

The Protective Cocoa Community Framework (PCCF) Questionnaire 6

*A tool for gathering information for the design and implementation of
community strengthening projects*

The Protective Cocoa Community Framework (PCCF)

Introduction

The “Protective Cocoa Community Framework” (PCCF) approach focuses on working with cocoa producing communities in order to ensure a better environment and increased protection for children living in these communities.

The approach was developed through ICI’s collaboration with its national offices, implementing partners and consultation with external stakeholders to identify the most relevant criteria related to a community’s level of protection. This questionnaire has been conceived as an instrument to support the information gathering process and contains several criteria and variables which are taken into consideration when assessing the degree of protection provided by communities to children. On the basis of the PCCF 1-5, a revised community profile questionnaire (PCCF 6) has been developed.

This questionnaire thus replaces the “community profile» questionnaire that ICI implementing partners (IP) and other actors (e.g. industry and NGOs) have used in the previous years. This information will feed the matrix in order to establish the protection level of children in cocoa growing communities.

How to use this questionnaire

The questions are asked to several key actors in the community and grouped in sub-questionnaires specific to each of the identified respondent groups. Specific questions were designed for each group of identified respondents. Please note that ICI-DI should also consider their own knowledge of the community to check the questionnaire, or to complete it themselves if it is not possible to obtain some of the responses.

The questionnaire is administered and divided into 7 groups.

1. ICI-DI group: Identification section and conclusion
2. Community leaders group
3. Community Child Protection Committee members group
4. Community women’s group
5. Children’s group
6. Farmers / other organisations (extension services, cooperatives, NGOs developing agriculture related projects) group
7. School teachers/directors /PTA or SMC members group

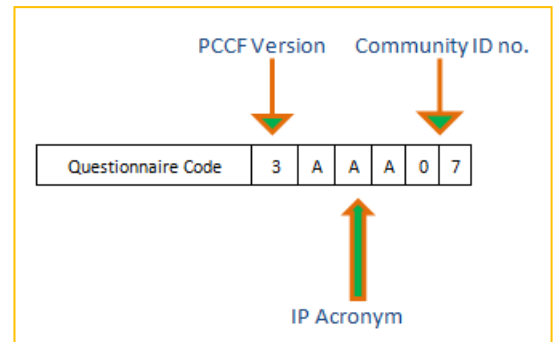
Identification Section

The first section (District Profile) should be filled out only once per district by the ICI-DI. The second section (Community Profile) contains demographic information of the community, as well as the availability of basic services and infrastructure. Information reported for the community should include the data of the hamlets that are part of the community. For instance, the community population should include the population living in the hamlets. The identification section must be filled for each community.

Questionnaire Code						
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How to fill out the questionnaire

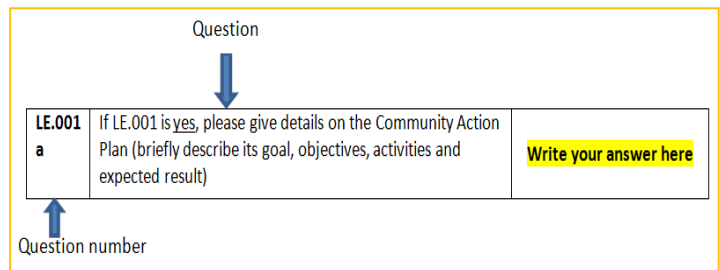
The questionnaire code needs to be filled out for each page of the community questionnaire. To obtain the code, first write the PCCF version (i.e. 3), followed by the ICI acronym (i.e. AAA) and the ICI-DI's designated community number (i.e. 07).



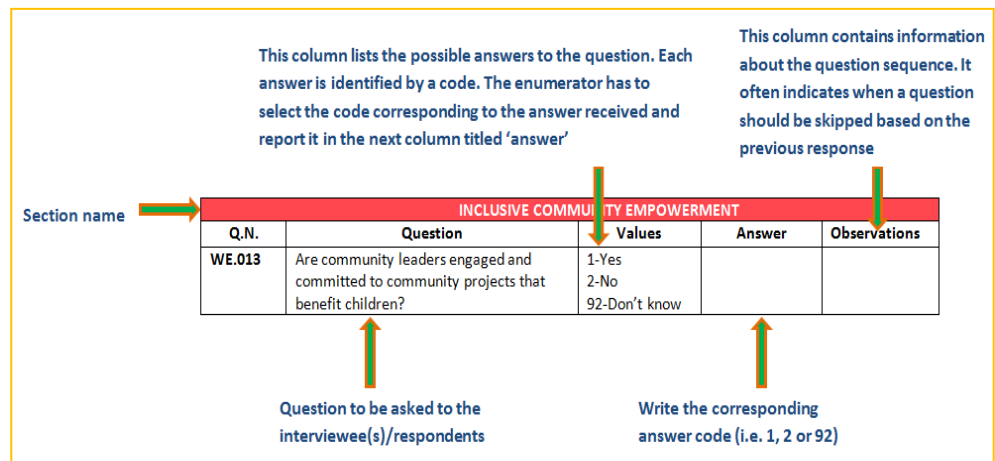
In order to obtain information and assess the level of protection granted by a community to its children multiple actors and sources of information need to be consulted. For this reason the questionnaire is made of a series of sections for each group of key respondents.

With this perspective, the interviewer should carefully go through each section of the questionnaire to take note of the specificities of the questions for each sub-group, paying specific attention to their accompanying guidelines (such as documents checks, methodological information and indicated potential risks).

There are two types of questions: the open questions and the closed questions. In the case of **open questions**, the enumerator has to write the answer of the interviewee in the right column next to the question, exactly as shown on the right. The open question generally derives from the closed question that precedes it, in order to justify or illustrate the answer.



The closed questions are the most frequent ones and have a ranking code. In this case, the enumerator has to write the code corresponding to the answer in the right column, as shown below:





Information and icons


Icons	Meaning
	Methodological information on how the questionnaire should be applied, how questions should be asked, or how data should be calculated
	Warning of potential risks that could affect the quality and consistency of the information collected
Document Check	Document source to be checked. The ICI-DI should provide the answers based on the information contained in the document
Q.N.	Question number
SQ.N.	Sub-Question number


DISTRICT PROFILE

IDENTIFICATION SECTION


IDENTIFICATION SECTION				
	This section is to be filled in only once per district			
D.001	Name of the person responsible for filling in the questionnaire			
D.001a	Name of Implementing Organisation (for the DI, write "ICI-GHA")			
D.002	Data collected on (date, dd/mm/yy)			
D.003	Region			
D.004	District			
FUNCTIONING CHILD PROTECTION SYSTEMS				
Q.N.	Question	Values	Answer	Observations
D.005	Is there a District Child Protection Committee (DCPC) at District level?	1-Yes 2-No		If answer is NO . Skip to D.008
	Document check Status of the DCPC, List of members, minutes of last meetings, activity plan	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
D.006	If D.005 is <u>yes</u> , how often does the DCPC meet?	At least once: 1-every 3 months 2-every 6 months 3-every 9 months 4- Other (specify)		
D.007	Does the District Child Protection Committee (DCPC) take action based on the requests from the Community Child Protection Committee (CCPC) and community members?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to D.008
D.007a	If D.007 is <u>yes</u> , please give examples			
	<i>Referral and case management systems refer to the identification and linking of vulnerable children who are in need of assistance to the most appropriate and available remediation or support services (including education, health, shelter, food, clothes, child protection services, financial support for poorest families, social protection programmes e.g. Livelihood Empowerment Against Poverty LEAP programme) to ensure that their needs are correctly addressed and that they receive support until there has been a positive outcome for the child.</i>			
D.008	Are there referral and case management mechanisms at District level for vulnerable children?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to D.009
D.008a	If D.008 is <u>yes</u> , please describe what those mechanisms are (give examples)			
	Document check Documents describing the mechanisms/systems in place	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
D.008b	Have children benefited from referral systems and support services at district level?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to D.009
D.008c	If D.008b is <u>yes</u> , how many children have benefited from these mechanisms and referral systems?		<input type="checkbox"/> Don't know	
	Document check List of beneficiaries	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
D.009	Are there referral and case management mechanisms at the Regional level for vulnerable children?	1-Yes 2-No 92-Don't know		
D.010	Is children's personal information, records and case notes confidential and stored securely?	1-Yes 2-No 92-Don't know		

