

ICI Learning Agenda

Overview and priority learning questions, September 2021

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What is a Learning Agenda?

ICI's learning agenda is a **set of questions to guide our research and learning activities**, to fill identified knowledge gaps in relation to child labour and forced labour in the cocoa sector.

The learning agenda is collectively defined and prioritised, based on input from members and partners. It is our vision for the collective learning process over the next strategic period (2021-2026), to be reviewed on an annual basis.

This document is split into two parts: the first section describes learning questions for 2021-2022, many of which are already being examined. The second section describes priorities from 2023 onwards, which are less well defined. These topics, questions and prioritization will be the subject of continuous scoping and revision. They may be updated and advanced sooner than 2023 in response to emerging evidence and research from other stakeholders, changes to the political and operational environment, the availability of funding, and possibilities to collaborate with others on research and pilot-testing.

Principles of ICI's Learning Agenda

- **Link** learning to actual needs/challenges and ensure findings can be acted upon
- Prioritise gaps that most directly contribute to **ICI's Strategic Objectives** for which ICI has a comparative advantage
- Learn from other **sectors, actors** and **geographies**, partnering with experts (including academia) where relevant
- Involve members, partners and other stakeholders **throughout learning process** (set up dedicated TWGs as needed)
- Use **existing data** wherever possible, before collecting more
- Disseminate learning as a **continuous process**

Learning themes and questions 2021-22

1. Effectiveness of Child Labour Monitoring and Remediation Systems

Learning questions:

- a) How effective are CLMRS and different remediation activities at preventing and addressing child labour?
- b) How can CLMRS be made more sustainable in the longer term? E.g. increasing ownership, commercial premiums, improving collaboration with local and national authorities?
- c) How to make various components and modalities of implementation more effective (e.g. type and work arrangement of monitoring agents, modalities of data collection...)

(NB. Specific learning questions will be agreed upon in the Technical Working Group for CLMRS Effectiveness)

2. Child labour risk

Learning questions:

- a) Which approaches to child labour risk modelling are currently used in the cocoa sector and how do different models perform?
- b) What are considerations for use of risk models?
- c) How can cooperatives be supported to collect and manage data of sufficient quality for risk-based approaches to be used?
- d) What are the potential cost-savings through the use of child labour risk models for targeting monitoring and assistance?

3. Child labour severity

Learning questions:

- a) How does child labour affect children's development and what is the relationship between child labour and harm in the short and long term?
- b) What **specific tasks** in cocoa, at what age and **under which circumstances** (*for how long, and in what combination*), are most harmful to children?
- c) What easy-to-collect information could be used to **measure severity** of child labour? How do different interventions **affect severity**?
- d) What is the **cost** of exposure to harm from child labour in adult life? (potential to include analysis of return on investment)

4. Cash transfers

Includes research conducted as part of an unconditional cash-transfer pilot, funded by SECO and Nestlé; research on unconditional cash transfers (with incentives to use them for adult labour), funded by the Jacobs Foundation; and research on the impact of conditional cash transfers, delivered as part of a bundle of interventions, in collaboration with Nestlé and KIT.

Learning questions:

- a) What is the effect of an unconditional cash transfer in Ghana on child labour and school participation? (SECO, Ghana)
- b) What is the effect of a bundle of interventions in Côte d'Ivoire, including a conditional cash transfer, on child labour participation, severity, and school attendance? (Nestlé HIA)

- c) How does the provision of unconditional cash transfers, with an incentive to spend on adult labour, affect children's participation in child labour? (JF)
- d) How did households use cash payments received?
- e) What lessons can be learned from these pilots to inform future cash transfer programmes in this type of context?

5. Forced labour

Includes learnings from ICI's innovation pilot on forced labour.

Learning questions:

- a) How effective are different assessment tools at identifying the presence of forced labour risk factors and indicators (including cases of forced labour)?
- b) How effective is crowd-sourcing as a method to identify forced labour risk in unorganised parts of the cocoa supply chain?
- c) How are tools to mitigate risks of forced labour perceived and used (awareness-raising materials, contract templates etc.)?
- d) How well do grievance mechanisms handle people at risk or in situations of forced labour?

6. CLMRS adaptations

Includes research conducted in the context of ICI's innovation pilot and the "Resilient Approaches" project, funded by the Jacobs Foundation.

Learning questions:

- a) How effective are remunerated community structures at identifying child labour?
- b) How effective are referrals of cases to existing structures and services?
- c) How effective are "full supply-chain" and "light" CLMRS at identifying cases, providing support and stopping children from doing hazardous work?
- d) How feasible is it to deliver Child Friendly Spaces and unconditional cash with incentive to spend on community service groups (aka *cash for adult labour*) in the context of CLMRS?
- e) How does the provision of Child Friendly Spaces affect children's participation in child labour?

