghana	School feeding program	Education	Feeding of school children
		District Assembly (DACF/ COCOBOD)	Solar powered boreholes	Water/ Sanitation	Support for the construction of borehole
	Akosombo	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Mensahkrom	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
		The Hunger Project in collaboration with community	Teachers Quarters	Education	Construction of teachers quarters to accommodate teachers in the community
	Kroboase	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		The Hunger Project	The Hunger Project	Health Livelihood Food security	Health post Library Food bank Community bank (micro loans) Income generating activities
	Aperade Station	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Apoli Beposo	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Apoli Ayensu	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
Suhum Kraboa Coaltar	Dome	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		GAIT II, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning. Training of SMC/PTA and important others on their roles and responsibilities
		QUIPS, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning. Training of SMC/PTA and important others on their roles and responsibilities
		Catholic Relieve Services (CRS)	HIV prevention stigma and discrimination reduction Campaign.	Prevention and Stigma reduction	Education on prevention and the need to stop stigmatizing People Living With HIV & AID and Counselling & testing (CT)
		Hunger Project	Empowering the Rural folks	Heath, education and Finance	Building of EPI Centre, Sensitization on HIV & AIDS, Adult literacy, Education
	Sowatey	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Catholic Relieve Services (CRS)	HIV prevention stigma and discrimination reduction Campaign.	Prevention and Stigma reduction	Education on prevention and the need to stop stigmatizing People Living With HIV & AID and Counselling & testing (CT)
	Mfranta	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Social Investment Fund (SIF)	Increasing enrolment in JHS	Education	Construction of a three (3) Unit Classroom block for JHS.
	Obouho	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		QUIPS, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning.

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
					Training of SMC/PTA and important others on their roles and responsibilities
		World Vision	HIV Prevention	Prevention	Education on HIV & AIDS, and the need to abstain from pre-marital sex and being faithful
	Densuso	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		QUIPS, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning. Training of SMC/PTA and important others on their roles and responsibilities
		Catholic Relieve Services (CRS)	HIV prevention stigma and discrimination reduction Campaign.	Prevention and Stigma reduction	Education on prevention and the need to stop stigmatizing People Living With HIV & AID and Counselling & testing (CT)
	Kwadwo Hum	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		QUIPS, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning. Training of SMC/PTA and important others on their roles and responsibilities
	Okonam	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		QUIPS, USAID sponsored project	Quality Improvement in Primary Schools	Teaching & Learning	Methodologies of teaching & learning. Training of SMC/PTA and important others on their roles and responsibilities
	Oboadaka	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Tei Mensah	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Mamehyieso	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
Twifo Hemang Lower Denkyira	Kyeaboso	Government of Ghana	Livelihood Empowerment Against Poverty (LEAP)	Poverty reduction	Cash Transfer
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		German Technical Corporation (GIZ)	Rural Electrification Project	Rural Development	Solar powered street light
		Government of Ghana	Leap beneficiaries registration onto the NHIS	Poverty reduction	Social Protection

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
	Pepekrom	Government of Ghana	Livelihood Empowerment Against Poverty (LEAP)	Poverty reduction	Cash Transfer
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Government of Ghana	Leap beneficiaries registration onto the NHIS	Poverty reduction	Social Protection
		Conservation Alliance	Cocoa Certification	Agriculture	Capacity building on good agronomic practices
	Baakondzidzi	Government of Ghana	Livelihood Empowerment Against Poverty (LEAP)	Poverty reduction	Cash Transfer
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Government of Ghana	Leap beneficiaries registration onto the NHIS	Poverty reduction	Social Protection
	Tawiankwanta	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Conservation Alliance	Cocoa Certification	Agriculture	Capacity building on good agronomic practices
	Somnyamekodur	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Government of Ghana	School feeding program	Education	Feeding of school children
		Conservation Alliance	Cocoa Certification	Agriculture	Capacity building on good agronomic practices
	NKwankyimaso	Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Hasowodze	Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
	Ayehkrom	Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Bimponagya	Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Arma/kwoamoano	Government of Ghana	Livelihood Empowerment Against Poverty (LEAP)	Poverty reduction	Cash Transfer
		Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Care International	Partnership for Accountable Governance in Education(PAGE)	Education	Capacity building for SMC and Circuit Supervisors' and provision of motorbikes
		Government of Ghana	Leap beneficiaries registration onto the NHIS	Poverty reduction	Social Protection
		Government of Ghana	Ghana Social Opportunities Project (GSOP)	Poverty reduction	Social amenity provision
		"Abrabopa"	Cocoa Certification	Poverty reduction	Capacity building on good agronomic practices
	Ankaku	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
	Tweapease	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Conservation Alliance	Cocoa Certification	Poverty reduction	Capacity building on good agronomic practices
Wassa Amenfi West	Aboi Nkwanta	COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Yirase	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
		Government of Ghana	School feeding program	Education	Feeding of school children
	Aboi Fie	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Government of Ghana	School feeding program	Education	Feeding of school children
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational

District	Community Name	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
	Nwansema Camp	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Government of Ghana	School feeding program	Education	Feeding of school children
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Obeng	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Adidiase	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Chichiso No2	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Wassa Bekwai	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Government of Ghana	School feeding program	Education	Feeding of school children
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
	Hiawa	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		Government of Ghana	School feeding program	Education	Feeding of school children
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational
		District Assembly	Construction of 1 No. 6 Unit Classroom Block with Ancillary Facility	Education	Educational
	Antobam	Ghana Education Service	Free School Uniforms and Exercise Books Program	Education	Supply of free school uniforms and exercise books
		COCOBOD	Cocoa Extension Services	Education and Technical Support	Educational

Appendix 6: Social interventions at the district level

District	Stakeholder's Name	Social Intervention	Area of Intervention	Type of intervention
Birim South	GOG	LESDEP	Vocational Training	Skills training and financial assistance to trainees
	GOG	NYEP	Multi sector	Empowering Ghanaian youth by providing employment, experience and employable skills
	GOG	Microfinance and Small Loans Centre (MASLOC)	Microfinance	Disburses micro and small loans to the identified and poor provides business advisory services SMEs
Suhum Kraboa Coaltar	GOG	LESDEP	Vocational Training	Skills training and financial assistance to trainees
	GOG	NYEP	Multi sector	Empowering Ghanaian youth by providing employment, experience and employable skills
	GOG	Block Farming	Agriculture	
	GHS	Malaria Control Programme	Health	Malaria prevention and control
Asankrangwa	GOG	LESDEP	Vocational Training	Skills training and financial assistance to trainees
	GOG	NYEP	Multi sector	Empowering Ghanaian youth by providing employment, experience and employable skills
Twifo Hemang Lower Denkyira	GOG	LESDEP	Vocational Training	Skills training and financial assistance to trainees
	GOG	NYEP	Multi sector	Empowering Ghanaian youth by providing employment, experience and employable skills