COMMUNITY PROFILE



IDENTIFICATION SECTION					
ID.001	Project code				
ID.002	Name of Implementing Organisation				
ID.003	Name of the person responsible for filling in the questionnaire				
ID.004	Data collected (from dd/mm/yy to dd/mm/yy)	From:	To:		
ID.005	(FOR EXIT PROFILE) When did ICI intervention start (year)				
ID.006	Region				
ID.007	District				
ID.008	Name of the community				
ID.009	Community code	Please don't fill this in			
DEMOGRAPHIC DATA (for those living in the community) – Subgroup COMMUNITY LEADERS					
DD.001	TOTAL estimated adult population <i>The total population also includes the hamlets' population</i>	Adult Male			
		Adult Female			
DD.002	TOTAL estimated population of Children (below 18) disaggregated by sex	Age group	Girls	Boys	Total
		00 – 02			
		03 – 05			
		06 – 11			
		12 – 14			
		15 - 17			
		Total			
DD.002 a	TOTAL estimated <u>Adult and Child</u> population <i>(The total population also includes the hamlets' population)</i>	<u>Adult and Child</u>			
	<i>In case the school enrolls children from communities (other than the HAMLETS) that are not project target communities, the ICI-DI should exclude the number of children enrolled in school coming from other communities when counting the number of children enrolled. Only the children from the community enrolled in school should be counted and recorded below.</i>				
DD.003 a	Number of children in the community enrolled in Kindergarten (public and private schools)	Girls	Boys	Total	
DD.003 b	Number of children in the community enrolled in Primary (public and private schools)	Girls	Boys	Total	
DD.003 c	Number of children in the community enrolled in Junior High School (public and private schools)	Girls	Boys	Total	
DD.003 d	Number of children in the community enrolled in Senior High School (public and private schools)	Girls	Boys	Total	
DD.003 e	Number of children in the community enrolled in Vocational and Technical Schools (public and private schools)	Girls	Boys	Total	

ACCESS TO SERVICES								
Q.N.	Question			Value	Answers			
S.000	Are there any private schools/vocational training and technical schools in this community?			1-Yes <input type="checkbox"/> 2-No <input type="checkbox"/>	If <u>yes</u>, for which levels are there private schools? Kindergarten <input type="checkbox"/> Primary School <input type="checkbox"/> Junior High School <input type="checkbox"/> Senior High School <input type="checkbox"/> Vocational and Technical School <input type="checkbox"/>			
Q.N.	Question	SQ.N	Sub question	Value	Range	Answers		
S.001	EDUCATION Presence of schools in the community	a	Kindergarten (adhering to the national KG curriculum)	1-Yes <input type="checkbox"/>	If <u>yes</u> , how many kindergartens are there? (public and private)			
				2-No <input type="checkbox"/>	If <u>yes</u> , how many classrooms are there in total?			
		b	Primary	1-Yes <input type="checkbox"/>	If <u>yes</u> , how many primary schools are there? (public and private)			
				2-No <input type="checkbox"/>	If <u>yes</u> , how many classrooms are there in total?			
		c	Junior High School	1-Yes <input type="checkbox"/>	If <u>yes</u> , how many junior secondary schools are there? (public and private)			
				2-No <input type="checkbox"/>	If <u>yes</u> , how many classrooms are there in total?			
		d	Senior High School	1-Yes <input type="checkbox"/>	If <u>no</u> , how far is the closest junior secondary? (km)			
				2-No <input type="checkbox"/>	If <u>no</u> , how far is the closest senior secondary school? (km)			
		e	Vocational and Technical School	1-Yes <input type="checkbox"/>	If <u>yes</u> , how many vocational/technical colleges are there?			
				2-No <input type="checkbox"/>	If <u>yes</u> , how many classrooms are there in total?			
		f	Bridging Classes	1-Yes <input type="checkbox"/>	If <u>no</u> , how far is the closest vocational/technical college? (km)			
				2-No <input type="checkbox"/>	If yes, how many bridging classes are there for the bridging class?			
			<i>Note: the Primary Health Centre (PHC) is the first available place where a person can access orthodox health care, e.g. a CHPS Compound, Health Post, private or public clinic including midwifery where primary care is accessed. A health shop, chemist, drug store, Traditional Birth Attendant or "odunsini" (herbalist) does not count as a PHC. Secondary Health Centres (SHC) offer specialist services to self or physician referred patients, e.g. hospitals and clinics.</i>					
		S.002	HEALTH SERVICES	a	Primary health centre (PHC)	1-Yes <input type="checkbox"/>		
2-No <input type="checkbox"/>	If <u>no</u> , how far is the closest primary health centre? (km)							
		b		1-Yes <input type="checkbox"/>				

	Presence of health centres in the community		Secondary health centre (SHC)	2-No <input type="checkbox"/>	If <u>no</u> , how far away is the closest secondary health centre? (km)		
S.003	Network services	a	Is the community connected to the electricity network?	1-Yes			<input type="checkbox"/>
				2-No			<input type="checkbox"/>
	Mobile network	b	Is mobile network coverage available in this community?	1-Yes			<input type="checkbox"/>
				2-No			<input type="checkbox"/>
	Internet network	c	Is internet network coverage available in this community?	1-Yes			
				2-No			
S.004	Road network	a	Is the community reachable by road?	1-Yes			<input type="checkbox"/>
				2-No			<input type="checkbox"/>
		b	Road surface	1- Tarred/chip road			
				2-Clay soil			
		c	Is the community accessible all year round?	1-Yes			<input type="checkbox"/>
				2-No			<input type="checkbox"/>
S.005	Are there any other NGOs/organisations currently working in the community?			1 - Yes	<input type="checkbox"/> (If yes, fill question S.006 below)		
				2 - No	<input type="checkbox"/> (If no, skip to question S.007)		
				92 – Don't know	<input type="checkbox"/>		
S.006	If S.005 is <u>yes</u> : insert the Name of the organisation and use the codes below to describe, the sector(s) in which they intervene (1. Agriculture & farming techniques 2. Micro credit/micro-finance 3. Education 4. Health 5. Environment (including water) 6. Child Protection 7. Other -please specify-). Please list all the codes that apply.						
<i>No.</i>	<i>Name</i>	<i>How long (years) has this NGO/organisation been active in the community?</i>				<i>Code(s) of intervention</i>	
S.007	Is any license buying company active in this community?			1 - Yes	<input type="checkbox"/> (If yes, fill in the question below)		
				2 - No	<input type="checkbox"/> (If no skip to the next section)		
				92 – Don't know	<input type="checkbox"/>		
S.007 a	If S.007 is <u>yes</u> , list all the license buying companies in this community						
<i>No.</i>	<i>Name</i>	<i>How long (years) has this license buying company been active in the community?</i>					

