

ACE



**FEBRUARY 2018~ AUGUST 2022**

# **SMILE GHANA PROJECT EVALUATION REPORT**

**ACE**  
Action against Child Exploitation

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# 1. INTRODUCTION

Ghana, the world's second largest cocoa producing country, has monitored child labour in the cocoa industry since the year 2000. According to the most recent statistics from the Ghanaian government, there are a total of 1.89 million child labours nationwide[1]. Additionally, a study by a U.S. research institution on the cocoa industry reports that 770,000 children are working under child labour conditions in cocoa-producing areas in Ghana[2]. The cocoa and chocolate industry, alongside NGOs, has been undertaking efforts to address this issue.

Japan imports 70-80% of its cocoa beans from Ghana. Since 2009, ACE has been implementing the SMILE Ghana project (SGP) in Ghana's cocoa-producing areas. The project has taken an area-based approach with a focus on the local level and has worked to support 10 communities and 78 sub-communities ov-

er 13 years [3].

Since 2018, ACE has collaborated with the Ghanaian government's initiative to establish the Child Labour Free Zone (CLFZ) system as a part of the National Plan of Action towards the elimination of child labour. This collaboration led to the completion and publication of the 'Guidelines and protocols for establishing Child Labour Free Zones (CLFZs) in Ghana' by the Ghanaian government in 2020. SGP activities have aligned with these efforts, with the aim of contributing to the enhancement and dissemination of the CLFZs in Ghana.

This report summarizes the evaluation of SGP Phase 5, which completed the activities in two target communities and 24 sub-communities in 2022, along with lessons learned for the next phase and recommendations for local authorities and the Ghanaian government.

[1] Ghana Statistical Service. (2014, August). Ghana Living Standards Survey Round 6 (CLSS 6) - Child Labour Report.

[2] NORC, 2020. Final Report: Assessing Progress in Reducing Child Labor in Cocoa Production in Cocoa Growing Areas of Côte d'Ivoire and Ghana

[3] In SGP, communities with schools are called communities, and small settlements around the community are called sub-communities. Sub-communities usually do not have schools, and children attend schools in the community.

## 2. OVERVIEW OF SMILE GHANA PROJECT PHASE 5

ACE implemented the SMILE Ghana Project Phase 5 in two communities: namely communities I and J[4], along with 24 sub-communities in the Asnafo South District of the Ahafo Region from February 2018 to August 2022. The table below provides basic information about the communities, the schools, and child labour before the project started.

In light of the situation, the project set out its goals, purpose, outcomes, and activities which are outlined in the table on the next page. (Indicators were also established for each outcome. For more information, see the appendix 1 'SGP Phase 5 Project Design Matrix'.)

Table 1 Basic information on the communities before the project

Item	Details
Population	Total 645: male 343, female 302 (Including 316 children)
Household	182 households
School	Two primary schools with kindergartens attached (One in each community)
School attendance	47%~50%
Classroom	In Community I, classrooms were available for only three out of eight grades, with the other grades sharing classrooms due to a shortage of teachers. In Community J, on the other hand, each grade had a dedicated classroom and teacher.
Child labour	Children were seen working on cocoa farms and fields instead of going to school.

[4] For security reasons, the names of communities are referred to by initials.

The project activities were carried out focusing on four main areas: 1) child protection, 2) child education, 3) enhancing the resilience of cocoa farmers, and 4) creating an environment in line with the CLFZ indicators. At the start of the project, the Ghanaian government's CLFZ guidelines had not yet been issued but

following the enactment of the CLFZ guidelines in March 2020, some activities, such as household registration and the formulation of community rules, were added to 4) creating an environment in line with the CLFZ indicators.

