

Ferrero Suppliers' Capacity Survey Report



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LIST OF ACRONYMS

CLMRS – Child Labour Monitoring and Remediation System

GEDSI – Gender, Equality, Disability and Social Inclusion

FSL – Food Security and Livelihoods

MHPSS – Mental Health and Psychosocial Support

PFA – Psychological First Aid

SBCC – Social Behaviour Change Communication

VSLA – Village Savings and Loans Association

WASH – Water, Sanitation and Hygiene

Introduction

SC has a long history of working on issues of Child Protection, notably Child Labour. On the basis of the lessons learned and the finding of the ICI 2019 study, SC Italy is currently implementing a project in Cote D'Ivoire aiming to 'Contribute to the holistic wellbeing and development of Children, Adolescents and Youths in cocoa growing communities by reducing the risk factors of child labour in cocoa farming'.

Beside this project, SC Italy committed to:

- Develop a Programmatic framework (including key components, main activities and core/optional KPIs) for the implementation of community development programmes managed by Ferrero's partners in Ghana and Cote D'Ivoire;
- Conduct an assessment of Ferrero's partners' experience and expertise to implement and monitor the community development programmes, in line with the adopted programmatic framework;
- Building on the assessment's findings (identification of strengths and weaknesses), deliver a capacity building programme to strengthen the capacities of Ferrero's partners. The Capacity building should include the creation of an on-line library with resources easily accessible to Ferrero's partners; on-line webinars; and face to face trainings (if possible).

Methodology

Survey Methodology

An electronic survey was designed based on the technical knowledge and competencies required to deliver the programmatic framework. The questionnaire included a total of 40 questions along all framework components (Community support, Child protection; Education, Adolescents and youths' empowerment, Monitoring and evaluation).

For each programme component, the survey started with a 'screening question' whereby respondents who were not directly involved in those activities were directed to the next thematic area. Two sets of questions were asked to assess 1. the knowledge, and 2. the experience/confidence on key activities of each area.

The survey was sent by email to 120 participants from Ferrero's suppliers and their partners in both Cote d'Ivoire and Ghana.

Report Structure

For the purposes of the report, the findings for each component are structured into three sections:

- a. Overall thematic results
- b. Comparative analysis of findings by supplier
- c. Recommendations
- d. Annexes: thematic results for each supplier.

Analysis Methodology

In the Overall thematic analysis, graphs show the answers of all respondents to questions related to the Knowledge and Experience areas for each component regardless of suppliers.

In the comparative analysis by supplier, graphs show the total number of answers per knowledge/experience category per supplier. This means that answers to all questions in that particular category (e.g. knowledge of community development/strengthening) are shown as totals by supplier. Depending on the number of responses, a scale of between 20-60 is used on the X-axis. Whilst the totals depend on how many respondents there were by supplier, this gives us a good indication of the level of knowledge/experience of respondents within that supplier.

Training suggestions based on analysis of the findings are provided in the Recommendations section.

Finally, the Annexes allow for analysis and review of all survey answers for each supplier separately.

Limitations

The survey was sent to 120 participants but only 50 responded (42%). The 50 respondents were from across all suppliers, but some suppliers had far fewer respondents than others. Furthermore, respondents only answered questions if they could answer 'Yes' to a question about whether they were actively involved in that thematic area. For most categories, around half of the 50 respondents were actively involved. Whilst we believe the responses provide a good overview of partners capacity and can help us develop a capacity building strategy, statistically, we are unable to gauge whether they are truly representative.

Summary of findings

- Only 3 (6%) respondents had not attended any previous training from any organization in any of the thematic areas specified in the survey (1 from OLAM, 1 from ECOM and 1 from Touton), and 19 had only attended one training (12 had just done child protection, 3 had just done Health, 2 had just done Food Security and Livelihoods, 1 had done MEAL, 1 had done training in Education). All 28 other respondents had attended trainings in 2 or more thematic areas.
- A large majority of respondents answered that they had already received training on child protection (37 respondents or 74%) followed by Food security and livelihoods, Health and nutrition (17), Education (16). Only 12 respondents had received training on WASH and Adolescents and Youth empowerment, and 11 on MEAL. This tells us that there is a gap in training on WASH, Adolescents and Youth empowerment and MEAL, and that there is a lot of room for improvement in the areas of Education and Health and Nutrition.
- If we triangulate findings on who has attended trainings with findings on levels of confidence in that particular area, we see, for example, 15 respondents said they were involved in WASH activities but out of these 7 said they lacked basic knowledge on national and international WASH standards. This tells us that overall, Ferrero's partners not only have low levels of training in this area, but even those who currently work on WASH activities have quite low levels of knowledge related to core WASH competencies.
- When asked about their level of confidence in community development/strengthening and child protection activities, the area where respondents felt the least confident was in child participation approaches and child safeguarding principles, and the most confident was in project management.
- Training, knowledge and experience in health and nutrition are also relatively low and notably SBCC where very few respondents answered that they have any knowledge at all.
- Overall, the findings show that Ferrero's suppliers have varying degrees of knowledge and experience in all areas relating to the programmatic framework and there is a need to strengthening competencies relating to all its components.

RESPONDENTS' ANALYSIS

Country of operations

The respondents were requested to declare in which country they operate, choosing among Ivory Coast only, Ghana only, or both. Out of 50 respondents, 28 operate in Ivory Coast, 10 in Ghana and 12 in both countries.

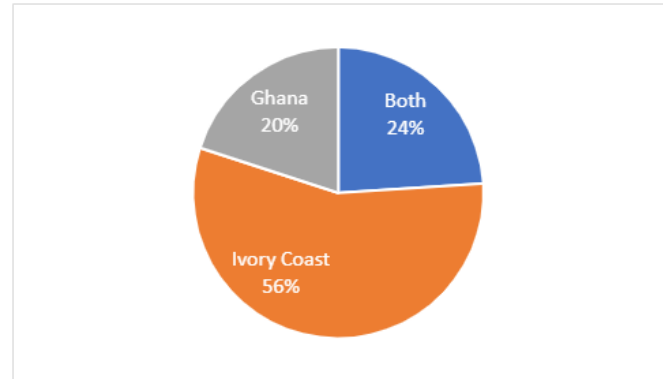
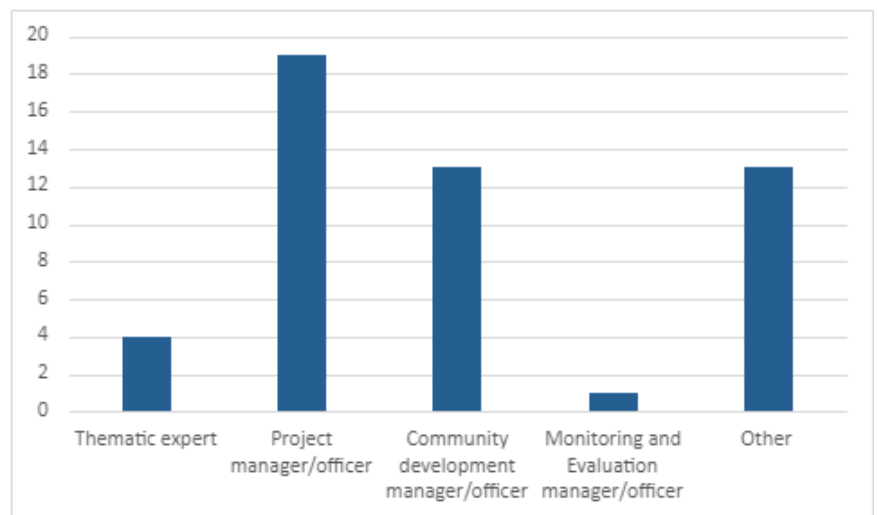


Table 1: Breakdown of respondents by supplier

Ferrero Supplier including partners	# Respondents
ACF/Beyond Beans	2
Barry Callebaut	5
Blommer	3
Cargill (including ICI Foundation)	6
ECOM (including Casib, , Société coopérative de Meagui, SCALAVA, ZAMACOM)	9
OLAM (including SOCEADAHS)	6
SUCDEN (only Farmstrong)	4
Touton (including COOP-CA-ECAPR, FLISADD, GLOWDEP, Grow Free Foundation, MIJ Techno-Consult Ltd, Might Sky Consult. SOCO PAD)	15
Total	50

Roles of respondents within their organization

Among the 50 respondents, 19 are project manager/officer, 13 Community development manager/officer, 4 Thematic experts, 1 M&E manager/officer, 13 Other (5 Sustainability coordinator, 1 Child Labour Remediation officer, 2 Field officers, 1 Focal point, 1 Farmer training, 1 project consultant, 1 Project assistant). The Annexes will show the detailed roles of respondents by supplier.



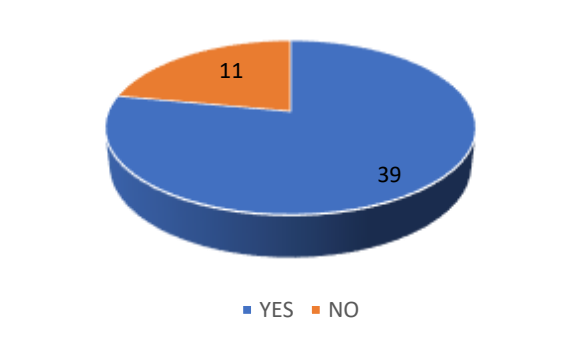
PROGRAMMATIC COMPONENT 1: COMMUNITY SUPPORT

This programmatic component includes 4 sections: 1. Community development/strengthening, 2. WASH, 3. Health and nutrition, 4. FSL.

1.1. Community development/strengthening

1.1.a. Overall results

Figure 1: # Respondents involved in community development/strengthening activities in their work with Ferrero



78% (39 out of 50) of respondents are directly involved in community development/strengthening activities.