CROPS AND FARMING			
 Answer the following questions by ticking the boxes below. Please tick all that apply.			
Q.N.	Question		
CF.001	What crops are produced in the community?		
CF.001a	1. Cash crops		
<input type="checkbox"/>	Cocoa	<input type="checkbox"/>	Coffee
<input type="checkbox"/>	Rubber	<input type="checkbox"/>	Citrus
<input type="checkbox"/>	Teak	<input type="checkbox"/>	Cashew nut
<input type="checkbox"/>		<input type="checkbox"/>	Oil Palm
<input type="checkbox"/>		<input type="checkbox"/>	Cola
<input type="checkbox"/>		<input type="checkbox"/> Other (specify) : _____	
CF.001b	2. Food crops		
<input type="checkbox"/>	Banana	<input type="checkbox"/>	Beans
<input type="checkbox"/>	Citrus	<input type="checkbox"/>	Coconut
<input type="checkbox"/>	Pineapple	<input type="checkbox"/>	Potatoes
<input type="checkbox"/>	Tomatoes	<input type="checkbox"/>	Sugarcane
<input type="checkbox"/>	Cocoyam	<input type="checkbox"/>	Plantain
<input type="checkbox"/>		<input type="checkbox"/>	Cabbage
<input type="checkbox"/>		<input type="checkbox"/>	Cassava
<input type="checkbox"/>		<input type="checkbox"/>	Rice
<input type="checkbox"/>		<input type="checkbox"/>	Yam
<input type="checkbox"/>		<input type="checkbox"/> Other (specify) : _____	
CF.002	Apart from crops, are there other income generating activities in your community?		
CF.002a	1. Commercial animal breeding (for profit)		
<input type="checkbox"/>	Cattle	<input type="checkbox"/>	Pig
<input type="checkbox"/>	Sheep	<input type="checkbox"/>	Duck
<input type="checkbox"/>	Fowl	<input type="checkbox"/>	Rabbit
<input type="checkbox"/>	Grass-cutter	<input type="checkbox"/>	Goat
<input type="checkbox"/>		<input type="checkbox"/> Other (specify) : _____	
CF.002b	2. Other (economic activities)		
<input type="checkbox"/>	Bakery	<input type="checkbox"/>	Carpentry
<input type="checkbox"/>	Charcoal burning	<input type="checkbox"/>	Hairdressing
<input type="checkbox"/>	Firewood cutting and selling	<input type="checkbox"/>	Small scale mining
<input type="checkbox"/>	Gari processing	<input type="checkbox"/>	Coconut oil extraction
<input type="checkbox"/>	Trading	<input type="checkbox"/>	Hunting
<input type="checkbox"/>	<input type="checkbox"/> Other (specify): _____		
CF.003	Are there cocoa farmer societies (organisations or cooperatives) active in the community?	1 - Yes	<input type="checkbox"/> (If yes, give the names below)
		2 - No	<input type="checkbox"/> (if answer is no, skip to question CF.003b)
		92 – Don't know	<input type="checkbox"/>
CF.003a	If CF.003 is <u>yes</u>: give their names below and provide the number of members in the columns on the right hand-side.	<i>Number of female members (in the community)</i>	<i>Number of male members (in the community)</i>
CF.003b	How many cocoa lead farmers are there within these community cocoa farmer societies?	<i>No. of female lead farmers (in the community)</i>	
		<i>No. of male lead farmers (in the community)</i>	

CF.003c	How many extension workers (including those from COCOBOD/Department of Agriculture) provide extension services for farmers within this community?	No. of female extension workers		
		No. of male extension workers		
CF.003d	Have community or society/cooperative members received any specialised training on gender or gender awareness raising?	1 – Yes 2 – No 92 – Don't know		If answer is NO . Skip to CF.003g
CF.003e	How many members have been trained?	No. of male members trained		
		No. of female members trained		
CF.003f	How many of those trained were community-facing actors: including community leaders, teachers, SMC members or members of cooperatives?	No. of community leaders		
		No. of teachers		
		No. of SMC members		
		No. of cooperative members		
		No. of other community-facing actors		
CF.300g	How many farmer and/or community organisations are there within this community?			
CF.003h	Within these farmer and/or community organisations, how many of these leadership positions are occupied by men and women?	No. of positions occupied by men		
		No. of positions occupied by women		
CF.003i	How many of these women in leadership positions contribute to decision-making, within farmer organisations and other community organisations?	No. of women		

Sub group COMMUNITY LEADERS				
	In order to complete this questionnaire, the ICI-DI should organize a focus group discussion (FGD), with the community leaders. To ensure good management of the discussion, the groups should have a maximum size of 5 participants. In case it is not possible to get a representative group, the ICI-DI can interview the community chief alone or a number of community leaders (2 or 3 leaders separately). In all cases, the ICI-DI have to choose only one answer per question, which should be agreed with the FGD participants. ICI-DI may also answer some of these questions according to their knowledge of the community.			
INCLUSIVE COMMUNITY EMPOWERMENT				
Q.N.	Question	Values	Answer	Observations
LE.001	Is there a Community Action Plan or community development plan? (written CAP, not those conceived)	1-Yes 2-No 92-Don't know		If answer is NO . Skip to LE.004
	Document check Written Community Action Plan (CAP) available	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
LE.001a	If LE.001 is <u>yes</u> , please give details on the Community Action Plan (briefly describe its vision and expected result)			
LE.001b	Which of the following groups were focus group discussions held with to develop the CAP? (tick all that apply)			
	<input type="checkbox"/> Children	<input type="checkbox"/> Community leaders	<input type="checkbox"/> Women	<input type="checkbox"/> Youth <input type="checkbox"/> Men
LE.002	Has the Community Action Plan (CAP) or Community development plan been updated in the last 18 months?	1-Yes 2-No 92-Don't know		
	Document check Written Community Action Plan (CAP) updated	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
LE.003	Is the Community Action Plan (CAP) or community development plan being implemented?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to LE.004
LE.003a	If answer to LE.003 is <u>yes</u> , what percentage of the activities planned for the last 12 months have been implemented?			
	<i>LE.003a, if respondent can't provide the percentage the interviewer should help him/her. To do this, the interviewer should ask the number of activities (ongoing and completed) <u>achieved</u> to date, and the total number of planned activities listed for the last 12 months. To calculate the percentage, the enumerator should divide the number of ongoing and achieved activities (within the last 12 months) by the number of planned activities, and then the result must be multiplied by 100. E.g.: $(10 / 30 = 0.33) \times 100 = 33\%$</i>			
LE.003b	If LE.003 is <u>yes</u> , give examples of activities implemented by selecting from the answers below (tick all that apply)			
	<input type="checkbox"/> Construction of schools and vocational training centres	<input type="checkbox"/> Construction of teachers' accommodations		
	<input type="checkbox"/> Improving school infrastructure (renovation of classrooms, building of a school kitchen, school latrines, connecting school to electricity,...)	<input type="checkbox"/> Improving learning conditions (new teachers hired, chair and tables, school uniforms, ...)		
	<input type="checkbox"/> Improving community infrastructure (electricity, light...)	<input type="checkbox"/> Borehole, pump, well, community latrines, ...		
	<input type="checkbox"/> Awareness raising, prevention from child labour	<input type="checkbox"/> New rules and regulations (bye-laws, ...)		
	<input type="checkbox"/> Improving health infrastructure and conditions	<input type="checkbox"/> Other (specify) : _____		
LE.004	Has the community been able to generate revenues in the last 12 months?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to LE.005
LE.004a	If LE.004 is <u>yes</u> , how much money has been raised so far in the last 12 months?			
LE.004b	Please give details on how the funds were generated by selecting from the answers below (tick all that apply)			