Table 2 Overview of the project

Overall goal	To establish and maintain sustainable mechanisms in the project areas that prevent child labour and child trafficking and ensure quality education for all children.	
Project purpose	To prevent child labour and child trafficking and ensure quality education and vocational training for all children in project areas.	
	Outcome	Activities
Outcome 1	Community residents are aware of the dangers of child labour and have taken steps to protect children and ensure their healthy development.	<ul style="list-style-type: none"> <li>• Raised awareness among community residents on child labour and children's education.</li> <li>• Established the Child Labour Monitoring System (CLMS).               <ul style="list-style-type: none"> <li>◦ Organized and strengthened the capacity of the Community Child Protection Committee (CCPC).</li> <li>◦ Supported CCPC's child labour monitoring activities.</li> </ul> </li> <li>• Supported collection and management of household data (community registration).</li> <li>• Supported the development of community regulation of child protection.</li> </ul>
Outcome 2	Children's rights are respected, and children involved in child labour and trafficking are rescued from all forms of exploitation and are attending school or receiving vocational training.	

Table 2 Overview of the project (cont.)

	Outcome	Activities
Outcome 3	School enrolment and attendance rates have improved.	<ul style="list-style-type: none"> <li>• Conducted training for teachers.</li> <li>• Provided operational support for school lunch programmes.</li> </ul>
Outcome 4	Children are aware of their own rights, especially the right to receive education and protection from exploitation. Children play an active role in identifying, analysing, and resolving issues, particularly in relation to these rights.	<ul style="list-style-type: none"> <li>• Provided operational support for the Child Dignity Clubs.</li> <li>• Carried out the Time with Parent (TWP[5]) sessions.</li> </ul>
Outcome 5	The teaching and learning environment meet the CLFZ criteria[6].	<ul style="list-style-type: none"> <li>• Supported the improvement of school environments, including construction and repair of school buildings and provision of desks and chairs in schools, through facilitating cooperation between communities and local authorities.</li> </ul>
Outcome 6	Economically impoverished cocoa farmers gained and utilized new techniques and technologies for cocoa cultivation as well as financial management skills, leading to additional income.	<ul style="list-style-type: none"> <li>• Conducted capacity building training in cocoa cultivation.</li> <li>• Conducted capacity building training to generate additional income from sources other than cocoa (rice farming, edible snail farming).</li> <li>• Implemented health check-ups and promote enrolment in National Health Insurance program by the government.</li> </ul>

[5] Annual meetings of children, guardians, teachers, and child protection committees to share children's experiences and discuss issues of children's rights and guardians' duties.

[6] Refer to the indicators under Outcome 5 in Table 6.

### 3. TERMINAL EVALUATION

In August 2022, at the end of the project period, a concluding project evaluation was conducted to ensure that lessons learned are incorporated into the next phase of the project. The following section provides a summary of the evaluation methodology and results, as well as details and discussion of the findings.

#### 1) Evaluation methods

The project concluding evaluation took place from August 8th to 12th, 2022, during which time data was collected from two communities and analyzed until the end of September. The data was collected through three methods: surveys, individual interviews and Focus Group Discussions (FGDs). Surveys were conducted with school children from grades 2 to 6 as well as with their teachers, while individual interviews were conducted with children

who had engaged in child labour, and with their guardians. FGDs were held with seven different categories; Child Dignity Clubs' core members, School Children, schoolteachers and SMC/PTA, CCPC and community leaders, cocoa farmers who participated in capacity building training, district line agencies, and the project's local partner organisation. Due to budget constraints, the sample size for individual interviews and FGDs was limited. For instance, interviews were conducted with eight households from two communities that had children engaged in child labour. Meanwhile, FGDs with cocoa farmers who participated in capacity building training in cocoa cultivation and rice farming were limited to ten households. The collected data was evaluated based on the project's overall goal, purpose, and outcomes using five evaluation criteria.

Table 3 Definitions of the five evaluation criteria

Criteria	Evaluation perspective
Effectiveness	To what extent were the project purpose and respective outcomes achieved?
Relevance	Did the project activities meet the needs of children, guardians, and cocoa farmers?

Table 3 Definitions of the five evaluation criteria (cont.)

Criteria	Evaluation perspective
Efficiency	Was the input of the project appropriate in terms of quantity, quality, and timing? Were there any complementary activities outside of the project that contributed to achieving the project purpose and outcomes?
Impact	Is there a prospect for achieving the overall goal and/or any indication of unexpected effect apart from project purpose and outcomes?
Sustainability	Are the results achieved by the project likely to be sustained in the future? Are there mechanisms in place to sustain the impact of the project?