Figure 2: Reported knowledge in Community development/strengthening

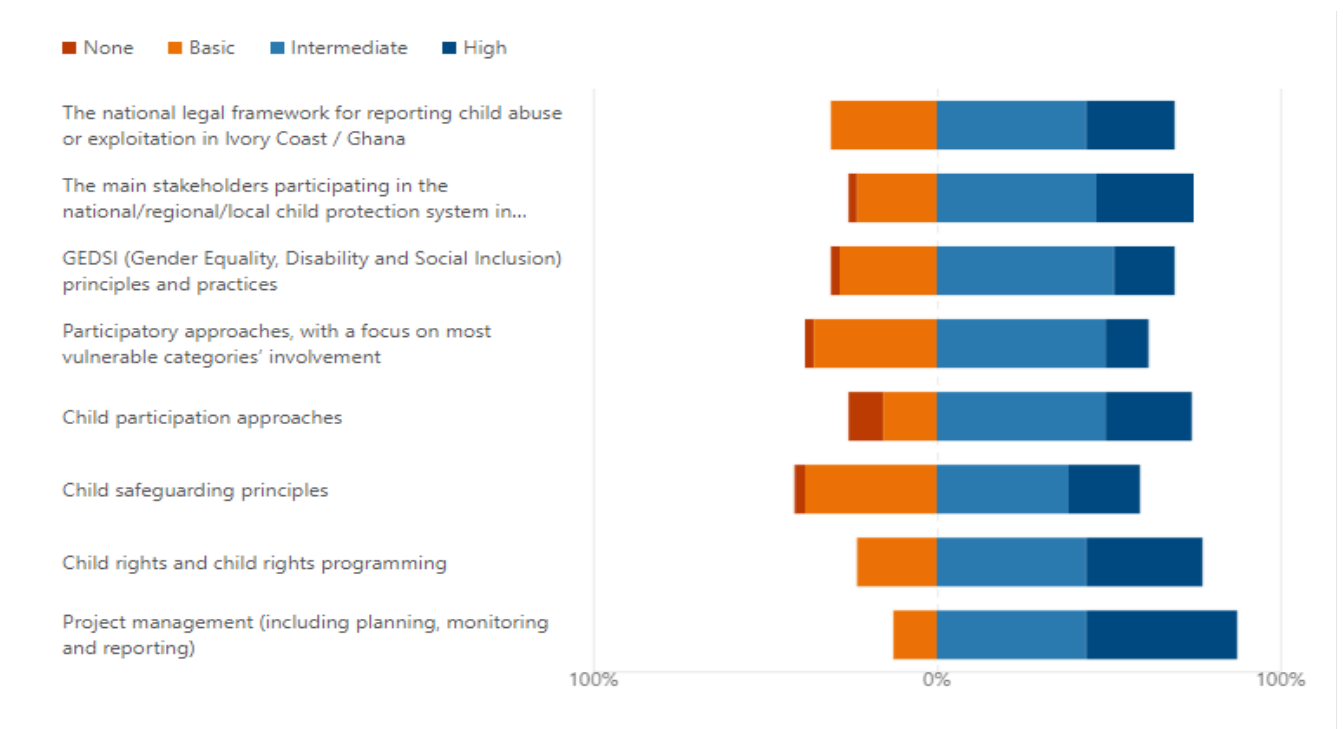


Table 2: Reported knowledge in Community development/strengthening (with numbers)

	None	Basic	Intermediate	High
The national legal framework for reporting child abuse or exploitation in Ivory Coast / Ghana	0	12 (30.8%)	17 (43.6%)	10 (25.6%)
The main stakeholders participating in the national/regional/local child protection system in Ivory Coast / Ghana	1 (2.6%)	9 (23.1%)	18 (46.2%)	11 (28.2%)
GEDSI (Gender Equality, Disability and Social Inclusion) principles and practices	1 (2.6%)	11 (28.2%)	20 (51.3%)	7 (17.9%)
Participatory approaches, with a focus on most vulnerable categories' involvement	1 (2.6%)	14 (35.9%)	19 (48.7%)	5 (12.8%)
Child participation approaches	4 (10.3%)	6 (15.4%)	19 (48.7%)	10 (25.6%)
Child safeguarding principles	1 (2.6%)	15 (38.5%)	15 (38.5%)	8 (20.5%)
Child rights and child rights programming	0	9 (23.1%)	17 (43.6%)	13 (33.3%)
Project management (including planning, monitoring and reporting)	0	5 (12.8%)	17 (43.6%)	17 (43.6%)

Within this knowledge area, **Child Participation** is the area that respondents feel least confident in, with 4 respondents answering “none” in terms of their knowledge level and only 5 respondents answering “high”. There are relatively high numbers of respondents who feel confident in project management and in child rights and child rights programming. The same number of respondents feel they have “basic” knowledge in **Child Safeguarding** as do those who feel their knowledge is “Intermediate”. In terms of “High” rankings, the questions where there were the fewest respondents were **Participatory approaches** and **Gender Equality, Disability and Social Inclusion (GEDSI)**, with 5 and 7 respondents respectively, although it must be noted that this was only 1 away from the next lowest number of high rankings which was **Child Safeguarding** at 8.

Figure 3: Reported experience/confidence in community development/strengthening activities

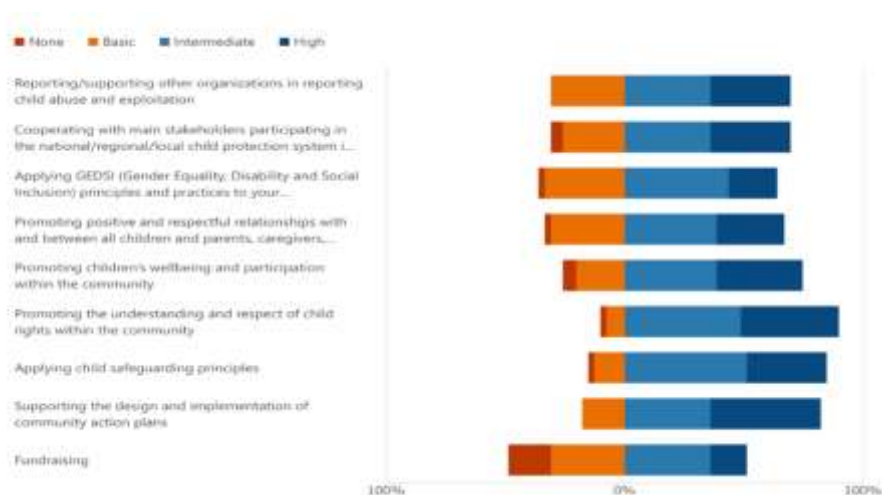


Table 3: Reported experience/confidence in community development/strengthening activities

	None	Basic	Intermediate	High
Reporting/ supporting other organizations in reporting child abuse and exploitation	0	12	14	13
Cooperating with main stakeholders participating in the national/regional/ local child protection system in Ivory Coast / Ghana	2	10	14	13
Applying GEDSI principles and practices to your programmes	1	13	17	8
Promoting positive and respectful relationships with and between all children parents, caregivers, teachers, school leaders	1	12	15	11
Promoting children’s wellbeing and participation within the community	2	8	15	14
Promoting the understanding and respect of child rights within the community	1	3	19	16
Applying child safeguarding principles	1	5	20	13
Supporting the design and implementation of community action plans	0	7	14	18
Fundraising (related to community action plans)	7	12	14	6

Within the experience/confidence area, **fundraising (related to community action plans)** is the topic where the highest number of respondents feel they have no experience or confidence. The second lowest number (after fundraising) of responses in the ‘high’ category were given in **Applying GEDSI principles and practices**. Overall respondents are more confident in supporting community action plans than in any other area.

1.1 b. Comparative analysis of findings by supplier

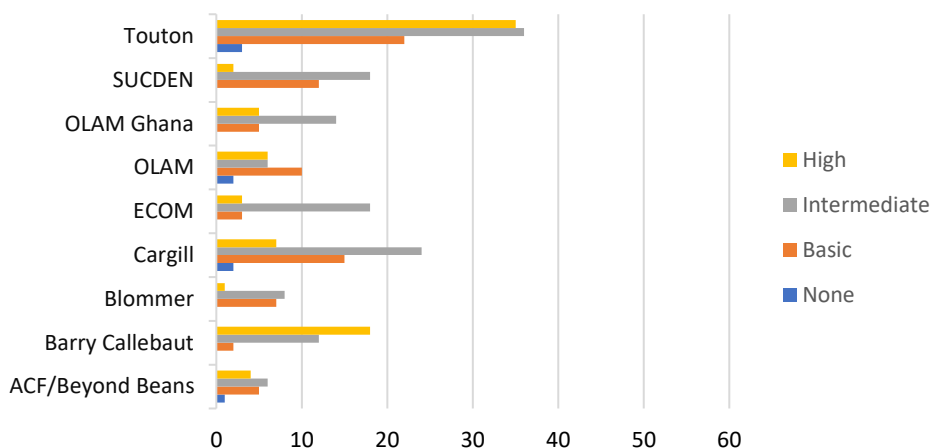
The following answers were given in response to the question “are you directly involved in community development/strengthening activities?”.

Table 4: Breakdown of respondents by supplier

		Yes	No	Total Responses per supplier
1	ACF/Beyond Beans	2	0	2
2	Barry Callebaut	4	1	5
3	Blommer	2	1	3
4	Cargill	6	0	6
5	ECOM	3	6	9
6	OLAM	3	0	3
7	OLAM Ghana	3	0	3
8	SUCDEN	4	0	4
9	Touton	12	3	15
	Total	39	11	50

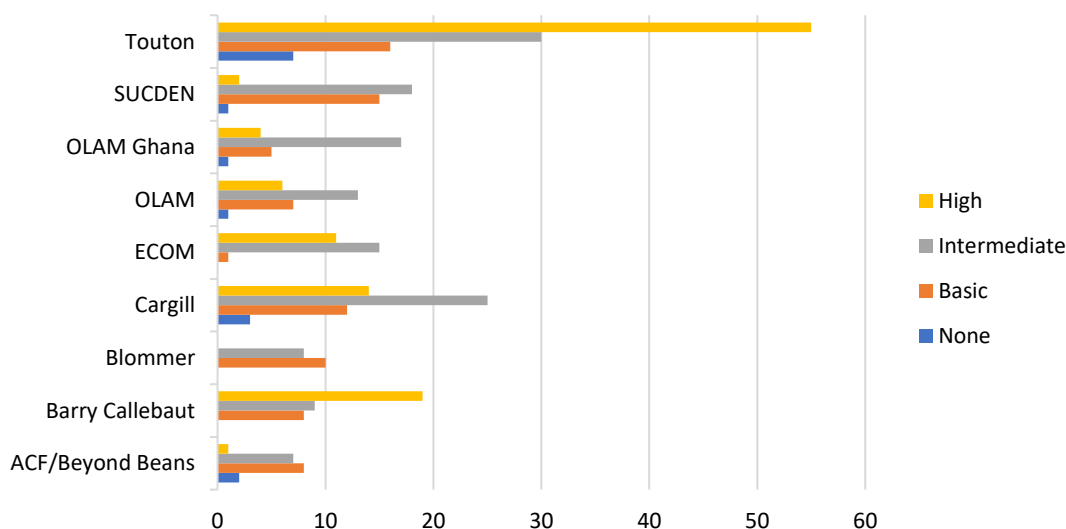
When asked if directly involved in community development/strengthening activities, all suppliers had at least one respondent involved with a total of 39 being involved across all suppliers.

Figure 4: Reported knowledge in community development/strengthening by supplier



The above graph represents the sum of all answers in the ‘knowledge of community strengthening’ section per supplier. It is interesting to note that overall, Touton and Barry Callebaut rated themselves as having better knowledge in community strengthening than most other suppliers with more ‘high’ ratings across several questions. Cargill and Sucden rated their knowledge as ‘basic’ more than other categories and ECOM’s respondents chose ‘intermediate’ for quite a few of their answers.

Figure 5: Reported experience/confidence in community development/strengthening activities by supplier



In terms of suppliers’ experience and confidence in implementing activities related to community strengthening, again, there is a fairly even spread with notably Touton, and Barry Callebaut and Cargill having several ‘high’ ratings across all questions. Cargill, OLAM, OLAM Ghana and Sucden all have more ‘intermediate’ ratings than in the other categories. Blommer does not have any ratings in the high category but also has no ratings in the ‘none’ category.

1.1 c. Recommendations for capacity building programme in community development/strengthening

Whilst rankings were fairly evenly distributed across knowledge and experience/confidence in community strengthening overall, many of these areas are considered foundational to the work of Save the Children across the globe. These include Child Safeguarding, Child Participation, Child Rights and Child Rights Programming and GEDSI.