<input type="checkbox"/>	Community levy	<input type="checkbox"/>	Deduction on cocoa sales (kilo-kilo, ...)
<input type="checkbox"/>	External fundraising	<input type="checkbox"/>	Other (specify) : _____
LE.005	Has the community been able to generate other types of resources within the last 12 months?	1-Yes 2-No 92-Don't know	If answer is NO . Skip to LE.006
LE.005a	If LE.005 is <u>yes</u> , which types of resources were generated (tick all that apply)		
<input type="checkbox"/>	Plots of land	<input type="checkbox"/>	Water
<input type="checkbox"/>	Sand	<input type="checkbox"/>	Gravel
<input type="checkbox"/>		<input type="checkbox"/>	Wood
<input type="checkbox"/>		<input type="checkbox"/>	Other (specify): _____
LE.006	If the answers to LE.004 and/or LE.005 are <u>yes</u> , were these funds and resources used for actions that benefited children?	1-Yes 2-No 92-Don't know	If answer is NO . Skip to LE.007
LE.006a	If LE.006 is <u>yes</u> , please give examples by selecting from the answers below (tick all that apply)		
<input type="checkbox"/>	Construction of schools and vocational training centres	<input type="checkbox"/>	Construction of teachers' accommodations
<input type="checkbox"/>	Improving school infrastructure (renovation of classrooms, building of a school kitchen, school latrines, connecting school to electricity...)	<input type="checkbox"/>	Improving learning conditions (new teachers hired, chairs and tables, school uniforms, ...)
<input type="checkbox"/>	Improving community infrastructure (electricity, light...)	<input type="checkbox"/>	Borehole, pump, well, community latrines, ...
<input type="checkbox"/>	Awareness raising, prevention from child labour	<input type="checkbox"/>	New rules and regulations (bye-laws, ...)
<input type="checkbox"/>	Improving health infrastructure and conditions	<input type="checkbox"/>	Awareness raising, preventing child abuse/exploitation
<input type="checkbox"/>	Other (specify): _____		
LE.007	Has the community obtained support from district, national authorities or any other governmental agency for actions that benefit children within the last 12 months?	1-Yes 2-No 92-Don't know	If answer is NO . Skip to LE.008
LE.007a	If LE.007 is <u>yes</u> , please describe which form the support took selecting from the answers below (tick all that apply)		
<input type="checkbox"/>	Funding (provision of cash)	<input type="checkbox"/>	In kind support (e.g. roof sheet, cement, sand, wood, etc.)
<input type="checkbox"/>	Absorption of community school by Ghana Education Service	<input type="checkbox"/>	Full construction of school building or infrastructure
<input type="checkbox"/>	Provision of water facility (borehole, well)	<input type="checkbox"/>	Connected the community to national grid
<input type="checkbox"/>	School kits	<input type="checkbox"/>	Other (specify) : _____
LE.007b	If LE.007 is <u>yes</u> , please give details on the aims for which the support took place by selecting from the answers below (tick all that apply)		
<input type="checkbox"/>	Construction of schools or vocational training centres	<input type="checkbox"/>	Construction of teachers' accommodations
<input type="checkbox"/>	Improving school infrastructure (renovation of classrooms, building of a school kitchen, school latrines, connecting school to electricity...)	<input type="checkbox"/>	Improving learning conditions (new teachers hired, chairs and tables, school uniforms, ...)
<input type="checkbox"/>	Improving community infrastructure (electricity, light...)	<input type="checkbox"/>	Borehole, pump, well, community latrines, ...
<input type="checkbox"/>	Awareness raising, prevention from child labour	<input type="checkbox"/>	New rules and regulations (bye-laws, ...)
<input type="checkbox"/>	Improving health infrastructure and conditions	<input type="checkbox"/>	Other (specify) : _____
LE.008	Is there a Community Child Protection Committee (CCPC) or a similar committee established in this community?	1-Yes 2-No 92-Don't know	If answer is NO . Skip to <i>Women's questionnaire</i>
LE.008a	Has there been any child labour awareness raising activities in the community within the last 3 months conducted by CCPCs?	1-Yes 2-No 92-Don't know	

WE.002c	What level of education have most of the men in the community attained?	1 – No school or less than P1 2 – Primary Level 1-3 3 – Primary Level 4-6 4 – Junior High School 5 – Senior High School 6 – Technical/Vocational training 7 – Tertiary level/university 8 – Adult literacy only (no formal education) 92 – Don't know		
WE.002d	What percentage of men in the community can read and write?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.002e	What percentage of men in the community have not received any formal education?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		

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Sub group COMMUNITY CHILD PROTECTION COMMITTEE MEMBERS




This questionnaire should only be filled in if there is an established Community Child Protection Committee in the community. The ICI-DI should then organize a focus group discussion (FGD) with the community child protection committee members. To ensure good management of the discussion, the groups should have a minimum size of 5 participants, be illustrative of the representativeness of the CCPC and preferably an odd number. In all cases, the ICI-DI have to choose only one answer per question, which should be agreed with the FGD participants


FUNCTIONING CHILD PROTECTION SYSTEMS

Q.N.	Question	Values	Answer	Observations
PC.001	How many male members are there in the CCPC?			
PC.001 a	How many female members are there in the CCPC?			
PC.002	How often does the CCPC meet?	At least once: 1- a month 2- Every 2 months 3- every 3 months 4- every 6 months 5 other (specify)		
	Document check Community Child Protection Committee (CCPC) minutes of last meeting and list of members	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
PC.003	Have CCPC members received any specialised training relevant for the role (e.g. case management, child protection)?	1-Yes 2-No 92-Don't know		
PC.004	Have CCPC members received a terms of reference outlining their role and responsibilities from the national authorities or any other organisation?	1-Yes 2-No 92-Don't know		
PC.005	Does the CCPC have a specific action or activity plan?	1-Yes 2-No 92-Don't know		
	Document check Community Child Protection Committee (CCPC) specialised action or activity plan	<input type="checkbox"/> Tick the box if document is available.		
PC.006	Does the CCPC report on their activities to ICI, the government or civil society organisations (NGO or INGO)?	1-Yes 2-No 92-Don't know		If answer is NO. Skip to PC.007
PC.006 a	If PC.006 is <u>yes</u> , how often does the CCPC report on their activities?	At least once: 1-every 3 months 2-every 6 months 3-every 9 months 4- Other (specify)		
PC.007	Does the CCPC have strong links with relevant local government officials at the district level (e.g. social workers, DCPCs, police, NGOs, education and health workers)?	1-Yes 2-No 92-Don't know		
PC.007 a	Does the CCPC have strong links with the SMC?	1-Yes 2-No 92-Don't know		
PC.008	Do CCPC members know how to identify, report, refer and follow-up on child labour incidences or child rights violations?	1-Yes 2-No 92-Don't know		
PC.009	Does the CCPC seek children's views on the quality and running of the CCPC?	1-Yes 2-No 92-Don't know		

PC.010	Has the CCPC or the similar committee influenced the community development plan?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to PC.011
PC.010 a	If PC.010 is <u>yes</u> , please give examples by selecting from the answers below (tick all that apply)			
<input type="checkbox"/>	Construction of schools or vocational training centres	<input type="checkbox"/>	Construction of teachers' accommodations	
<input type="checkbox"/>	Improving school infrastructure (renovation of classrooms, building of a school kitchen, school latrines, connecting school to electricity,)	<input type="checkbox"/>	Improving learning conditions (new teachers hired, chairs and tables, school uniforms, ...)	
<input type="checkbox"/>	Improving community infrastructure (electricity, light...)	<input type="checkbox"/>	Borehole, pump, well, community latrines, ...	
<input type="checkbox"/>	Awareness raising, prevention from child labour	<input type="checkbox"/>	New rules and regulations (bye-laws, ...)	
<input type="checkbox"/>	Improving health infrastructure and conditions	<input type="checkbox"/>	Other (specify) : _____	
	<i>Referral and case management systems refer to the identification and linking of vulnerable children who are in need of assistance to the most appropriate and available remediation or support services (including education, health, shelter, food, clothes, child protection services, financial support for poorest families, social protection programmes e.g. Livelihood Empowerment Against Poverty LEAP programme) to ensure that their needs are correctly addressed and that they receive support until there has been a positive outcome for the child.</i>			
PC.011	Have children from this community benefitted from referral and remediation services at the community and district level?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to PC.012
PC.011 a	If PC.011 is <u>yes</u> , how many children from this community have benefitted from the remediation services at the community and district level in the last 3 months			
PC.011 b	If PC.011 is <u>yes</u> , what type of remediation services have children benefitted from? (tick all that apply)			
<input type="checkbox"/>	Birth certificates	<input type="checkbox"/>	Support to do an apprenticeship/vocational training/bridging classes	
<input type="checkbox"/>	Health insurance	<input type="checkbox"/>	Material support for schooling (uniform, school kit, bursary)	
<input type="checkbox"/>	Other (specify) _____			
PC.012	Has there been any child labour awareness raising activities in the community within the last 3 months conducted by CCPCs?	1-Yes 2-No 92-Don't know		If answer is NO skip to Women's questionnaire
PC.012 a	If PC.012 is <u>yes</u> , approximately how many people have attended awareness raising sessions conducted by CCPCs in the community, within the last 3 months?			
PC.013	What are the 3 main health issues that children face in this community? (select up to 3 answers)			
<input type="checkbox"/>	Pneumonia	<input type="checkbox"/>	Tuberculosis	<input type="checkbox"/>
<input type="checkbox"/>	HIV/AIDS	<input type="checkbox"/>	Other (specify): _____	