## 2) Summary of evaluation results

The evaluation results confirmed that through the project, both children and adults have gained an understanding of children's rights, and the norm that school-aged children should not work, rather, that they should attend school, has been instilled in the community. Consequently, school enrolment and attendance rates have improved, along with the efforts of community residents to reduce child labour. On the other hand, challenges were also found, such as weak mechanisms to support children from economically deprived families at the community level and a lack of understanding among the local authorities about the situation of each community. The results for the five evaluation criteria are outlined in Table 4 below.



Table 4 Summary of evaluation results

Criteria	Summary of evaluation results	Achievement rate
Effectiveness	<ul style="list-style-type: none"> <li>• Project purpose and outcome 2: Under the project purpose of eliminating all child labour in the two communities, all 141 children identified as child labourers were rescued and enrolled in school during the project period.</li> <li>• Outcome 3: Against the targets of 97% enrolment and 90% attendance, enrolment was achieved at 97% in Community I, while Community J fell slightly short at 91%. However, attendance rates reached 100% in both communities.</li> <li>• Outcome 5: The project aimed to ensure that the teaching and learning environment met CLFZ criteria, yet some issues, such as lack teachers and shortage of desks and chairs, remained.</li> </ul>	B
Relevance	<ul style="list-style-type: none"> <li>• Activities that contributed to reduce child labour included providing school lunches and school supplies, offering capacity building training in cocoa and rice cultivation to increase farmers' income, and the establishment of community regulations for child protection. These activities catered to the needs of children, guardians, and cocoa farmers.</li> <li>• Regarding the capacity building training for cocoa farmers, edible snail farming was found to be very costly and labour intensive. Only one farmer pursued it as a side-line activity, demonstrating that it did not meet the needs of many cocoa farmers.</li> </ul>	B
Efficiency	<ul style="list-style-type: none"> <li>• The support for a set of school supplies and school lunches was implemented at a time when schools were reopening post COVID-19 pandemic closure. This presented a timely opportunity to reintegrate children, who previously worked as child labourers, back into school.</li> </ul>	A

Table 4 Summary of evaluation results (cont.)

Criteria	Summary of evaluation results	Achievement rate
Impact	<ul style="list-style-type: none"> <li>The overall goal is very likely to be achieved as CCPCs, opinion leaders, SMC/PTA continue to address school and community issues including child labour, through ongoing discussions to identify problems and enlist the cooperation from community residents and local authorities.</li> </ul>	A
Sustainability	<ul style="list-style-type: none"> <li>The sustainability of mechanisms to prevent child labour and child trafficking was ranked high for the following two reasons; The enactment of the community regulation has strengthened awareness of guardians' duty to protect and educate their children; and there is a prospect that the CCPC will maintain their leading role in working with opinion leaders and local authorities to protect children in their respective communities.</li> <li>On the other hand, some sustainability issues remained, such as weak systems to support children from economically vulnerable families, and management of project-provided equipment, such as bicycles.</li> </ul>	B

Remark: 'A' indicates mostly achieved, 'B' indicates partially achieved and 'C' indicates not achieved.



### 3) Analysis on Effectiveness: achievement of project purpose and outcomes

In this section, the Effectiveness of the project will be analyzed from two aspects, namely 'achievement of project purpose' and 'achievement of outcomes'.

#### 3.1) Achievement of Project Purpose

Five indicators were set for project purpose. As shown in Table 5, these indicators were mostly achieved at a high

level, indicating that the project purpose was largely fulfilled. Indicators 1 to 4 all showed high achievement levels, suggesting that improvements in teaching methods resulted in children's satisfaction with their teachers. This satisfaction, in turn, led to high rates of children be promoting to higher grades. With regard to Indicator 5, although all children identified as child labourers have been rescued and enrolled in school, a few children still tend to be absent from school during the cocoa harvesting season. This issue requires further attention.