7. Child protection and quality education

Includes research conducted in the context of ICI's innovation pilot on child rights and quality education.

Learning questions:

- a) What is the effect of a bundle of interventions related to quality education on child labour prevalence and severity?
- b) What is the effect of a bundle of interventions related to quality education on learning outcomes?
- c) How suitable is the Teaching at the Right Level (TARL) approach for use with younger children? How does it affect learning outcomes?
- d) What are the links between a protective school environment, child wellbeing, and child labour?

Planned learning outputs, 2021-22

Theme	Planned outputs
Effectiveness of Child Labour Monitoring and Remediation Systems	<ul style="list-style-type: none"> - Report: Effectiveness of Child Labour Monitoring and Remediation Systems in West African Cocoa (<i>published in 2021</i>) - Report: Thematic reports x 2 (themes to be defined by Technical Working Group)
Child labour risk	<ul style="list-style-type: none"> - Report: A review of child labour risk models in the cocoa sector (<i>published in 2021</i>) - Report: Learning from the creation of a child labour risk model for cooperatives
Child labour severity	<ul style="list-style-type: none"> - Report: Literature review on child labour and harm (<i>2021</i>) - Tool/Guidance: operational definition of child labour severity - Tool/Guidance: question modules to collect data on child labour severity and child wellbeing
Cash transfers	<ul style="list-style-type: none"> - Report: Impact and learnings from an unconditional cash-transfer programme for cocoa-growing households in Ghana - Report: Learning from a pilot to deliver cash transfers to support households to use adult labour
Forced labour	<ul style="list-style-type: none"> - Learning workshop: Forced labour identification - Learning workshop: Forced labour risk mitigation tools - Learning workshop: Grievance mechanisms for forced labour - Report: Learning from the forced labour innovation pilot
CLMRS adaptations	<ul style="list-style-type: none"> - Learning workshop: community-based CLMRS and referrals (<i>completed in 2021</i>) - Report: Learning from a pilot to implement community-based CLMRS with referrals - Report: Learning from a pilot to implement full “supply chain” and “light” CLMRS - Report: Learning from a pilot to develop Child Friendly Spaces
Child protection and quality education	<ul style="list-style-type: none"> - Report: Learning report on child rights pilot - Report: Learning report on TARL approach for younger age groups - Learning Workshop: Understanding the links between school environment, child labour and child wellbeing - Report: on school environment, child labour and wellbeing - Tool/guidance: Question module for data collection on protective school environment

NB. This list is not exhaustive, and will be added to, as needed.

Additional learning themes and questions 2023-26

Based on feedback provided from members and partners and subject to further revision, prioritisation and acceleration, depending on needs, opportunities and resource availability.

Theme	Research questions
Landscape approaches	<ul style="list-style-type: none"> - How to effectively manage coordination of multiple stakeholders when taking a landscape/area-based approach? - What is the impact of a landscape approach (eg. CLFZ) on child labour prevalence? - How can we better bridge the implementation of social and environmental activities?
Climate change	<ul style="list-style-type: none"> - What are the links between climate change, child labour and forced labour in West African cocoa production and what are the mechanisms by which climate change affects these human rights challenges (and vice versa)? - How could efforts to prevent and address child labour and forced labour better take into account risks related to climate change?
Gender	<ul style="list-style-type: none"> - What strategies are effective for recruiting and retaining women in all types of child protection work?
Awareness raising	<ul style="list-style-type: none"> - Which approaches are most effective and what type of messaging works best for whom?
Effectiveness and impact of various prevention and remediation interventions and approaches	<ul style="list-style-type: none"> - Which activities (and modalities of implementation) are most effective to reduce child labour (and its severity) / improve child wellbeing? - Which activities (and modalities of implementation) are most effective to prevent child labour? - What are the long term impacts (eg. 5y+) of activities to prevent and address child labour? - What is the comparative effectiveness of a community development approach compared to a CLMRS approach? - Why do some stakeholders in the cocoa-sector <i>not</i> adopt good practices? What are the underlying causes of this?
Education and child labour	<ul style="list-style-type: none"> - How do children's experiences at school affect their involvement in child labour and vice-versa?
Forced Labour	<ul style="list-style-type: none"> - What factors at community/coop/household/other geographic level predict the presence of forced labour risk?
Income	<ul style="list-style-type: none"> - What is the effect of crossing the living income threshold on child labour? - What are the impacts of specific productivity related interventions on child labour? Eg. Seed/plant distribution, farm diversification, agroforestry. - What are the impact of specific income/savings related interventions on child labour? Eg. different IGAs, VSLAs