Sub group WOMEN				
 <p>In order to complete this questionnaire, the ICI-DI should organize a group discussion. The group should compose of female community members. To achieve representativeness of different groups in the community, several parameters can be taken into account, such as total size of the population and social groups. To ensure good management, the groups should have a size between 12 and 15 participants, preferably an odd number. In all cases, the ICI-DI have to choose only one answer per question, which should be agreed with the FGD participants.</p>				
INCLUSIVE COMMUNITY EMPOWERMENT				
Q.N.	Question	Values	Answer	Observations
WE.000	Are there community organisations in this community? (for example women's group or youth groups)	1-Yes 2-No 92-Don't know		If answer is NO . Skip to WE.00b
WE.00a	If WE.000 is yes, how many members are there in the community organisations?	No. of female members No. of male members		
WE.00b	What percentage of women are in leadership positions, in farmer organisations and/or community organisations?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.00c	What percentage of women contribute to decision making in farmer organisations and/or community organisations	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.001	Are community leaders engaged and committed to community projects that benefit children?	1-Yes 2-No 92-Don't know		
WE.001b	If WE.001 is <u>yes</u> , give examples on how they support by selecting from the answers below (tick all that apply)			
	<input type="checkbox"/> Funding (provision of cash)	<input type="checkbox"/> In kind support (roofing sheet, cement, wood, sand, etc)		
	<input type="checkbox"/> Awareness raising / community mobilization	<input type="checkbox"/> Community resources mobilization		
	<input type="checkbox"/> Organising / supervising communal work	<input type="checkbox"/> Lobbying, external resources mobilization		
	<input type="checkbox"/> Other (specify) : _____			
WE.001c	If WE.001 is <u>yes</u> , toward which aims did the support took place? Select the answers below (tick all that apply)			
	<input type="checkbox"/> Construction of schools or vocational training centres	<input type="checkbox"/> Construction of teachers' accommodations		
	<input type="checkbox"/> Improving school infrastructure (renovation of classrooms, building of a school kitchen, school latrines, connecting school to electricity,...)	<input type="checkbox"/> Improving learning conditions (new teachers hired, chairs and tables, school uniforms, ...)		
	<input type="checkbox"/> Improving community access to water and sanitation: borehole, pump, well, community latrines,...	<input type="checkbox"/> Improving community infrastructure (electricity, light...)		
	<input type="checkbox"/> Awareness raising, prevention from child labour	<input type="checkbox"/> Awareness raising, prevention of child abuse and exploitation		
	<input type="checkbox"/> New rules and regulations (bye-laws, ...)	<input type="checkbox"/> Improving health infrastructure and conditions		
	<input type="checkbox"/> Other (specify) : _____			
WE.002	What level of education have most of the women in the community attained?	1 – No school or less than P1 2 – Primary Level 1-3 3 – Primary Level 4-6 4 – Junior High School/Middle School 5 – Senior High School 6 – Technical/Vocational training 7 – Tertiary level/university 8 – Adult literacy only (no formal education) 92 – Don't know		
WE.002a	What percentage of women in the community can read and write?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%)		

		4 – Nearly all (81-100%)		
WE.002b	What percentage of women in the community have not received any formal education?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.002f	At what age do most women in the community have their first child?	1 – Below 15 years 2 –16-18 years 3 –19-21 years 4 –22-24 years 5 –25-27 years 6 –28-30 years 7 –Above 30 years		
WE.002g	What percentage of women in the community attend antenatal care?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.002h	What percentage of women in the community attend post-natal care?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.002i	For how many months do most women in this community breastfeed their child?	1 – Less than one month/none 2 – 1-2 months 3 – 3-4 months 4 – 5-6 months 5 – More than 6 months		
WE.002j	What percentage of women farmers with children less than 5 years of age, take their children with them to the farm?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.003	Apart from cocoa farming activities are women from this community involved in any other livelihood activities?	1 – Yes 2-No 2		If answer is NO . <u>Skip to WE.004</u>
WE.003a	If WE.003 is <u>yes</u> , what other livelihood activities are women involved? (please tick all that apply)			
	<input type="checkbox"/> Dress-making/ tailoring	<input type="checkbox"/> Transport business	<input type="checkbox"/> Cash crops: rubber, teak, coffee, cashew nut, oil palm	
	<input type="checkbox"/> Vegetable farming	<input type="checkbox"/> Hairdressing	<input type="checkbox"/> Commercial animal breeding (for profit)	
	<input type="checkbox"/> Soap making	<input type="checkbox"/> Trading	<input type="checkbox"/> Bakery	
	<input type="checkbox"/> Other (specify) :			
WE.003b	Apart from cocoa farming, what percentage of women in the community are engaged in other livelihood activities?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		
WE.003c	What percentage of women in this community own land?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%) 5 – Land is usually owned equally between male and female head of households		
WE.003d	What percentage of women in this community own land for the cultivation of cash crops?	1 – Few (0-30%) 2 – Some (31-60%) 3 – Most (61-80%) 4 – Nearly all (81-100%)		

Q.N.	Question	Values	Answer	Observations
FUNCTIONING CHILD PROTECTION SYSTEMS				
WP.001	Are there community rules and regulations (bye-laws,...) to protect children at community level?	1-Yes 2-No 92-Don't know		If answer is NO . <u>Skip to WP.002</u>
WP.001a	If WP.001 is <u>yes</u> , are these community rules and regulations (bye-laws, ...) documented?	1-Yes 2-No 92-Don't know		
WP.001b	If WP.001 is <u>yes</u> , are these community rules and regulations (bye-laws, ...) implemented?	1-Yes 2-No 92-Don't know		If answer is NO . <u>Skip to WP.002</u>
WP.001c	If WP.001 is <u>yes</u> , please give examples:			
	<i>Referral and case management systems refer to the identification and linking of vulnerable children who are in need of assistance to the most appropriate and available remediation or support services (including education, health, shelter, food, clothes, child protection services, financial support for poorest families, social protection programmes e.g. Livelihood Empowerment Against Poverty, LEAP programme) to ensure that their needs are correctly addressed and that they receive support until there has been a positive outcome for the child.</i>			
WP.002	Are there formal/informal remediation services for children at the community level?	1-Yes 2-No 92-Don't know		If answer is NO . <u>Skip to WP.003</u>
WP.002a	If WP.002 is <u>yes</u> , describe what those services are by selecting from the answers below (tick all that apply)			
<input type="checkbox"/>	Availability of a kindergarten/community pre-school	<input type="checkbox"/>	Adult intervention (parents, chiefs and elders, teachers...)	
<input type="checkbox"/>	Availability of a school feeding programme	<input type="checkbox"/>	Health care for children (including psychosocial support)	
<input type="checkbox"/>	School assistance (uniforms, scholarships, school kits...)	<input type="checkbox"/>	Support to orphans and most vulnerable children	
<input type="checkbox"/>	Other (specify) : _____			
WP.003	Who usually assists children without parental care, victims of abuse or child labourers at the community level and refer them to the appropriate services? (tick all that apply)			
<input type="checkbox"/>	Community Child Protection Committee	<input type="checkbox"/>	Police	
<input type="checkbox"/>	District Child Protection Committee	<input type="checkbox"/>	Parents	
<input type="checkbox"/>	Teachers	<input type="checkbox"/>	Community Leaders/Elders	
<input type="checkbox"/>	Religious Leaders	<input type="checkbox"/>	Social/health worker	
<input type="checkbox"/>	NGOs/Community-based organisations	<input type="checkbox"/>	Don't know	
<input type="checkbox"/>	Other(specify) : _____			
WP.004	To whom would you report a case of child abuse/WFCL? (Do not read aloud selection, tick <u>at most 3</u> responses)			
<input type="checkbox"/>	Member of child's family	<input type="checkbox"/>	Religious Leader	
<input type="checkbox"/>	Chief/community leader	<input type="checkbox"/>	School	
<input type="checkbox"/>	Child Protection Committee	<input type="checkbox"/>	Social or health worker	
<input type="checkbox"/>	Police	<input type="checkbox"/>	Non-governmental organisation	
<input type="checkbox"/>	Don't know	<input type="checkbox"/>	Other (specify) : _____	
WP.005	For community members, what may be the main reason for not reporting a case of child abuse in this community? (Do not read aloud, tick all those mentioned by the participants)			
<input type="checkbox"/>	Don't know where or who to report to	<input type="checkbox"/>	It is normal for such things to happen	
<input type="checkbox"/>	No action is likely to be taken	<input type="checkbox"/>	Fear of retaliation or intimidation	
<input type="checkbox"/>	It is none of my business	<input type="checkbox"/>	Fear of insult	
<input type="checkbox"/>	Fear of police/authorities	<input type="checkbox"/>	Prefer to speak to the perpetrator first	
<input type="checkbox"/>	There is no reason, all cases are reported to authorities	<input type="checkbox"/>	Don't know (respondents)	
<input type="checkbox"/>	Other (specify) : _____			
WP.006	Who in the community provides reproductive health information to children? (tick all that apply)			
<input type="checkbox"/>	Childs mother	<input type="checkbox"/>	Health workers	
<input type="checkbox"/>	Childs father	<input type="checkbox"/>	Community Child Protection Committee members	