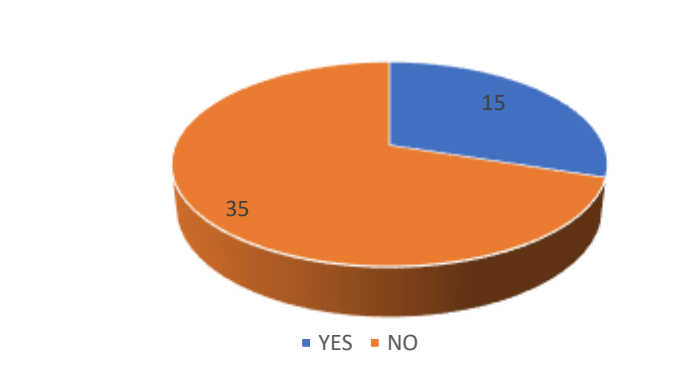
Based on this and the above findings and what Save the Children considers as foundational to our work, we therefore recommend that all suppliers attend the following introductory trainings:

- Foundational training in Child Participation
- Foundational training in Child Safeguarding
- Foundational training in GEDSI
- Foundational training/support for practice in fundraising related to Community Action Plans.

1.2. WASH

1.2 a. Overall results

Figure 6: # of respondents directly involved in Wash activities in their work with Ferrero



Only 15 respondents are directly involved in WASH activities.

Figure 7: Reported knowledge on WASH

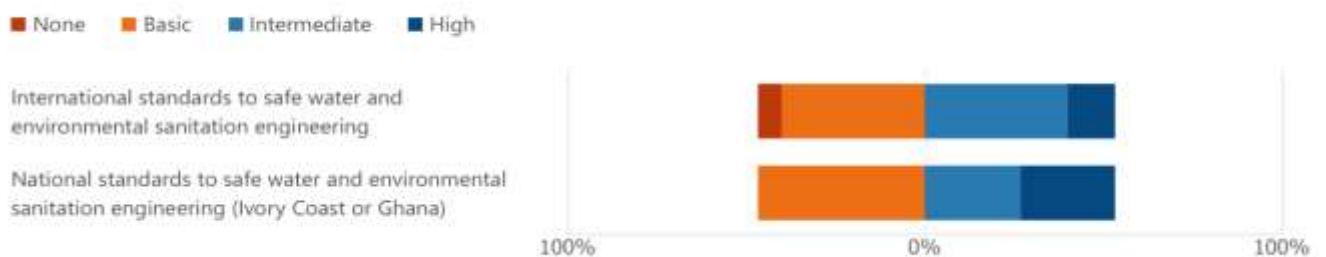


Table 5: Reported knowledge on WASH (with numbers)

	None	Basic	Intermediate	High
International standards to safe water and environmental sanitation engineering	1	6	6	2
National standards to safe water and environmental sanitation engineering (Ivory Coast or Ghana)	0	7	4	4

Respondents’ knowledge of WASH activities is mostly basic to intermediate, with only 4 respondents marking their knowledge as “High” in national standards and 2 rating their knowledge as “high” In international standards.

Figure 8: Reported experience/confidence on WASH

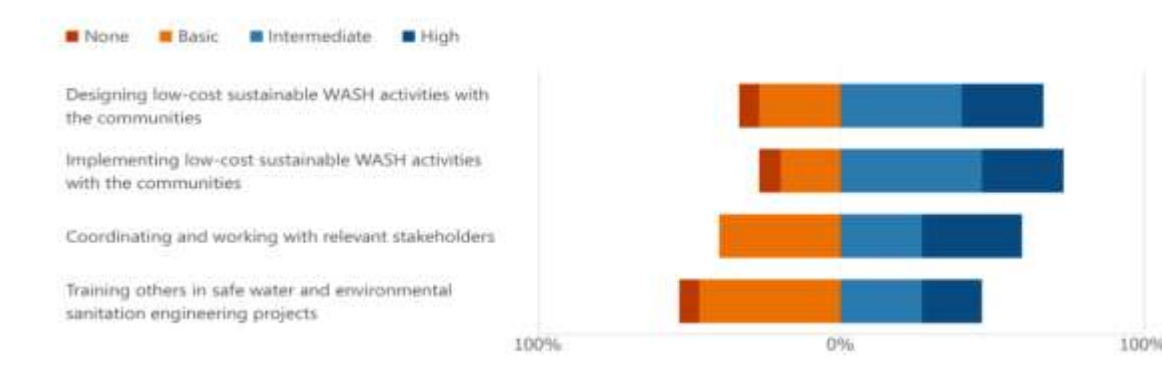


Table 6: Reported experience/confidence on WASH (with numbers)

	None	Basic	Intermediate	High
Designing low-cost sustainable WASH activities with the communities	1	4	6	4
Implementing low-cost sustainable WASH activities with the communities	1	3	7	4
Coordinating and working with relevant stakeholders	0	6	4	5
Training others in safe water and environmental sanitation engineering projects	1	7	4	3

Whilst there is a fairly even spread across all categories, the highest numbers of respondents said their knowledge was “basic” or “intermediate” against all of the questions.

1.2.b. Comparative analysis of findings by suppliers

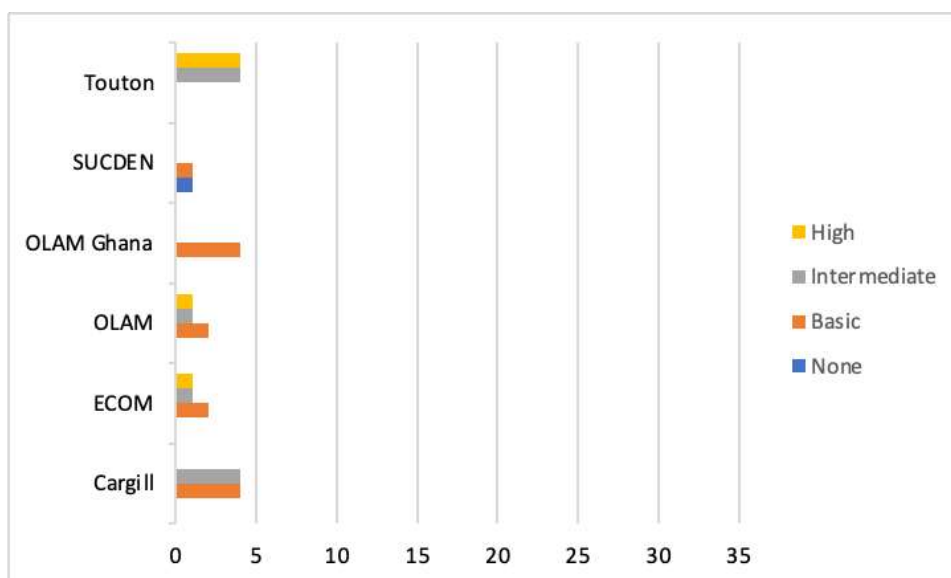
The following answers were given in response to the question “are you directly involved in WASH activities?”.

Table 7: Breakdown of respondents by supplier

		Yes	No	Total Suppliers
1	ACF/Beyond Beans	0	2	2
2	Barry Callebaut	0	5	5
3	Blommer	0	3	3
4	Cargill	4	2	6
5	ECOM	2	7	9
6	OLAM	2	1	3
7	OLAM Ghana	2	1	3
8	SUCDEN	1	3	4
9	Touton	4	11	15
	Total	15	35	50

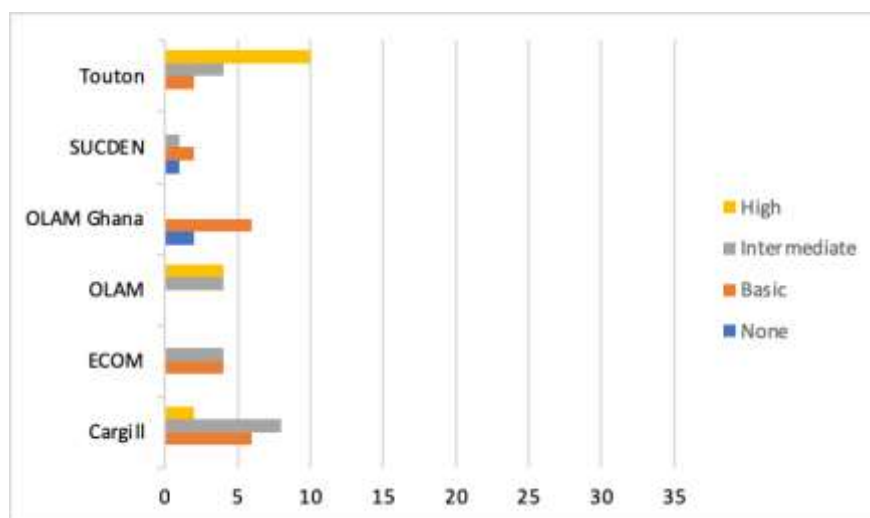
Only 30% of respondents are involved in WASH activities but 6 out of 9 suppliers (Cargill, ECOM, OLAM, OLAM Ghana, Sudden and Touton) have respondents who are involved.

Figure 9: Reported knowledge on WASH activities by supplier



Touton’s respondents rate their knowledge as “intermediate” or “high” in response to all questions whereas Cargill’s respondents rate their knowledge as “intermediate” and “basic”. Sudden rates its knowledge as “none” to “basic” and OLAM and ECOM knowledge is spread across “basic”, “intermediate” and “high”, with more responses in “basic” for both than in the other categories. Olam Ghana’s respondents said their knowledge was “basic” across all areas.

Figure 10: Reported Experience/Confidence on WASH activities by supplier



A very similar pattern is seen for experience and confidence when it comes to WASH activities. This time OLAM indicates more intermediate than in the knowledge section and Cargill indicates 2 respondents with “high” experience and knowledge of WASH related activities.

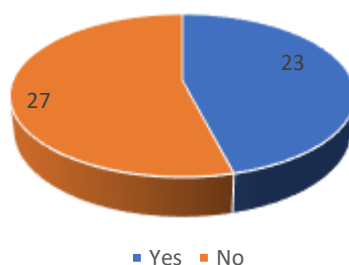
1.2.c. Recommendations for capacity building programme on WASH

From the above findings, we see that only 15 out of 40 respondents across 6 suppliers are involved in WASH activities, and most of these have only basic to intermediate knowledge and experience/confidence in all areas. This is most likely an indication that WASH is currently either not part of or not a major focus of activities for suppliers. Whilst we believe that all partners should have foundational knowledge in WASH because it is a key component of the programmatic framework, we recommend that this takes place in the second half of the capacity building programme in 2022.

1.3. Health and Nutrition (H&N)

1.3.a. Overall results

Figure 11: # of respondents directly involved in H&N activities in their work with Ferrero



Just over 50% of respondents are actively involved in health and/or nutrition sensitive activities.