Table 5 Achievement level of indicators on project purpose

Indicators for project purpose	Results	Achievement level
Indicator 1: 90% of current sixth graders in primary school were promoted to junior high school in January 2022.	<ul style="list-style-type: none"> <li>Community I: not assessed *1</li> <li>Community J: 100%</li> </ul>	A
Indicator 2: 85-90% of first to fifth graders in primary school were promoted to the next grade in January 2022.	<ul style="list-style-type: none"> <li>Community I: 100% *2</li> <li>Community J: 100% *2</li> </ul>	A
Indicator 3: At least 70% of teachers who participated in teacher training were found to have improved their teaching methods and the way they treated students.	<ul style="list-style-type: none"> <li>91% of teachers who participated in teacher training showed increased motivation to teach and improved relationships with students and their guardians.</li> </ul>	A
Indicator 4: At least 70% of primary school students were either satisfied or highly satisfied with the way their teachers taught them.	<ul style="list-style-type: none"> <li>99% of students were satisfied with the teachers' teaching methods.</li> </ul>	A
Indicator 5: Child labour was eliminated.	<ul style="list-style-type: none"> <li>All 141 children identified as child labourers were rescued and returned to school.</li> </ul>	B

\*1 Community I was excluded from the evaluation as there was no grade 6 class in 2021.

\*2 After the reopening of schools, the Ghana Education Service (GES) mandated that all students in all grades should be promoted to the next grade.

### 3.1.2) Achievement of Outcomes

Table 6 shows the results and achievement for outcomes 1 to 6. Notably, Outcome 3 saw a significant increase in primary school attendance rates. Before the project started, the attendance rates were 47% and 50% respectively. However, these rates gradually improved during the project, reaching 100% by its conclusion (Table 7). This high attendance rate could be attributed to CCPC's continuous awareness-raising activities on the dangers of child labour and the importance of education. Additional contributions included providing school supplies to children from disadvantaged families and support for school lunch programmes, which were implemented after schools reopened. The primary school enrolment rates were also high, with 97% and 91% in the two communities [7].

With regard to Outcome 4 on children's rights, through the activities of Child Dignity Clubs set up in primary schools, children learned about children's rights and leadership. These clubs have empowered children to express their opinions and improve their situation. Some representative examples are given below.

- Children who felt dissatisfaction with the taste of school lunches were able to communicate their opinions to their teachers and school cooks. As a result of their feedback, meals were improved and the school menus expanded.

- When children informed their guardians about the lack of school supplies, their guardians took action and started purchasing additional supplies.
- During the Time with Parents (TWP) initiative, a girl voiced her concerns about not receiving school supplies and being made to do farmwork. The SMC/PTA addressed her father on the spot, resulting in the girl receiving the necessary school supplies from her parents. The girl continues to attend school without working on the farm.

Under Outcome 5 for the school environment, the district assembly constructed three classrooms in response to a petition from Community I's opinion leaders, with logistical support from the project. This has provided a classroom for each grade level. However, some repairs are still needed in school buildings in both communities. In particular, Community I faces a shortage of desks and chairs (for both students and teachers) across three grades, creating an inadequate teaching and learning environment. Despite continued appeals from opinion leaders to the local authorities to repair these school buildings, replenish the desks and chairs, and assign new teachers, no remedial action has been taken due to the limited budget of the local authorities.

[7] Through the Community register, the project found that two children (aged 4 and 5) in Community I and five children (aged 5-10) in Community J were not attending school. We have confirmed that they are not engaged in child labour, but due to the risk, CCPC has continued to monitor them even after the completion of the project.