<input type="checkbox"/> Other family members		<input type="checkbox"/> NGOs/Community-based organisations	
<input type="checkbox"/> Teachers		<input type="checkbox"/> Don't know	
<input type="checkbox"/> Other (specify) : _____			
WP.007	How satisfied are you with the current response to child protection issues and child protection services at the community and district level?	1 – very satisfied 2 – moderately satisfied 3 – dissatisfied	If answer is 2 or 3, go to WP.007a
WP.007a	If the response for WP.007 is 2 or 3, why is this the case and what can be done to improve the response and services?		
WP.008	What percentage of children in the community have birth certificates?	1 – Few (0-40%) 2 – Some (41-69%) 3 – Most (70-100%)	
WP.008a	What is the school attendance rate of teachers?	1 – 95-100% 2 – 90-94% 3 – 80-89% 4 – 70-79% 5 – Less than 70%	If answer is 4 or 5, go to WP.008b
WP.008b	If WP.008a is 4 or 5, what is the main reason for this?		
<input type="checkbox"/> Ill-health		<input type="checkbox"/> Distance to school	<input type="checkbox"/> Teachers training
Other (specify) _____			
WP.009	Are there certain months during the year when some households in the community reduce the number of meals eaten per day or reduce the portion of their meals?	1-Yes 2-No 92-Don't know	If answer is NO. Skip to the next section
WP.009a	If WP.009 is <u>yes</u> , which months? (tick <u>all</u> that apply)		
<input type="checkbox"/> January	<input type="checkbox"/> February	<input type="checkbox"/> March	
<input type="checkbox"/> April	<input type="checkbox"/> May	<input type="checkbox"/> June	
<input type="checkbox"/> July	<input type="checkbox"/> August	<input type="checkbox"/> September	
<input type="checkbox"/> October	<input type="checkbox"/> November	<input type="checkbox"/> December	
ACCESS TO SERVICES			
WS.001	Is there a functional safe water point (a hand dug/protected well, borehole, standpipe) in the community?	1-Yes 2-No	
WS.001a	If WS.001 is either yes or no, how long does it take to go, collect water from a functional safe water source (a well, borehole, standpipe) and then return home?	Time (in minutes)	----- minutes
WS.001b	If WS.001 is no, at what distance (km) is the nearest functional safe water point?	Distance (km)	-----km
WS.001c	Which family member is usually responsible for collecting water?	1-Father 2-Mother 3-Daughter 4-Son 5-Other (specify)	-----

Sub group CHILDREN



In order to complete this questionnaire, the ICI-DI should organize a focus group with children. To achieve representativeness, several parameters can be taken into account, such as children population size in the community, gender, and different social and age groups, if possible. To ensure good management of the discussion, the groups should have a size between 12 and 15 participants, preferably an odd number. In all cases, the ICI-DI have to choose only one answer per question, which should be agreed on with the FGD participants



Focus group discussions with children must be adapted in order to facilitate communication and obtain more accurate responses.

INCLUSIVE COMMUNITY EMPOWERMENT

Q.N.	Question	Values	Answer	Observations
CE.001	Is there a child protection club in your community?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to CE.002
CE.001a	If CE.001 is yes , how often does the child protection club in your community meet?	At least once: 1-every month 2-every 3 months 3-every 6 months 4-other (specify)		
CE.002	Is there a Community Child Protection Committee (CCPC) in your community?	1-Yes 2-No 92-Don't know		
CE.002a	Do CCPC members or community leaders seek your views on community child protection decision-making (e.g. CAP development)?	1-Yes 2-No 92-Don't know		If answer is NO . Skip to CP.001
CE.002b	If CE.002a is yes , what issues were your views sought on? (Please specify)			

FUNCTIONING CHILD PROTECTION SYSTEMS



For question CP.001, please rephrase the sentence with your own words in order to be understood by the children. Do not give them the multiple choice options below but let them answer and then select the most common answer given by the children themselves.

CP.001 If your friend is experiencing violence, abuse or has a personal problem but is unable to tell his/her own parents, who are the most approachable, available and able to help person or group that you would report the case to? (tick at most 3 answers)

<input type="checkbox"/> My parents	<input type="checkbox"/> Community Leader/Elder
<input type="checkbox"/> Community Child Protection Committee	<input type="checkbox"/> Religious Leader
<input type="checkbox"/> Teacher	<input type="checkbox"/> Police
<input type="checkbox"/> Don't know	<input type="checkbox"/> I would not report the case
<input type="checkbox"/> Child Protection Club	<input type="checkbox"/> Other (specify) : _____



Referral systems is a mechanism where children who are in need of assistance are identified and linked/referred to the most appropriate remediation or support services (including child protection, education, health, shelter, clothes and food support) to ensure that their needs are correctly addressed. Please rephrase the sentence with your own words in order to be understood by the children. Do not give them the multiple choice options below but let them answer and then select the answers that they used.

CP.002 Have you benefited, or do you have friends who have benefited, from referral systems, services and remedial support to children at the community level?

1- Yes
2-No
92-Don't know

If answer is **NO**. Skip to **End section**

CP.002a If CP.002 is **yes**, please select the answers mentioned by the children from the options below (tick all that apply)

<input type="checkbox"/> Availability of a kindergarten	<input type="checkbox"/> Adult intervention (parents, chiefs and elders, teachers,...)
<input type="checkbox"/> Availability of a school feeding programme	<input type="checkbox"/> Health care for children
<input type="checkbox"/> School assistance (uniforms, scholarships, school kits,...)	<input type="checkbox"/> Support to orphans (including accommodation)
<input type="checkbox"/> Other (specify) : _____	

Sub group FARMERS / OTHER ORGANISATIONS (Extension services, Cooperatives, License-purchase/Buyers, NGOs)

In order to complete this questionnaire, the ICI-DI should organize a focus group discussion. The group should be representative of the farmers in the community. To achieve representativeness, parameters such as the size of the farms or the status of the farmers (land owners or not) should be taken into account. To ensure good management of the discussion, the group should have a size between 12 and 15 participants, preferably an odd number. In all cases, the ICI-DI have to choose only one answer per question, which should be agreed on with the FGD participants.

CROPS AND FARMING

Question L001 to L002 can be answered by the farmers and if they don't know the answer, the ICI-DI should get the figure from the license purchase company, cooperatives or extension officers working in the community. Specify the unit of L.001 (if value is in acres or poles).