Figure 12: Reported knowledge on Health and Nutrition

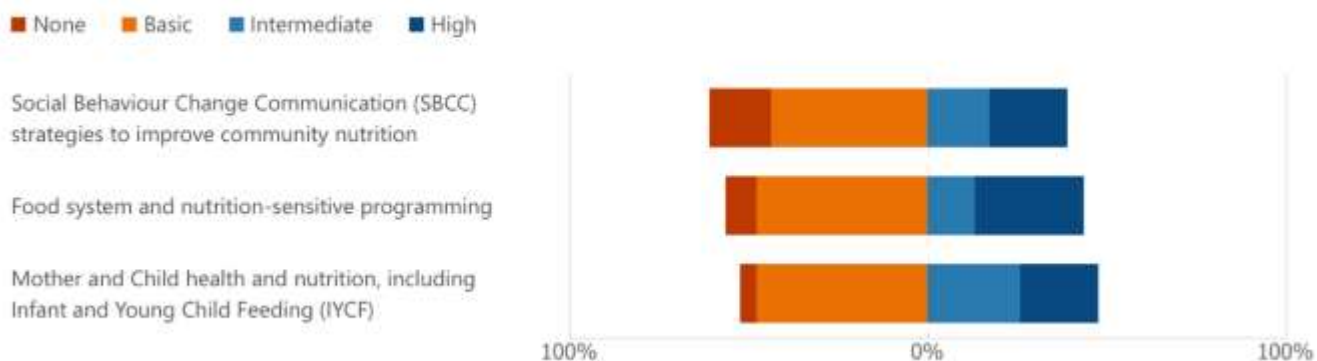


Table 8: Reported knowledge on Health and Nutrition (with numbers)

	None	Basic	Intermediate	High
Social Behaviour Change Communication (SBCC) strategies to improve community nutrition	4	10	4	5
Food system and nutrition-sensitive programming	2	11	3	7
Mother and Child health and nutrition, including Infant and Young Child Feeding (IYCF)	1	11	6	5

More respondents rated themselves as having “none” or “basic” knowledge in relation to all questions in this section than in other sections. In particular, “Social Behaviour change strategies to improve community nutrition” was an area where more respondents felt they had no knowledge.

Figure 13: Reported experience/confidence on Health and Nutrition

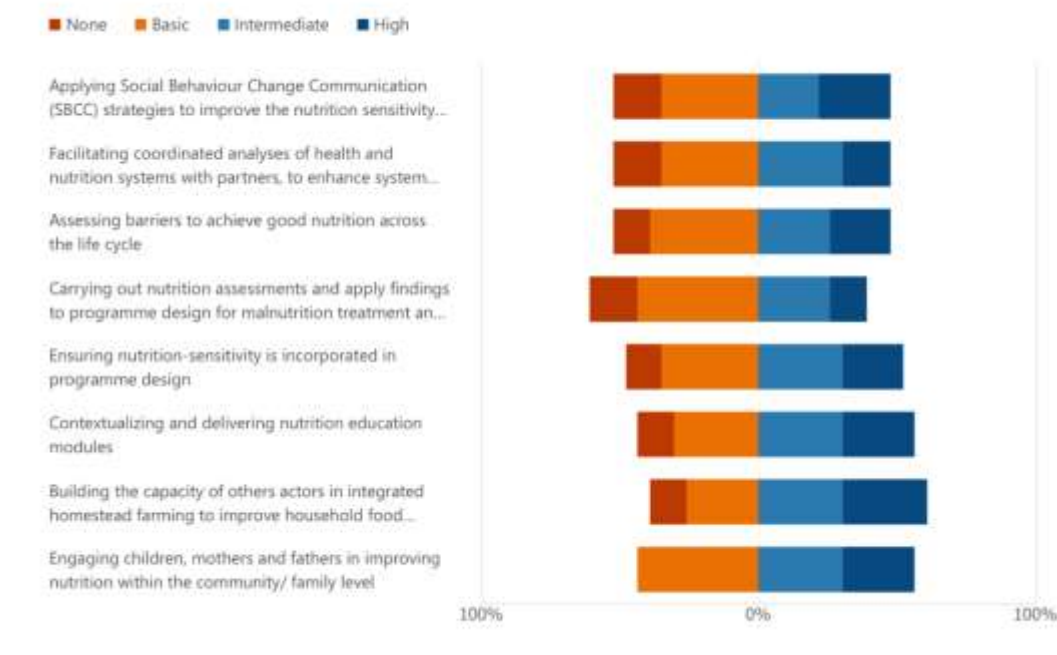


Table 9: Reported experience/confidence on Health and Nutrition (with numbers)

	None	Basic	Intermediate	High
Applying Social Behaviour Change Communication (SBCC) strategies to improve the nutrition sensitivity of livelihoods interventions	4	8	5	6
Facilitating coordinated analyses of health and nutrition systems with partners, to enhance system strengthening and national policy development	4	8	7	4
Assessing barriers to achieve good nutrition across the life cycle	3	9	6	5
Carrying out nutrition assessments and apply findings to programme design for malnutrition treatment and control	4	10	6	3
Ensuring nutrition-sensitivity is incorporated in programme design	3	8	7	5
Contextualizing and delivering nutrition education modules	3	7	7	6
Building the capacity of others actors in integrated homestead farming to improve household food consumption through experimental methodologies, such as Farmer Field School (FFS)	3	6	7	7
Engaging children, mothers and fathers in improving nutrition within the community/ family level	0	10	7	6

In terms of their overall experience and confidence in implementing activities relating to health/nutrition, between 3 and 4 respondents stated they had no experience/confidence in all questions except in “engaging children, mothers and fathers in improving nutrition within the community/family level”. Across all categories, more respondents indicated that their level of knowledge was “basic” than intermediate or high. This indicates **low levels of experience/confidence overall** in relation to health/nutrition activities.

1.3.b Comparative analysis of findings by suppliers

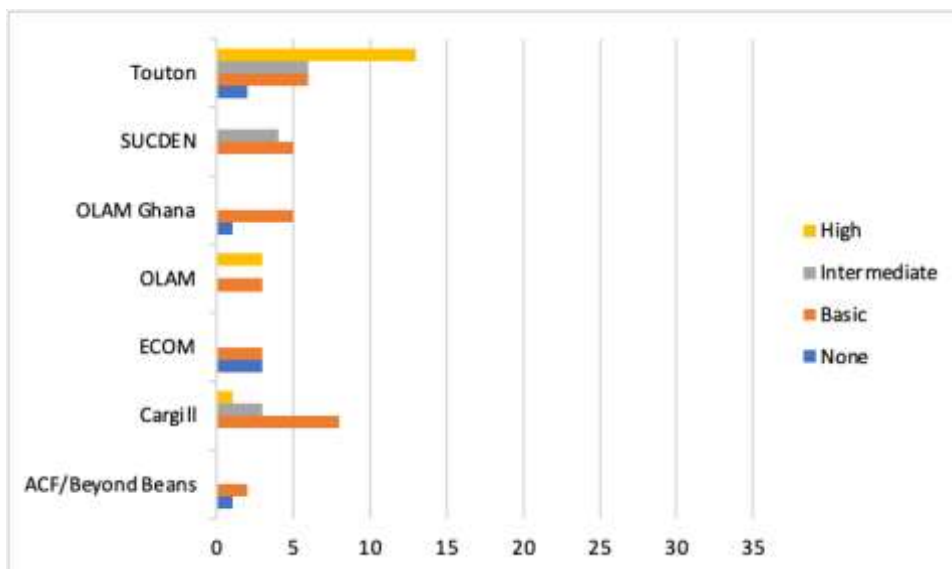
The following answers were given in response to the question “are you directly involved in Health and Nutrition activities?”.

Table 10: Breakdown of respondents by supplier

		Yes	No	Total Suppliers
1	ACF/Beyond Beans	1	1	2
2	Barry Callebaut	0	5	5
3	Blommer	0	3	3
4	Cargill	4	2	6
5	ECOM	2	7	9
6	OLAM	2	1	3
7	OLAM Ghana	2	1	3
8	SUCDEN	3	1	4
9	Touton	9	6	15
	Total	23	27	50

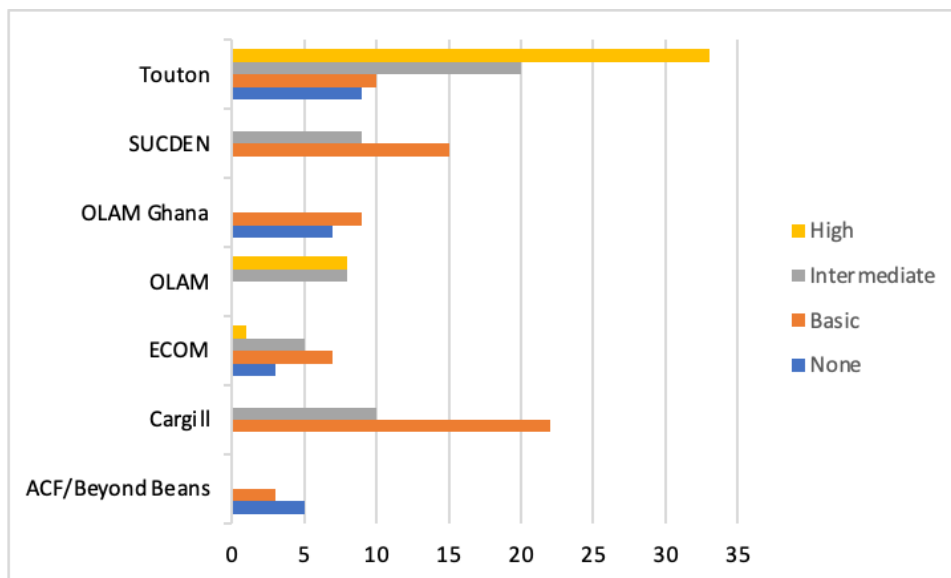
All suppliers except for Barry Callebaut and Blommer have respondents who are actively engaged in Health/Nutrition activities.

Figure 14: Reported knowledge on H&N activities by supplier



Only Touton, Olam and Cargill have respondents who rated their knowledge as high in relation to health/nutrition although even within these suppliers, other respondents had “basic” or even “none” knowledge in quite a few areas ACF/Beyond Beans, ECOM and OLAM Ghana only had “basic” or “none” as ratings, and Sucden had several “intermediate” and “basic” responses.

Figure 15: Reported Experience/Confidence on H&N activities by supplier



Similarly, only Touton, Olam and ECOM have respondents who rated their knowledge in the “high” category in relation to their experience/confidence in health/nutrition. Even though many of Touton’s responses were in the “High” category, this supplier still had a few responses in the “none” or “basic” category. All of Sucden and Cargill’s respondents were either “intermediate” or “basic” whilst Olam Ghana and ACF/Beyond Beans rated themselves as having either “Basic” or “None”.

1.3.c. Recommendations for capacity building programme on H&N

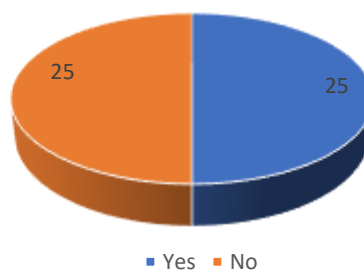
Overall, respondents' knowledge and notably their experience/confidence relating to health/nutrition is low with only one or 2 suppliers respondents feeling confident in some areas of this component. Whilst respondents scored low in all areas, "Social Behaviour change strategies to improve community nutrition" was an area that stood needing particular attention.