Table 6 Achievement level of indicators for each outcome

Indicators	Results	Achievement level
<p>Outcome 1:</p> <p>1.1. More than 70% of the community residents have basic knowledge of child labour.</p> <p>1.2. All primary school children in the community have school supplies provided by their guardians or by the project.</p>	<ul style="list-style-type: none"> <li>1.1. 75% of the community residents have basic knowledge of child labour (The basic knowledge test score was 70 or above).</li> <li>1.2. 97% of primary school children have school supplies provided by their guardians or by the project.</li> </ul>	A
<p>Outcome 2:</p> <p>2.1. 100% of children identified by the CCPC as child labourers/trafficking victims were rescued.</p> <p>2.2. 100% of children rescued from child labour/trafficking were enrolled in school. 90-95% attendance rate for school-age children who previously engaged in child labour.</p> <p>2.3. 90-95% attendance rate for school-age children who previously engaged in child labour.</p>	<ul style="list-style-type: none"> <li>2.1. 100% (all 141 children who had been doing child labour were rescued).</li> <li>2.2. 100%</li> <li>2.3. 61~100% *3</li> </ul>	A
<p>Outcome 3:</p> <p>3.1. The school enrolment rate in the community reached more than 97%.</p> <p>3.2. School attendance rate is more than 90%</p>	<ul style="list-style-type: none"> <li>3.1 Enrolment rate: 97% in Community I and 91% in Community J.</li> <li>3.2 Attendance rate: 100% in primary schools in both communities.</li> </ul>	B
<p>Outcome 4:</p> <p>4.1. More than 80% of the primary school children in the community could clearly convey their ideas to others.</p>	<ul style="list-style-type: none"> <li>Children became aware of children's rights through Child Dignity Clubs and improved their own situation by expressing their will in forums such as the TWP.</li> <li>99% of primary school children responded that adults around them listened to them.</li> </ul>	A

Table 6 Achievement level of indicators for each outcome (cont.)

Indicators	Results	Achievement level
<p>Outcome 5:</p> <p>5.1. Average distance between home to school did not exceeding 3.5-4 km.</p> <p>5.2. Adequate school infrastructure was in place for teaching and learning (classrooms, school buildings, desks, chairs, learning materials, school grounds, etc.).</p> <p>5.3. Teachers were assigned to all grades.</p>	<ul style="list-style-type: none"> <li>• 5.1. The distance between home to school in two communities was within the average distance.</li> <li>• 5.2. Three additional classrooms were built for the primary school by the District Assembly in Community I with the project's logistical support. On the other hand, the teaching and learning environment was not yet sufficient (lack of desks and chairs, lack of school logistics and the need to repair the walls and roof of the school buildings).</li> <li>• 5.3. There was a shortage of teachers for KG1, Class 2, and 3 in Community I.</li> </ul>	C
<p>Outcome 6:</p> <p>6.1. Participants in capacity building training incorporated the skills acquired in the training into their production cycle.</p> <p>6.2. The income and savings of capacity building training participants increased.</p> <p>6.3. The increased income was being used for children's educational expenses.</p>	<ul style="list-style-type: none"> <li>• 6.1 The participants in the cocoa and rice capacity building training mostly incorporated the skills acquired in the training into their production cycles. Only one participant took up edible snail farming as a side occupation.</li> <li>• 6.2 The capacity building training skills increased the yields of cocoa and rice, and income tripled for some farmers.</li> <li>• 6.3 Some of the increased income was being used for child education.</li> </ul>	B

\*3 Due to poor road conditions, attendance rates tend to decrease during the rainy season.

Table 7 Trends in primary school attendance in the two communities (Outcome 3)

	2017	2018				2022				
	OCT *	APR	MAY	JUN	JUL	APR	MAY	JUN	JUL	AUG
Community I	47.00	77.08	81.91	86.36	96.59	96.10	99.00	98.10	97.20	100
Community J	50.00	77.10	82.95	64.95	94.79	98.64	100	98.64	100	100

\* Before the project started.

### COLUMN: A STORY OF YAW

Yaw is 11 years old and lives with his four younger brothers and sisters and his parents. He originally attended school, but during the closure of the school due to the pandemic of Covid-19, he started going to the cocoa farm with his parents, where he helped with weeding and collecting cocoa pods. Even after school reopened, he occasionally missed school to work on the cocoa farm, which he spoke about at the TWP session.