Q.N.	Question	Values	Answer	Observations
L.001	What is the average cocoa farm size per farmer in the community?	Number (in acres or poles)		
L.001a	How many women and men in the community are cocoa farmers?	Number of female farmers		
		Number of male farmers		
L.002	What is the average cocoa production per farmer per year in the community?	Number (in bags) per farmer		
	For question L.002a, if neither the farmers, license purchasing companies nor extension officers have the answer, this can be obtained by multiplying the number in L.001a and L.001b by the number recorded in L.002			
L.002a	What is the average total cocoa production of the community per year?	Number (in bags)		
	Question L.003 to L.006 can be answered by the farmers, if they know the answer, if not, one should get the answer by asking the Cooperatives, NGOs or other actors who implement the training activities in the			
L.003	Are training/extension services or Farmers Field Schools delivered in this community?	1-Yes 2-No 92-Don't know		If answer is NO. Skip to L.004
L.003a	How many female and male farmers from the community have been trained in the last 18 months?	Number of women trained	<input type="checkbox"/> Don't know	
		Number of men trained	<input type="checkbox"/> Don't know	
Document check, participant list or training reports		<input type="checkbox"/> Tick the box if document is available.		
L.004	Are farming inputs (recommended fertilisers, pesticides, etc.) available in the district?	1-Yes 2-No		
L.004a	Can farmers afford inputs (recommended fertilisers, pesticides, etc.)?	1-Yes 2-No 92-Don't know		
L.005	Is casual adult labour (by-day) available in this community throughout the year?	1-Yes 2-No 92-Don't Know		If answer is NO. Skip to L.005c
L.005a	Can farmers afford to hire casual adult labour throughout the year?	1-Yes 2-No 92-Don't Know		
L.005b	If L.005 is <u>yes</u> , what is the average cost per day for adult farm labour?	Cost		
L.005c	Is there a group that undertakes agricultural services and provides commercial labour for farms in the community?	1-Yes 2-No 92-Don't know		
L.005d	Is there shared labour (Nnobo) in the community?	1-Yes 2-No 92-Don't know		



Sub group: SCHOOL TEACHERS/HEADMASTER/ HEAD MISTRESS/HEAD TEACHER/PTA AND SMC MEMBERS





To complete this questionnaire the ICI-DI have to interview the school Headmaster/Headmistress, Head Teacher or one teacher who has information about school indicators (and also physically check the school records). If it is not possible to get an interview with the headmaster/mistress or teachers, the ICI-DI should organize a meeting with the District authority to obtain this information or get the authorization to access it. In all cases, the ICI-DI have to choose only one answer per question. ICI-DI must record the school data only for the children that come from within the community. To achieve this, the ICI-DI should cross-check the list of children from the community enrolled in school documented in the community registry with the records given by the teachers and SMC.


EDUCATION

DD.002	Name of the School	GPS Coordinates		School reference person	
DD.002 a		Latitude			
DD.002 b		Longitude			
DD.002 c	Date of school visit				
DD.002 d	School period during visit	1- Term time (school open days)			
		2- School holidays			
	<i>Only the children from the community enrolled in school should be counted and recorded below. Information on children enrolled in school from outside of the community can only be provided in question D.003b.</i>				
DD.003	Number of children in the community enrolled in primary schools (public and private schools) last academic year	Girls	Boys	Total	
D.003a a	Number of children in the community aged 6-11 years enrolled in primary schools (public and private schools) last academic year				
D.003a	Number of children in the community enrolled in primary schools (public and private schools) last academic year that had birth certificates	<input type="checkbox"/> Don't know	<input type="checkbox"/> Don't know	<input type="checkbox"/> Don't know	
D.003b	Did the primary school enrol children from other communities during the last academic year? (excluding the hamlet population)	1- Yes		<input type="checkbox"/>	
		If <u>yes</u> , how many children from outside of the community were enrolled?			
		2- No		<input type="checkbox"/>	
E.000	How many children from the community were enrolled in the first year of primary school (Primary 1) last academic year?	Girls	Boys	Total	No. of classrooms
E.000a	How many children from the community were enrolled in the second year of primary school (Primary 2) last academic year?				
E.000b	How many children from the community were enrolled in the third year of primary school (Primary 3) last academic year?				
E.000c	How many children from the community were enrolled in the fourth year of primary school (Primary 4) last academic year?				

E.000d	How many children from the community were enrolled in the fifth year of primary school (Primary 5) last academic year?				
E.000e	How many children from the community were enrolled in the last academic year of primary school (Primary 6) last year?				
	Document check School registers	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:			
E.001	How many of the children enrolled in the last year of the primary school (Primary 6) last academic year are now enrolled in a Junior Secondary School?				
	<p>To calculate the attendance rate, the ICI-DI has to get the average attendance for each grade (class) over the previous school year. To do this, the ICI-DI can consult the school records or ask the teachers. After obtaining these data, the ICI-DI should perform the following operation: A. - Add all percentages (i.e. the attendance rate of the 1st grade (class 1) through 6th grade (class 6), E.g. (90%+80%+90%+76%+65%+50%) = 451 B. Divide the number obtained by the number of grades in the school (451/6 = 75.17%).</p>				
	<p>The method is used only to calculate the rate when the data sources are in percentage. If the data collected by IPs are absolute numbers, i.e. the number of children attending for a period X, the percentage should be calculated (number of attending children divided by the total number of registered children, multiplied by 100, for each grade).</p>				
E.002	What was the total attendance rate over the last academic school year?	Rate %			
E.002a a	What was the total attendance rate for boys and girls over the last academic year?	Girls	Boys		
E.002a	What was the attendance rate of Primary One for boys and girls over the last academic school year?	Girls	Boys		
E.002b	What was the attendance rate of Primary 6 over the last academic school year?	Girls	Boys		
E.003	What was the total dropout rate over the last academic school year?	Rate %			
E.003a a	What was the total dropout rate for boys and girls over the last academic school year?	Girls	Boys		
E.003a	What was the dropout rate of Primary 1 for boys and girls over the previous school year?	Girls	Boys		
E.003b	What is the dropout rate of Primary 6 for boys and girls over the previous school year?	Girls	Boys		
E.003c	Why did children drop out of school? (tick all that apply)				
	<input type="checkbox"/> Working (agricultural activities)	<input type="checkbox"/> Insufficient money for school fees	<input type="checkbox"/> Distance to school		
	<input type="checkbox"/> Ill-health	<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Engaged in other social activities		
	<input type="checkbox"/> Loose interest in school/difficultly in learning	<input type="checkbox"/> Working (non-agricultural activities)	<input type="checkbox"/> Don't know		
	<input type="checkbox"/> Other (specify) : _____				
E.004	Were there certain months during the last academic year when children from the community attended school less frequently?	1-Yes 2-No 92-Don't know			If NO. <u>Skip to</u> E.005

E.004a	If E.004 is <u>yes</u> , which months (tick all that apply)		
<input type="checkbox"/> January	<input type="checkbox"/> February	<input type="checkbox"/> March	
<input type="checkbox"/> April	<input type="checkbox"/> May	<input type="checkbox"/> June	
<input type="checkbox"/> July	<input type="checkbox"/> August	<input type="checkbox"/> September	
<input type="checkbox"/> October	<input type="checkbox"/> November	<input type="checkbox"/> December	
<input type="checkbox"/> Don't know			
E.004b	If E.004 is <u>yes</u> , why were children absent at this time? (tick all that apply)		
<input type="checkbox"/> Working (agricultural activities)	<input type="checkbox"/> Insufficient money for school fees	<input type="checkbox"/> Distance to school	
<input type="checkbox"/> Ill-health	<input type="checkbox"/> Drop-out of school	<input type="checkbox"/> Engaged in other social activities	
<input type="checkbox"/> Loose interest in school/difficulty in learning	<input type="checkbox"/> Working (non-agricultural activities)	<input type="checkbox"/> Don't know	
<input type="checkbox"/> Other (specify) : _____			
	To obtain the ratio divide the total number of children enrolled in primary school by the number of teachers at the same level (primary school).		
E.005	What is the total pupil teacher <u>ratio</u> at primary school level?		
E.006	How many teachers were paid by the government, last academic year?	<i>No. of female teachers</i>	<input type="checkbox"/> Don't know
		<i>No. of male teachers</i>	<input type="checkbox"/> Don't know
E.006a	How many volunteer teachers (including community hired teachers and those in the private schools) are giving classes to children?	<i>No. of female teachers</i>	<input type="checkbox"/> Don't know
		<i>No. of male teachers</i>	<input type="checkbox"/> Don't know
E.007	How many classrooms are there for primary school pupils (public and private)?		
	When calculating E.007a please take into account the official teacher-pupil ratio per class recommendation (maximum of 35 pupils per teacher) and the actual size of the classroom in which the children can comfortably fit.		
E.007a	What is the total recommended number of children that can be enrolled in the primary school (based on the total number of teachers and classroom size)		
E.008	Are there toilet facilities at the primary school?	1-Yes 2-No 92-Don't know	If NO . Skip to E.009
E.008a	If E.008 is <u>yes</u> , is there a separate toilet facility for boys and girls?	1-Yes 2-No 92-Don't know	
E.009	Are there any community structures that assist with getting out-of-school children back into school?	1-Yes 2-No 92-Don't know	If NO . Skip to E.010
E.009a	If E.009 is <u>yes</u> , which structures with this purpose exist? (tick <u>all</u> that apply)		
<input type="checkbox"/> School Management Committee		<input type="checkbox"/> Teachers	

