

Protective Community Index

A rapid assessment tool to monitor service access and quality in cocoa communities



Overview

Contents

What is the tool?	1
How does it work?	1
Why use the tool?	1
How was the tool developed?	2
How to use the tool?	2
What are the questions?	3
How to analyse the data collected?	3

What is the tool?

The *Protective Community Index* is a simple tool, developed by ICI, to rapidly assess access to services that help protect children in cocoa-growing communities.

It captures factors related to children's fundamental rights, such as quality education and safe water, as well as other community characteristics that are associated with higher levels of child protection.

The index is a proxy measure – it is not a perfect estimate of the protectiveness of a given community, nor can it be used to estimate the likelihood or prevalence of child labour.

How does it work?

The tool consists of ten simple questions about service access and quality at community level. The information required can be gathered through a mixture of observation and speaking with knowledgeable individuals, including community leaders and teachers.

Why use the tool?

The *Protective Community Index* can be used to:

- **Monitor service access and quality**, with a focus on the protective environment around children at community level
- **Identify gaps** in the provision and quality of essential services that protect children
- **Support the planning of interventions** aimed at strengthening the provision and quality of basic services that protect children

- **Measure changes** to the provision and quality of services over time (eg, at baseline, midline, endline or on an annual basis)

It can also be used to support in-depth research, for example, to:

- Explore the contribution of changes at community level to other outcomes for children measured separately (eg, child labour prevalence, children's learning outcomes);
- Collect information that can be used to match similar communities (eg, as part of treatment or control groups for an impact assessment)

How was the tool developed?

The *Protective Community Index* was developed by ICI, based on knowledge about services that play a protective role for children.

The index is developed on the following principles:

- All ten questions reflect factors that make a **positive** contribution to building a protective environment for children.
This helps make the index easy to understand and interpret: the higher the score, the more protective the community.
- All questions are based on easily accessible information, gathered through observation or by talking to knowledgeable individuals (key informants) within a community, like community leaders and teachers.
There is no need to interview a representative sample of households, nor to aggregate or analyse complex data.
- All questions have yes/no answers.
This makes the information easy to collect and verify.
- The tool includes factors which can be changed by an intervention within a reasonable timeframe and in a tangible or directly observable way.
This allows us to monitor change over time and allow comparisons between different communities.
- The questions are relevant to agricultural communities in many developing countries.
The tool can be used in Côte d'Ivoire, Ghana and other similar contexts.

How to use the tool?

Answers to the ten questions can be gathered from key informants, such as community leaders and teachers, and through direct observation. These questions could be integrated into routine data collection activities, as part of larger surveys, or as a standalone exercise.

What are the questions?

Question	Data source	Scores
1. Do most households in this community have access to a protected water source?	Community leader, direct observation	No = 0 / Yes = 1
2. Do some households in this community hire adult labourers to do agricultural work?	Community leader	No = 0 / Yes = 1
3. Has at least one awareness-raising session on child labour taken place in the community in the past year?	Community leader	No = 0 / Yes = 1
4. Are there any women among the leaders of this community?	Community leader	No = 0 / Yes = 1
5. Is there at least one pre-school in this community?	Community leader, direct observation	No = 0 / Yes = 1
6. Is there at least one primary school in this community?	Community leader, direct observation	No = 0 / Yes = 1
7. Are there separate toilets for boys and girls in the primary school(s) of the community?	Teacher, direct observation	0/1 or 0 to 1 (see next section)
8. Do(es) the primary school(s) provide food?	Teacher, direct observation	0/1 or 0 to 1 (see next section)
9. Do some children in the community access scholarships to attend high school?	Teacher, community leader	No = 0 / Yes = 1
10. Is there an <i>absence</i> of corporal punishment in the primary school(s)? ¹	Teacher	0/1 or 0 to 1 (see next section)
Total score:		

How to analyse the data collected?

Most of the questions have “yes” or “no” answers only, and therefore binary scores: 1 for “yes”, 0 for “no”. However, questions 7, 8 and 10 have either binary scores, when there is only one public primary school in the community, or scores ranging between 0 and 1, when there are several public primary schools in the community. 7, 8 and 10 are 0, if 6 is 0.

Formulae for the scores of questions 7, 8 & 10 when there is one primary school or several in the community.

Question	Only 1 public primary school	Several public primary schools
7	No = 0 / Yes = 1	Number of schools where there are separate toilets / total number of schools in the community
8	No = 0 / Yes = 1	Number of schools providing food / total number of schools in the community
10	No = 0 / Yes = 1	Number of schools with no corporal punishment / total number of schools in the community

Final score is obtained by adding together the scores of the 10 questions and ranges between 0 and 10. The higher the score, the more protective the community.

¹ This item is less straightforward than the others. Instead of being assessed directly, the following statements should be presented to a sample of primary school teachers, who are asked if they “strongly disagree”, “disagree”, “agree” or “strongly agree”:

- Sometimes teachers have to hit students to make them listen
- Sometimes teachers have to hit students to make them learn
- Sometimes physical punishment is the only way to get students to respect the teacher

If 75% of teachers “strongly disagree” or “disagree” to all the statements, absence of corporal punishment can be assumed in the school.