Hearing about his situation, CCPC visited his home and persuaded his parents to ensure Yaw attended school every day. The project also provided him with a set of school supplies. Since then, Yaw has been attending school daily, and in January 2023 he advanced to the fifth grade of primary school. Yaw's mother promised that she would continue to send her children to school even after the project ended, as community regulations stipulate that guardians must ensure that their children receive compulsory education.



## 4. LESSONS LEARNED AND RECOMMENDATIONS

Based on the above evaluation results, the following section summarizes lessons learned for future projects and makes recommendations for the government and local authorities.

### 1) Lessons Learned

- Establishment and strengthening of mutual support mechanisms within communities is essential: Establish the following two mechanisms (e.g. fundraising from residents) during the project period to ensure that community residents continue to protect children after the project end.
  - A mechanism that can provide school supplies and other items within the communities as a relief measure for children and their families identified as being in child labour or at risk.
  - A mechanism to generate the necessary funds within the communities to manage the items provided by the project, such as CCPC's bicycles.
- Measures to improve the sustainability of CCPC:
  - Establish rules for replenishing new members in the event existing CCPC members become unable to engage in activities.
  - Eligible people with a certain level

of reading, writing and comprehension abilities should be elected as CCPC members to comply with required tasks underlined in the CLFZ guidelines, such as conducting and updating community registers, creating records of children and families identified as engaged in child labour or at risk, and acting as intermediaries with local authorities.

- Strengthening relationships with District Line Agencies:
  - Encourage the participation of local government officials in project activities, such as inviting their attendance at awareness workshops in the community and providing time for exchanging opinions with community stakeholders, to enhance the relationship between district line agencies and communities.
- Implementation of Technical Training aligned with farmer and market needs:
  - While discerning the needs of farmers and markets, we will aim to improve efficiency by selecting more profitable products and conducting training utilizing external resources such as the Ministry of Agriculture.

## 2) Recommendations to the Ghanaian Government and Local Authorities

After the government issued the CLFZ guidelines, the project included some activities that were not previously planned. Enhancing the effectiveness of CLFZs is important for the elimination of child labour in Ghana. We have compiled recommendations for the government and local authorities based on what we learned through the project.

- Securing public facilities to protect victims of child trafficking:
  - In the district of the project's target communities, there are no facilities to protect children who are victims of child trafficking, and there is a lack of budget to handle cases that extend beyond the administrative boundaries, such as returning victims to their families. These challenges shall be shared with the Ministry of Gender, Children and Social Protection (MOGCSP) and the Anti Human Trafficking Unit to discuss possible improvements.
- Implementation of Case Management Training for community stakeholders and NGOs:
  - In Ghana, individual cases related to child protection, including child labour, are to be handled according to the Inter-Sectoral Standard Operating Procedures for Child Protection and Family Welfare issued by the Ministry of Gender, Children and Social Protection of Ghana (SOP). Although it is stipulated that local stakeholders, such as community chiefs and elected district assembly members, are involved in the response process at the community level, there is insufficient awareness and training. Given the need to inform and cooperate with these community stakeholders and NGOs conducting support activities in the community, we recommend that training on SOP targeting community stakeholders and NGOs be conducted.



- Improvement of school learning environment:
  - Issues such as the repair of school buildings and the shortage of teachers, chairs and desks could not all be resolved during the project period. The hiring and placement of teachers fall under the jurisdiction of the Ministry of Education, while the maintenance of school buildings is the responsibility of the district assemblies. Unless action is taken by these government bodies, it is difficult to meet the requirements set by the CLFZ. We recommend that the Ministry of Education and district assembly proactively address the challenges related to teachers and school facilities at each community level and proceed with their development.
- Incorporation of Child Dignity Clubs into School Curricula as 'Children's Clubs':
  - Child Dignity Clubs were found effective in teaching children about their rights and developing children's rights-based behaviour and leadership. As a result, children who acted on their rights have brought about various changes in their schools and homes. Based on this experience, we propose to the Ghana Education Service (GES) to position the Child Dignity Clubs as one of the 'Children's Clubs' that

are to be established in each school in Ghana in the near future [8].