<input type="checkbox"/> Community Child Protection Committee		<input type="checkbox"/> District Child Protection Committee		
<input type="checkbox"/> Other (specify) : _____		<input type="checkbox"/> Don't know		
E.010	Are children receiving scholarships at the Junior Secondary and Senior School level?	1-Yes 2-No 92-Don't know		If No. Skip to E.011
E.010a	If E.010 is <u>yes</u> , how many children are currently receiving scholarships at the Junior Secondary and Senior School level?	Number	<input type="checkbox"/> Don't know	
E.011	Is there a government school feeding programme at primary school level?	1-Yes 2-No 92-Don't know		If No. Skip to E.011b
E.011a	If E.011 is <u>yes</u> , how many children are covered by the programme?	Number		
E.011b	If E.011 is <u>no</u> , is there a school canteen at primary school level?	1-Yes 2-No 92-Don't know		
E.012	Are there Parent-Teacher-Associations (PTAs) in the community?	1-Yes 2-No 92-Don't know		
E.012a	If E.012 is yes, how many members are there in the PTA?	No. of female PTA members		
		No. of male PTA members		
E.013	Are there School-Management-Committees (SMCs) in the community?	1-Yes 2-No 92-Don't know		
E.013a a	If E.013 is no, did ICI advocate for the SMC to be established?	1-Yes 2-No 92-Don't know		
E.013a	If E.013 is yes, how often does the SMC meet?	At least: 1- Twice a term 2- Once a term 3- Less than once a term 4- Other (specify)		
	Document check Status of the SMC, List of members, minutes of last meetings, activity plan	<input type="checkbox"/> Tick the box if document is available. If not available, please explain why:		
E.013b	If E.013 is <u>yes</u> , how many members are there in the SMC?	No. of female members		
		No. of male members		
E.13c	Have SMC members received a specialised training relevant for their role? (e.g. resource mobilisation, financial management, record-keeping)	1-Yes 2-No 92-Don't know		
E.13d	Does the SMC have a specific development or School Performance Improvement Plan?			If No. Skip to E.013g
E.13e	If E.13d is yes, is the development plan or School Performance Improvement Plan implemented?	1-Yes 2-No 92-Don't know		If No, Skip to E.013g

E.13f	If E.013 is yes, what sort of activities do the SMC do? (tick all that apply)		
<input type="checkbox"/>	Support the installation and functioning of school canteens and school feeding programmes	<input type="checkbox"/>	Conduct financial management and generate financial resources for the school
<input type="checkbox"/>	Promote student attendance and retention	<input type="checkbox"/>	Monitor and act on the attendance and punctuality of school teachers
<input type="checkbox"/>			<input type="checkbox"/>
<input type="checkbox"/>			Contribute to tackling the shortage of teachers and trainers (when or if it is necessary)
<input type="checkbox"/>			Review and approve school projects and expenditures
E.13g	How often does the Education District Officer/Inspector visit the school each year?	1- Less than once a year 2- Once a year 3- Twice a year 4- Three times a year 5- Other (specify)	
E.13h	Do children at the primary school have a core textbook ratio of 1:1	1- Yes 2- No	
E.13i	Does each classroom have a blackboard?	1- Yes 2- No	
E.13j	Is there a teacher accommodation at the school?	1- Yes 2- No	
E.13k	Does the school adhere to the standard government safety requirements?	1- Yes 2- No	
E.14	In what condition is the primary school infrastructure?	1- Very bad 2- Bad 3- Good 4- Excellent	If answer is 3 or 4 skip to E.14b
E.14a	If E.14 is 1 (very bad) or 2 (bad), please explain why?		
E.14b	Is the primary school equipment adequate? (blackboard, chairs/benches)	1- Yes 2- No	If No . Skip to E.14d
E.14c	If E.14b is <u>no</u> , please provide details on how the equipment is not adequate/sufficient by selecting from the options below (tick all that apply)		
<input type="checkbox"/>	The number of benches and tables is insufficient	<input type="checkbox"/>	The quality of benches and tables is low/bad
<input type="checkbox"/> Other (specify).....			
	If there is a kindergarten/(s) within the community, please answer the following questions		If Not . Skip to E.017
E.14d	How many children are enrolled in kindergarten level 1?		
E.14e	How many children are enrolled in kindergarten level 2?		

E.14f	In what condition is the kindergarten school?	1- Very bad 2- Bad 3- Good 4- Excellent		
E.014g	If yes, is the kindergarten school learning materials and equipment adequate? (blackboard, chairs/benches/books/play materials)			If answer is YES Skip to E.015
Please provide details on how the equipment is not adequate by selecting from the options below (tick all that apply)				
<input type="checkbox"/> The number of benches and tables is insufficient		<input type="checkbox"/> The quality of benches and tables is low/bad		<input type="checkbox"/> There is no blackboard
<input type="checkbox"/> The number of books/learning materials is insufficient		<input type="checkbox"/> The number of play materials are insufficient		
Other (specify).....				
E.15	How many kindergarten teachers are paid by the government?	No. of female teachers	<input type="checkbox"/> Don't know	
		No. of male teachers	<input type="checkbox"/> Don't know	
E.15a	How many volunteer/community-hired kindergarten teachers (including public and private kindergartens) are giving classes to children?	No. of female teachers	<input type="checkbox"/> Don't know	
		No. of male teachers	<input type="checkbox"/> Don't know	
E.16	How many kindergarten teachers (volunteer, community-hired, government paid) have received training relevant for their role?	No. of government-paid teachers	<input type="checkbox"/> Don't know	
		No. of volunteer/community-hired teachers	<input type="checkbox"/> Don't know	
E.16a	If the answer to E.16 is yes, which types of training have the teachers received? (tick all that apply)			
<input type="checkbox"/> Early childhood development		<input type="checkbox"/> Child protection (including child labour)		Basic healthcare
Other (specify).....				
E.017	Any comments on children in school?			

CONCLUSION

What is your general opinion about entry into this community? (please explain what are the indicator(s) you consider as particularly important, and why): (Indicators: Child Protection Systems, Access to Basic Services, Education, Inclusive Community Empowerment and Crops and Farming)

a. Based on the answers from the questionnaire:	
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b. Based on your work in the community:	
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For these communities, what do you (the ICI-DI) think should be stressed for programme activities and implementation to improve the protection levels of children in this community? Explain why and how in detail.

Any other general comments	
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Questionnaire revised by:	Name and signature of the persons
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Programme coordinator		Date	
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Data entry by ICI-DI into the database on (date)	
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Questionnaire revised by ICI Ghana Programme Coordinator		Date	
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Data entry revised by ICI PC on:		Date	
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Questionnaire approved by ICI NPC		Date	
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