It is therefore recommended that all suppliers attend foundational training in health and nutrition, initially focusing on "Social Behaviour change strategies to improve community nutrition" but during the later stage of the capacity building programme, being exposed to all sub-themes under this area.

1.4. Food security and Livelihood (FSL)

1.4.a. Overall results

Figure 16: # of respondents directly involved in FSL activities in their work with Ferrero



Exactly 50% of respondents are directly involved in FSL activities.

Figure 17: Reported knowledge on FSL

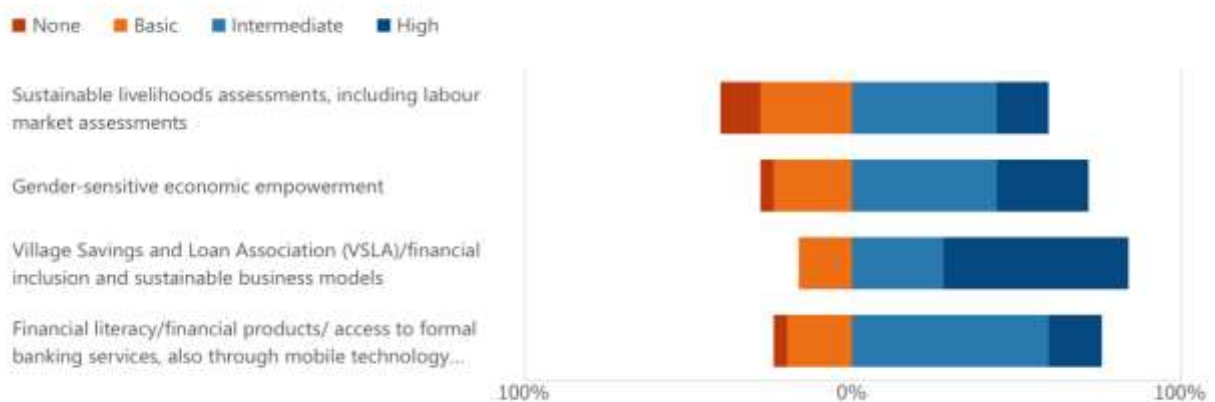


Table 8: Reported knowledge on FSL (with numbers)

	None	Basic	Intermediate	High
Sustainable livelihoods assessments, including labour market assessments	3	7	11	4
Gender-sensitive economic empowerment	1	6	11	7
Village Savings and Loan Association (VSLA)/financial inclusion and sustainable business models	0	4	7	14
Financial literacy/financial products/ access to formal banking services, also through mobile technology platforms	1	5	15	4

Overall, respondents have mostly rated themselves as “intermediate” for their knowledge of FSL. 3 respondents said they had no knowledge of **sustainable livelihoods assessments, including labour market assessments**, and 7 said they had basic knowledge in this area. 6 respondents said they had “basic” knowledge of **Gender-Sensitive economic empowerment activities**. Respondents were more confident in their knowledge of VLSAs than any other area.

Figure 18: Reported experience/confidence on FSL

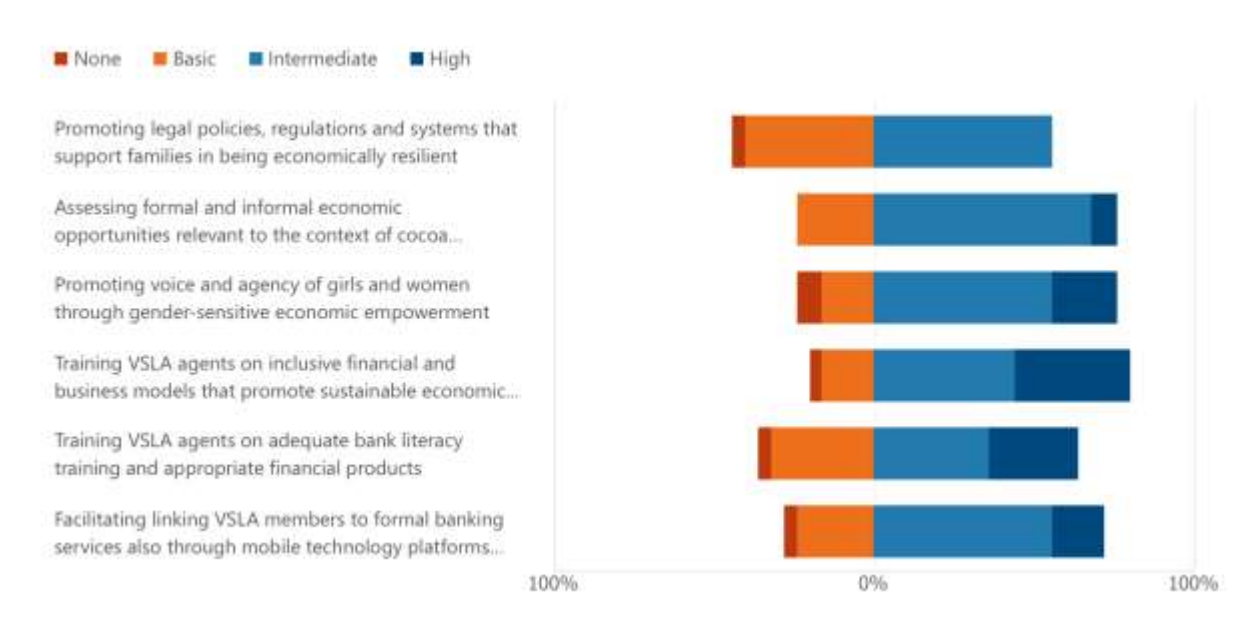


Table 9: Reported experience/confidence on FSL (with numbers)

	None	Basic	Intermediate	High
Promoting legal policies, regulations and systems that support families in being economically resilient	1	10	14	0
Assessing formal and informal economic opportunities relevant to the context of cocoa communities	0	6	17	2
Promoting voice and agency of girls and women through gender-sensitive economic empowerment	2	4	14	5
Training VSLA agents on inclusive financial and business models that promote sustainable economic development and incomes of members, particularly women and youth	1	4	11	9
Training VSLA agents on adequate bank literacy training and appropriate financial products	1	8	9	7
Facilitating linking VSLA members to formal banking services also through mobile technology platforms (once the VSLA are mature)	1	6	14	4

Similarly, respondents have mostly rated themselves as “intermediate” for their experience and confidence of FSL, although quite high numbers reported “basic” knowledge of “Promoting legal policies, regulations and systems that support families in being economically resilient” and “Training VSLA agents on adequate bank literacy training and appropriate financial products”. Overall few respondents rated their experience/knowledge as high for any question, except for training VSLA agents in inclusive financial and business models and on adequate bank literacy.

1.4.b. b Comparative analysis of findings by suppliers

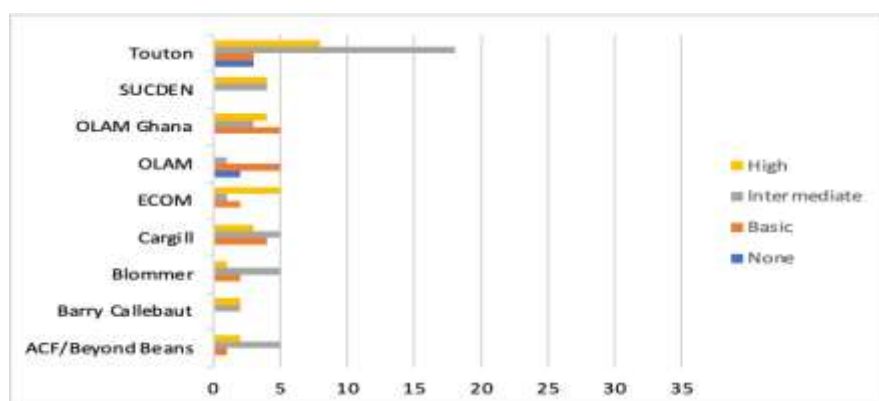
The following answers were given in response to the question “are you directly involved in Food security and Livelihood activities?”.

Table 10: Breakdown of respondents by supplier

		Yes	No	Total Suppliers
1	ACF/Beyond Beans	2	0	2
2	Barry Callebaut	1	4	5
3	Blommer	2	1	3
4	Cargill	3	3	6
5	ECOM	2	7	9
6	OLAM	2	1	3
7	OLAM Ghana	3	0	3
8	SUCDEN	2	2	4
9	Touton	8	7	15
	Total	25	25	50

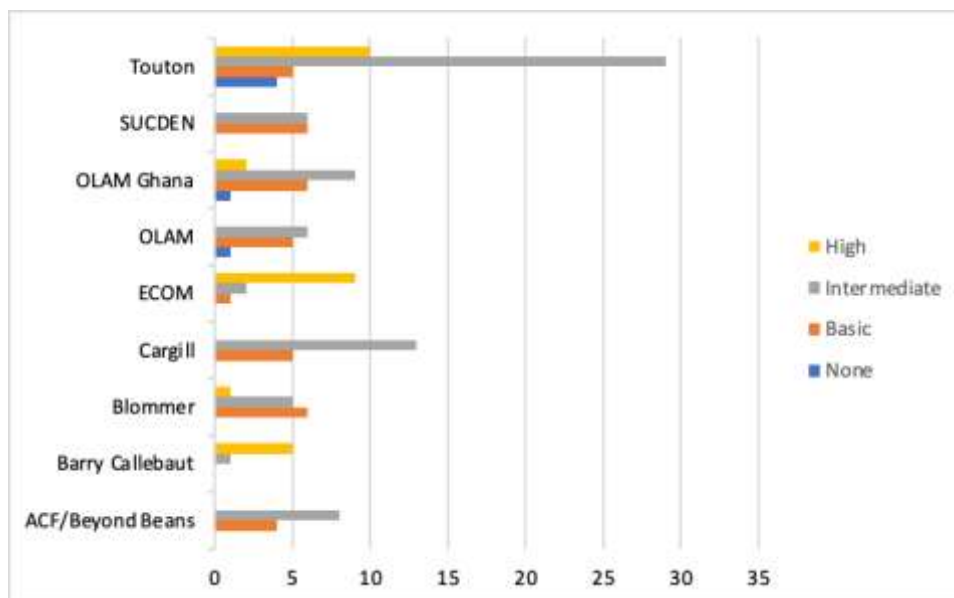
All suppliers have respondents who are actively engaged in FSL activities.

Figure 19: Reported knowledge on FSL by supplier



Suppliers have mixed levels of knowledge relating to FSL, mostly with a spread across all categories. Only 2 suppliers indicated “none” (OLAM and Touton) but many had “basic” as well as intermediate and high. Only ECOM and OLAM Ghana had more responses in the “high” category than intermediate.

Figure 20: Reported Experience/Confidence on FSL by supplier



Overall, all suppliers showed familiarity with these questions in the field of Experience/Confidence on FSL. Only ECOM and Barry Callebaut had more responses in the “high” category than “intermediate”. Only 3 suppliers indicated “None” as answer (Touton, OLAM, OLAM Ghana).