- Support for the Development of Community Action Plans (CAPs):
  - The CLFZ guidelines state that the creation of Community Action Plans (CAPs) at the community level is one of the prerequisites for establishing a CLFZ. However, there is no established standard format for the items and content that should be included in the CAP, nor are there instructions for their creation. As community stakeholders proceed with the development of the CAP, the provision of formats and support from district authorities are essential. The Office of the Head of the Local Government Service (OHLGS), which oversees operations across states, districts, and local communities, shall take the lead in these efforts.



[8] In the "Ghana Accelerated Action Plan Against Child Labour" from 2023 to 2027 launched by MELR in 2023, 'establishing children clubs/societies' in schools as an activity of GES, Metropolitan, Municipal and District Assemblies (MMDA), and Ministry of Employment and Labour Relations (MELR) was mentioned.

## 5. FUTURE PROSPECTS

As of 2024, the project has entered a new phase (phase 6), operating in two communities and 25 sub-communities in the same area council in the same district. The project's medium-term goal is to encompass all communities within the area council, which includes both sets of communities from Phase 5 and an additional two communities from Phase 6, and to declare the areas CLFZs. To achieve this, ACE will continue to advocate to local authorities and the Ghanaian government, utilizing various opportunities, to ensure that the mechanisms to prevent child labour and child trafficking function effectively at the community level.



SGP Phase 5 Project Design Matrix (Feb 2018 to Aug 2022)

	Description	Indicators
Overall objective	Establish and sustain sustainable mechanisms to prevent child labour and child trafficking and ensure quality education for all children in project areas.	
Project purpose	Prevent child labour and child trafficking and ensure quality education or vocational training for all children in project areas.	Indicator 1) 90% of primary school sixth graders will enter junior high school in January 2022. Indicator 2) 85-90 % of all enrolled school children transition to the next level in Jan 2022. Indicator 3) At least 70% of teachers who have participated in teacher training will improve the way they treat and teach their students. Indicator 4) At least 70% of primary school students are very satisfied or satisfied with the way teachers teach. Indicator 5) Child labour has been eliminated.
Outcome 1	Community residents are aware of the dangers of child labour and have taken steps to protect children and ensure their healthy development.	1.1 Over 70% of the community population has basic knowledge of child labour. 1.2 All primary school children in the community have school logistics provided by their guardians or the project.
Outcome 2	Children's rights are respected and children involved in child labour and trafficking are rescued from all forms of exploitation, and attending school or receiving vocational training.	2.1. 100% of children identified by the CCPC as child labour/trafficking are rescued. 2.2. 100% of children rescued from child labour/trafficking are enrolled in school. 2.3. 90-95% attendance rate of children in school who were previously in child labour.
Outcome 3	School enrolment and attendance rates have improved.	3.1 The school enrolment rate in the community is at least 97%. [CLDZ indicator: E6] 3.2 School attendance rate is above 90%* [CLDZ indicator: E7] * Take note/count of number of pupils who have absented themselves from school for more than three times per term which is not as a result of sickness or other critical situations beyond the control of the family.
Outcome 4	Children are aware of their own rights. Children increasingly play an active role in identifying, analysing and resolving issues, particularly in relation to the right to education and the right to protection from exploitation.	4.1 At least 80% of primary school children in the community can communicate their ideas clearly to others.
Outcome 5	Conducive teaching and learning environment meet CLFZ standards.	5.1 Average distance between home to school not exceeding 3.5-4 km. [CLDZ indicator: E1] 5.2 Adequate school infrastructure is in place for teaching and learning (classrooms and school buildings, desks and chairs, learning materials, school grounds, etc.). [CLDZ indicator: E2] 5.3 Teachers are assigned to all grades. [CLDZ indicator: E3]
Outcome 6	Economically impoverished cocoa farmers and female farmers are learning and utilising cocoa cultivation techniques and new technologies for additional income and financial management skills.	6.1 Participants in capacity building training incorporate the skills acquired in the training into their production cycle. 6.2 Income and savings of capacity building training participants have increased. 6.3 Increased income is used to pay for children's education.