1.4.c. Recommendations for capacity building programme on FSL

Responses for FSL are quite mixed and its therefore hard to make general recommendations. That said the four areas highlighted with lower rankings are recommended as starting points for training, with an initial focus on the 2 areas that fall under knowledge, namely:

- Sustainable livelihoods assessments, including labour market assessments
- Gender-Sensitive economic empowerment activities

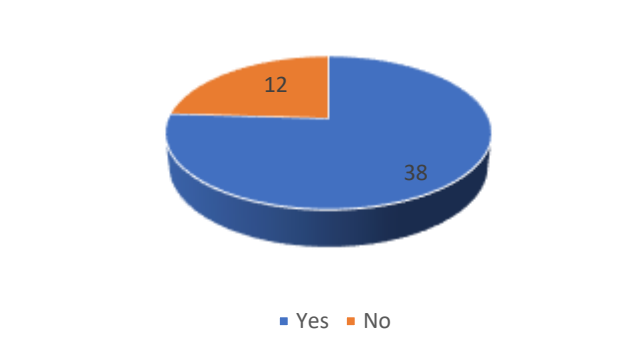
If desired by respondents and time permitting, further sessions on the following can also be offered later on in the capacity building programme.

- Promoting legal policies, regulations and systems that support families in being economically resilient
- Training VSLA agents on adequate bank literacy training and appropriate financial products

2. Child Protection

2.a. Overall results

Figure 21: Number of respondents directly involved in Child protection activities in their work with Ferrero



76% of respondents are directly involved in child protection activities. Under Child Protection, there are 2 areas of focus 1) Children and Harmful Work 2) Child Protection Systems and Case Management. Questions on knowledge and experience/confidence are asked for both areas.

Figure 22: Reported *knowledge on Children & Harmful Work*

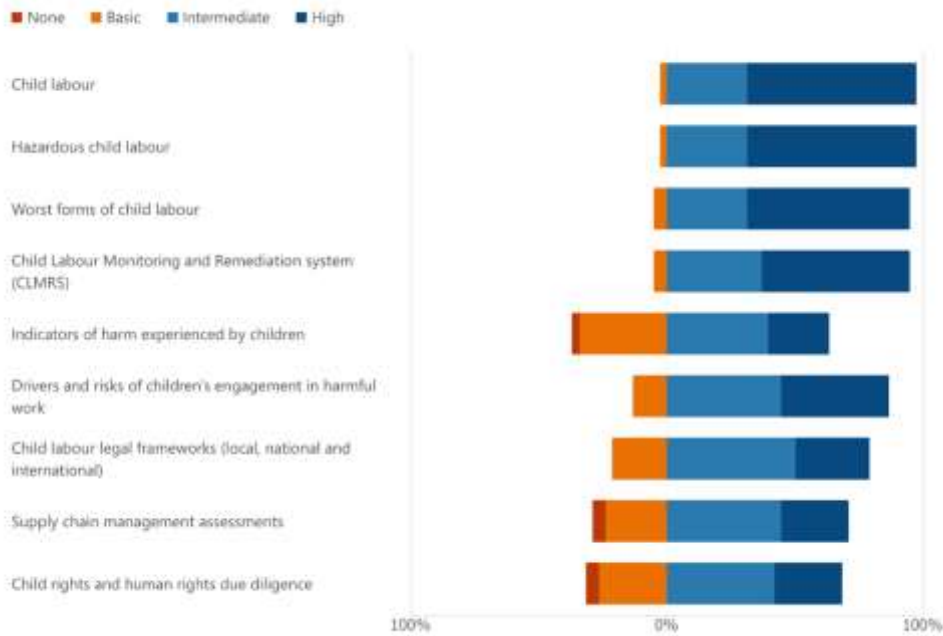


Table 11: Reported knowledge on Children & Harmful Work (with numbers)

	None	Basic	Intermediate	High
Child labour	0	1	12	25
Hazardous child labour	0	1	12	25
Worst forms of child labour	0	2	12	24
Child Labour Monitoring and Remediation system (CLMRS)	0	2	14	22
Indicators of harm experienced by children	1	13	15	9
Drivers and risks of children’s engagement in harmful work	0	5	17	16
Child labour legal frameworks (local, national and international)	0	8	19	11
Supply chain management assessments	2	9	17	10
Child rights and human rights due diligence	2	10	16	10

In terms of their knowledge of children and harmful work respondents are overall quite confident with high numbers ranking their knowledge as high or intermediate – although in ‘**Drivers and risks of children’s engagement in harmful work**’ 5 respondents ranked their knowledge as “basic”. Whilst many remain confident, more respondents are not so confident in ‘**indicators of harm experienced by children, child labour legal frameworks, supply chain management assessments and child rights and human rights due diligence**’. In the last 2 categories 2 respondents said they had no knowledge of these areas.

Figure 23: Reported experience/confidence on Children & Harmful Work

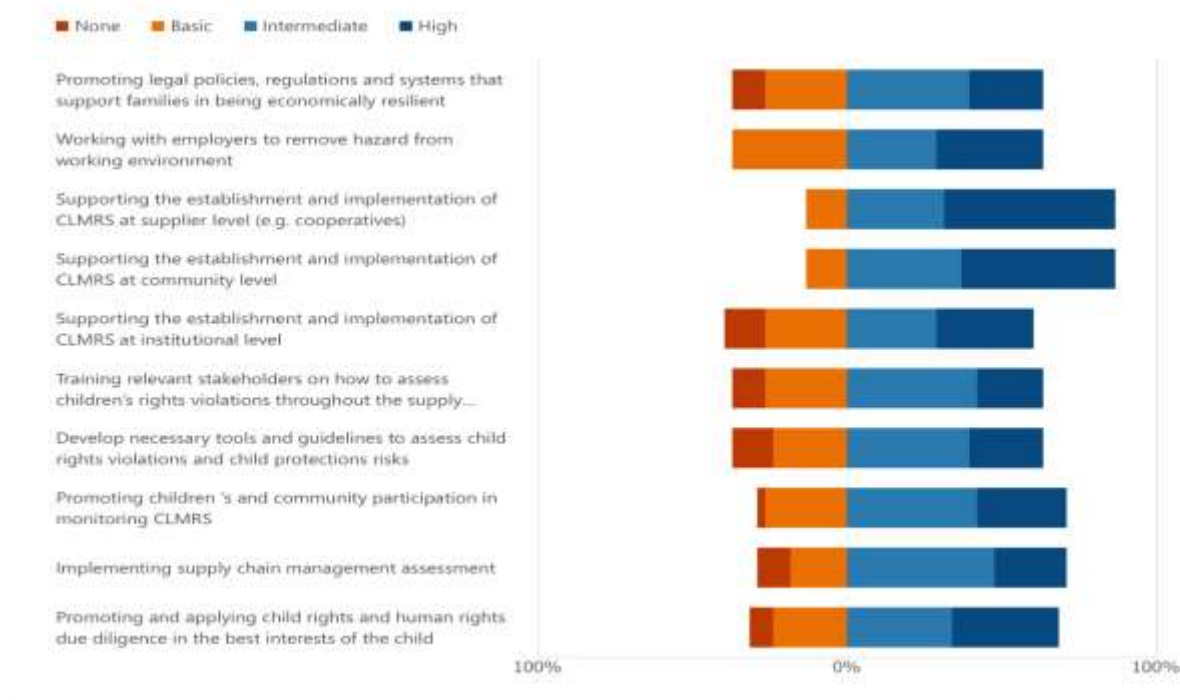


Table 12: Reported experience/confidence on Children & Harmful Work

	None	Basic	Intermediate	High
Promoting legal policies, regulations and systems that support families in being economically resilient	4	10	15	9
Working with employers to remove hazard from working environment	0	14	11	13
Supporting the establishment and implementation of CLMRS at supplier level (e.g. cooperatives)	0	5	12	21
Supporting the establishment and implementation of CLMRS at community level	0	5	14	19
Supporting the establishment and implementation of CLMRS at institutional level	5	10	11	12
Training relevant stakeholders on how to assess children’s rights violations throughout the supply chain	4	10	16	8
Develop necessary tools and guidelines to assess child rights violations and child protections risks	5	9	15	9
Promoting children ‘s and community participation in monitoring CLMRS	1	10	16	11
Implementing supply chain management assessment	4	7	18	9
Promoting and applying child rights and human rights due diligence in the best interests of the child	3	9	13	13

Similarly to their knowledge in this area, respondents are overall fairly confident in relation to their experience of areas relating to hazards in the work environment and CLMRS at supplier and community level but their experience/confidence weakens with slightly higher “none” responses when it comes to **supporting the implementation of CLMRS at the institutional level, training relevant stakeholders on how to assess children’s rights violations throughout the supply chain and developing the necessary tools and guidelines to assess child rights violations and child protections risks**. Promoting children and community participation in monitoring CLMRS and implementing supply chain management assessments have slightly higher levels of “intermediate” responses.

Figure 24: Reported knowledge on Child protection systems & case management

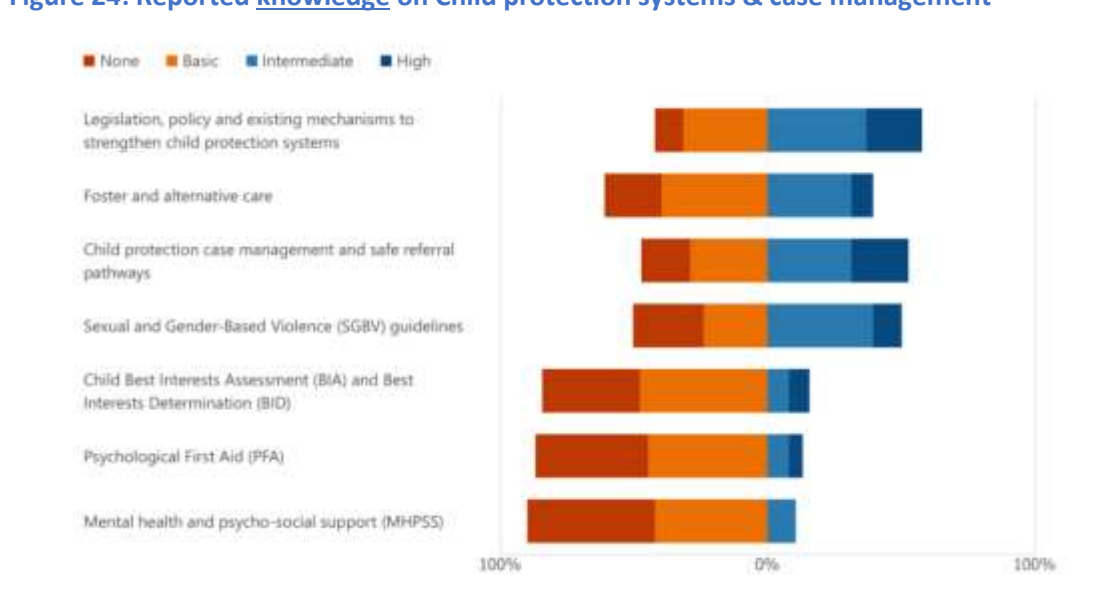


Table 13: Reported knowledge on Child protection systems & case management

	None	Basic	Intermediate	High
Legislation, policy and existing mechanisms to strengthen child protection systems	4	12	14	8
Foster and alternative care	8	15	12	3
Child protection case management and safe referral pathways	7	11	12	8
Sexual and Gender-Based Violence (SGBV) guidelines	10	9	15	4
Child Best Interests Assessment (BIA) and Best Interests Determination (BID)	14	18	3	3
Psychological First Aid (PFA)	16	17	3	2
Mental health and psycho-social support (MHPSS)	18	16	4	0

Compared to the first area of knowledge under child protection, respondents are much less confident in most questions under this section, with fewer selecting “high” in terms of their knowledge. Whilst many candidates ranked their knowledge as “basic” or “intermediate” notably in relation to ‘Legislation, policy and existing mechanisms to strengthen child protection systems’, ‘Foster and alternative care’, ‘Child protection case management and safe referral pathways’, ratings of “none” or “basic” are high in relation to ‘**Sexual and Gender-Based Violence (SGBV) guidelines**’, ‘**Child Best Interests Assessment (BIA) and Best Interests Determination (BID)**’, ‘**Psychological First Aid (PFA)** and **Mental health and psycho-social support (MHPSS)**’, with no respondents ranking themselves as “high” in the latter.

Figure 25: Reported experience/confidence on Child protection systems & case management

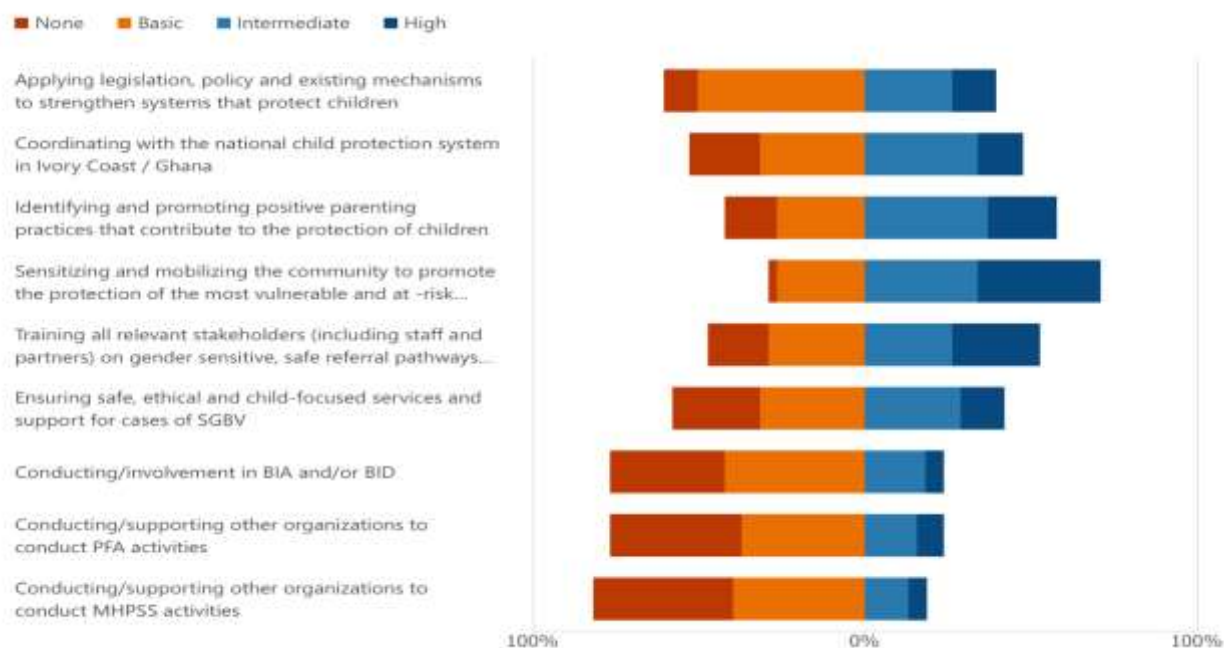


Table 14: Reported experience/confidence on Child protection systems & case management (with numbers)

	None	Basic	Intermediate	High
Applying legislation, policy and existing mechanisms to strengthen systems that protect children	4	19	10	5
Coordinating with the national child protection system in Ivory Coast / Ghana	8	12	13	5
Identifying and promoting positive parenting practices that contribute to the protection of children	6	10	14	8
Sensitizing and mobilizing the community to promote the protection of the most vulnerable and at -risk community members	1	10	13	14
Training all relevant stakeholders (including staff and partners) on gender sensitive, safe referral pathways and services to take action when harm or abuse is identified or has been disclosed	7	11	10	10
Ensuring safe, ethical and child-focused services and support for cases of SGBV	10	12	11	5
Conducting/involvement in BIA and/or BID	13	16	7	2
Conducting/supporting other organizations to conduct PFA activities	15	14	6	3
Conducting/supporting other organizations to conduct MHPSS activities	16	15	5	2

Whilst there is a fairly even spread across all questions and levels of experience/confidence, it is worth noting the high levels of responses in the “none” category (except for the 4th question on sensitizing and mobilizing the community to promote protection). Areas which **standout where respondents felt less confident** are ‘Applying legislation, policy and existing mechanisms to strengthen systems that protect children’, ‘Training all relevant stakeholders (including staff and partners) on gender sensitive, safe referral pathways and services to take action when harm or abuse is identified or has been disclosed’, ‘Ensuring safe, ethical and child-focused services and support for cases of SGBV’, ‘Conducting/ involvement in BIA and/or BID’, ‘Conducting/supporting other organizations to conduct PFA activities’ and ‘Conducting/supporting other organizations to conduct MHPSS activities’.

2.b. Comparative analysis of findings by supplier

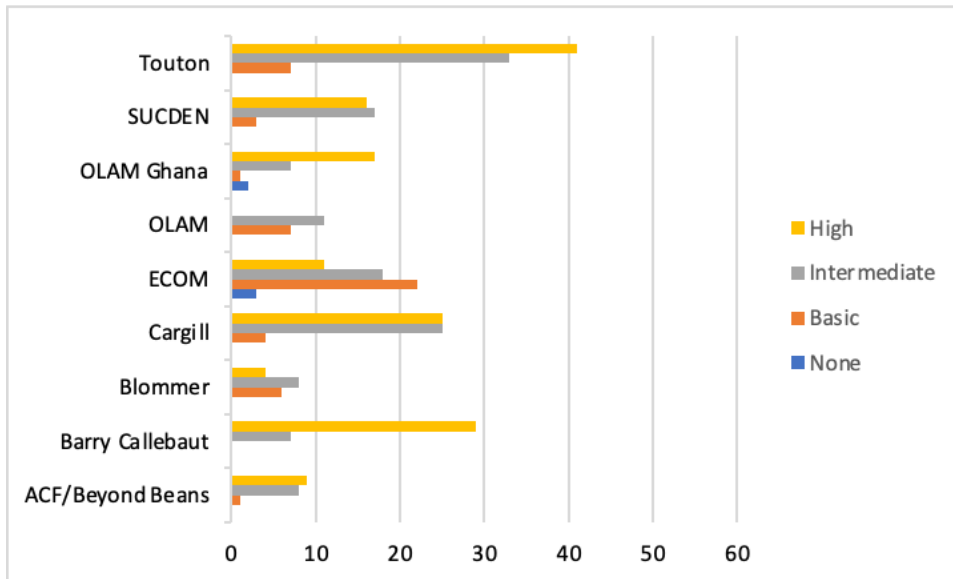
The following answers were given in response to the question “are you directly involved in Child protection activities?”.

Table 15: Breakdown of respondents by supplier

		Yes	No	Total Suppliers
1	ACF/Beyond Beans	2	0	2
2	Barry Callebaut	4	1	5
3	Blommer	2	1	3
4	Cargill	6	0	6
5	ECOM	6	3	9
6	OLAM	2	1	3
7	OLAM Ghana	3	0	3
8	SUCDEN	4	0	4
9	Touton	9	6	15
	Total	38	12	50

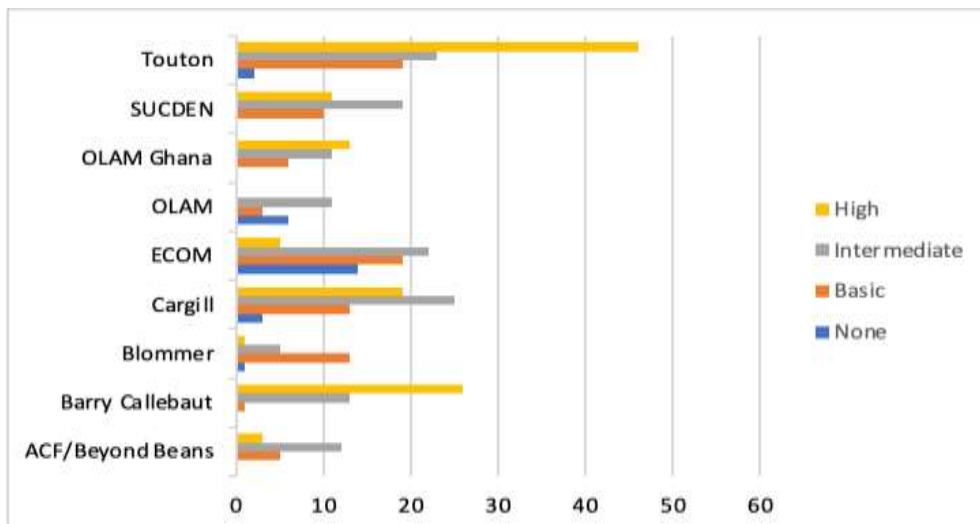
All suppliers have respondents who are actively engaged in Child Protection activities.

Figure 26: Reported *knowledge on Children & Harmful Work by supplier*



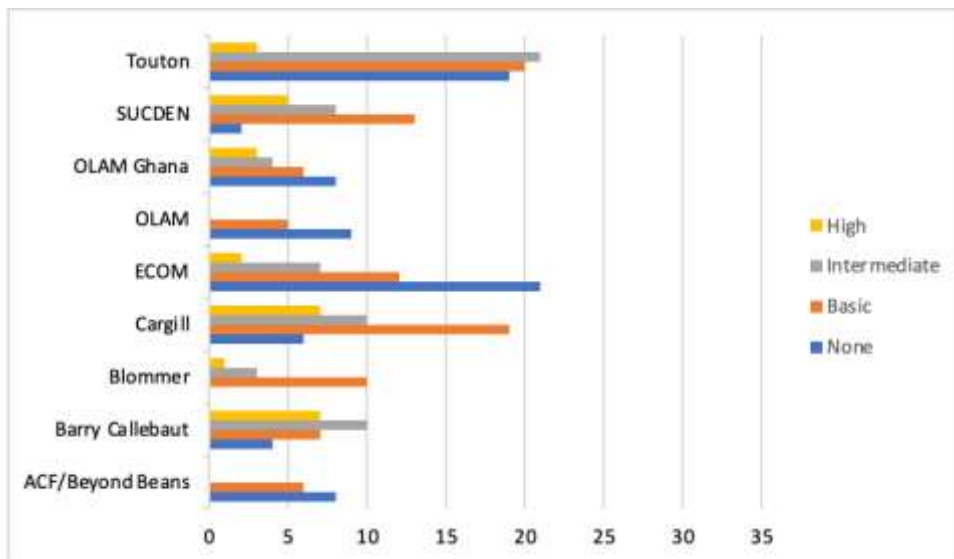
As we have seen in the overall analysis above, in general, suppliers are fairly confident in their knowledge of child protection focusing on CLMRS and supply chains. That said, the above shows us that a few suppliers, notably ECOM, have “basic” or “no” knowledge in certain areas.

Figure 27: Reported *Experience/Confidence on Children & Harmful Work by supplier*



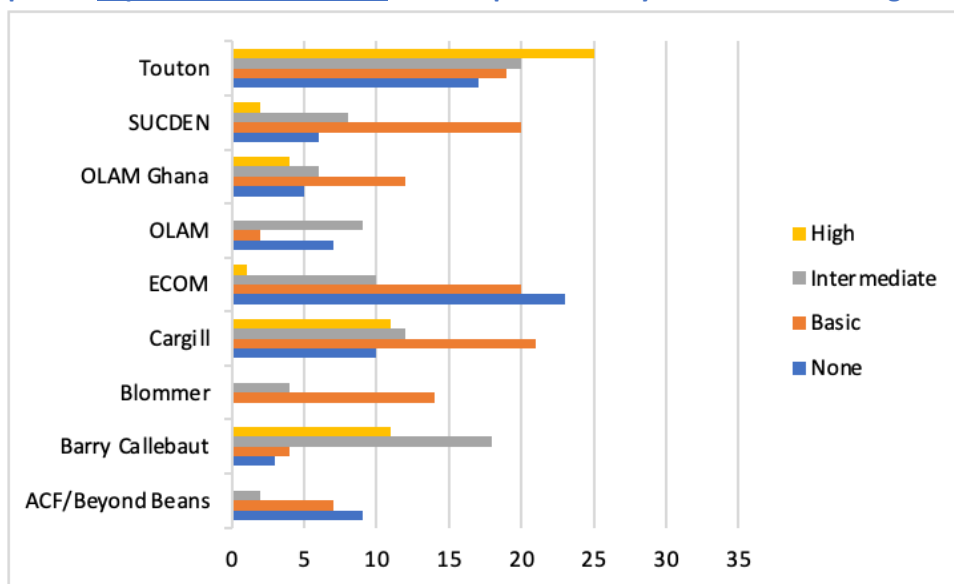
We see slightly more suppliers with respondents who indicate “none” or “basic” in the experience/confidence section of Children and Harmful work than in the knowledge section. This indicates that whilst respondents know about these areas, they have yet to put them in practice.

Figure 28: Reported knowledge on Child protection systems & case management by supplier



Mirroring the overall analysis above, we see many more low ratings for questions relating to child protection systems, PFA, MHPSS, etc. This is notable because it’s across all suppliers and indicates that this should be an area of focus for training.

Figure 29: Reported Experience/Confidence on Child protection systems & case management by supplier



Lower levels of confidence are notable across most suppliers in this area of child protection, with lots of “none” and “basic” showing across this chart. Even Blommer, who has no respondents indicating “none”, say they mostly have “basic” or a few “intermediate” across all questions.

2.c. Recommendations for capacity building programme on Child protection

Protecting children from all forms of abuse and violence and protecting their rights is fundamental to everything we do in Save the Children.

Within Child Protection, we first asked respondents about their knowledge and experience/confidence of Children and Harmful work, then we asked them about their knowledge and experience/confidence in Child Protection systems and case management. Broadly speaking, respondents were more confident in their knowledge and experience in Children and Harmful work than in Child Protection systems and case management.

That said, even in the area of Children and Harmful work, a relatively high number of respondents ranked their knowledge and notably experience/confidence as basic notably in the areas of:

- Drivers and risks of children's engagement in harmful work
- Indicators of harm experienced by children
- Child labour legal frameworks
- Supply chain management assessments
- Child rights and human rights due diligence.

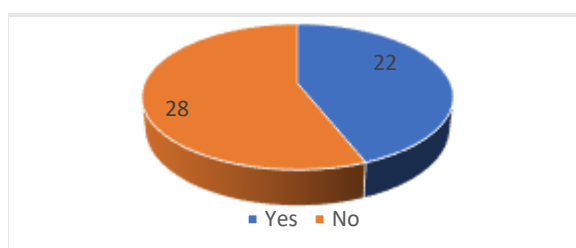
For Child Protection systems and case management, overall responses tended to be more in the "none" or "basic" categories. As a result, and given the importance of this thematic area, we are recommending that all participants also attend training in all the elements contained there-in, paying particular attention to Child Protection Systems in General, and later during the programme focusing in on:

- Applying legislation, policy and existing mechanisms to strengthen systems that protect children
- Sexual and Gender-Based Violence (SGBV) guidelines & ensuring safe, ethical and child-focused services and support for cases of SGBV
- Child Best Interests Assessment (BIA) and Best Interests Determination (BID) & Conducting/involvement in BIA and/or BID
- Psychological First Aid (PFA) & Conducting/supporting other organizations to conduct PFA activities
- Mental health and psycho-social support (MHPSS) & Conducting/supporting other organizations to conduct MHPSS activities
- Training all relevant stakeholders (including staff and partners) on gender sensitive, safe referral pathways and services to take action when harm or abuse is identified or has been disclosed

3. Education

3.a. Overall results

Figure 30: Number of respondents directly involved in education activities in their work with Ferrero



Just under 50% of respondents are involved in Education activities. Under Education, there are 2 areas of focus 1) ensuring all children’s access to quality and safe education and 2) supporting teachers' wellbeing and professional development. Questions on knowledge and experience/confidence are asked for both areas.

Figure 31: Reported knowledge on ensuring all children’s access to quality and safe education

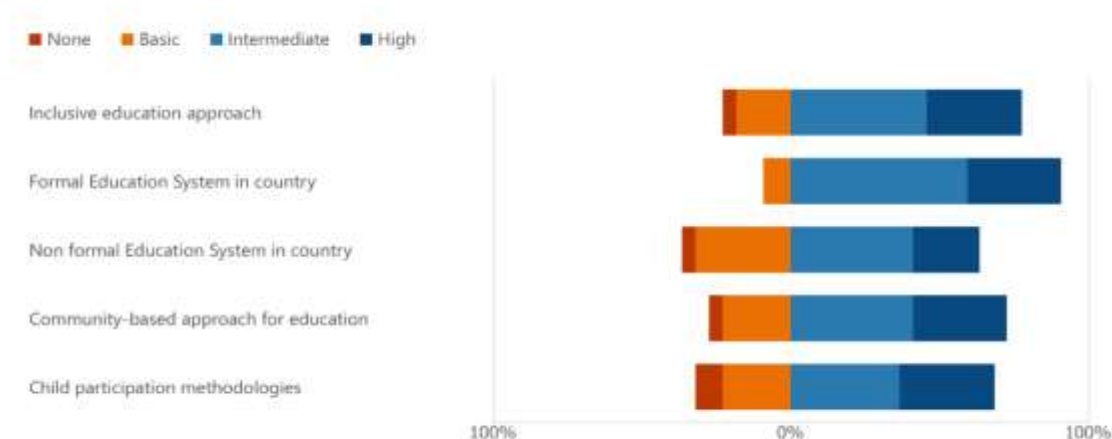


Table 16: Reported knowledge on ensuring all children’s access to quality and safe education (with numbers)

	None	Basic	Intermediate	High
Inclusive education approach	1	4	10	7
Formal Education System in country	0	2	13	7
Non formal Education System in country	1	7	9	5
Community-based approach for education	1	5	9	7
Child participation methodologies	2	5	8	7

Overall respondents are fairly confident about their knowledge of access to safe and quality education in their countries. They are slightly less confident in **non-formal education systems, community-based approaches for education** and **child participation methodologies** than in other areas but the difference is very small.

Figure 32: Reported experience/confidence on ensuring all children’s access to quality and safe education

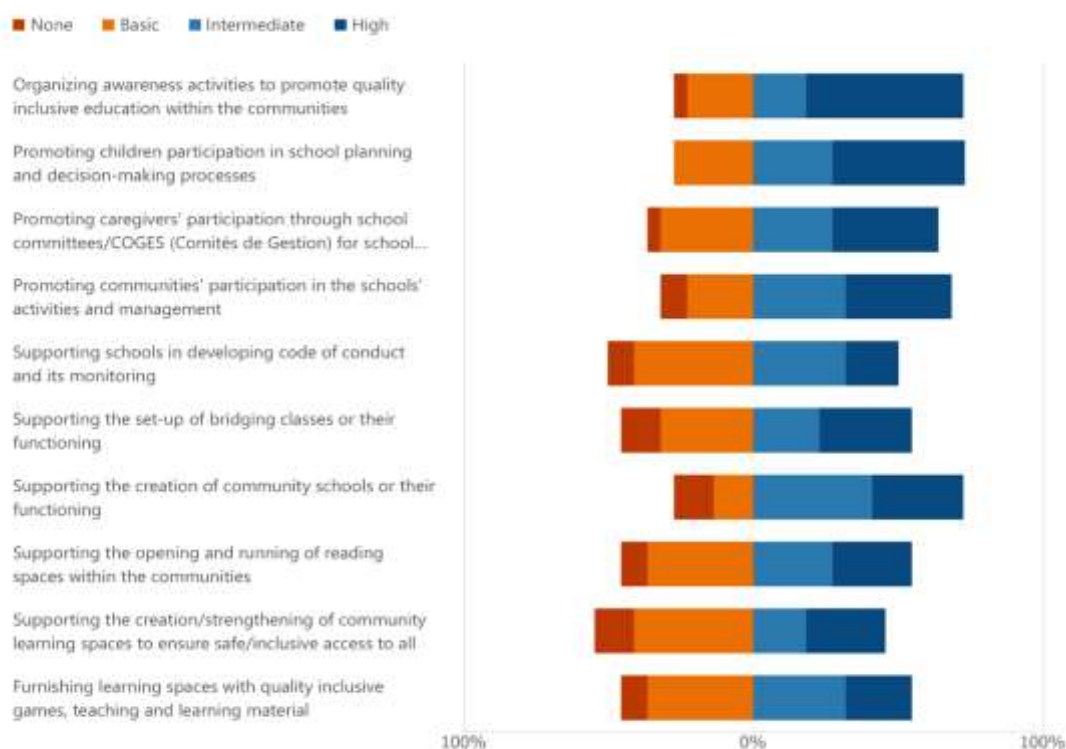


Table 17: Reported experience/confidence on ensuring all children’s access to quality and safe education (with numbers)

	None	Basic	Intermediate	High
Organizing awareness activities to promote quality inclusive education within the communities	1	5	4	12
Promoting children’s participation in school planning and decision-making processes	0	6	6	10
Promoting caregivers’ participation through school committees/COGES (Comités de Gestion) for school planning and decision-making processes	1	7	6	8
Promoting communities' participation in the schools’ activities and management	2	5	7	8
Supporting schools in developing code of conduct and its monitoring	2	9	7	4
Supporting the set-up of bridging classes or their functioning	3	7	5	7
Supporting the creation of community schools or their functioning	3	3	9	7
Supporting the opening and running of reading spaces within the communities	2	8	6	6
Supporting the creation/strengthening of community learning spaces to ensure safe/inclusive access to all	3	9	4	6
Furnishing learning spaces with quality inclusive games, teaching, and learning material	2	8	7	5

Respondents’ generally have ranked their experience/confidence in implementing activities relating to ensuring all children’s access to quality and safe education as slightly higher than their knowledge in this area, with 12 and 10 respondents in the “high” category respectively for ‘Organising awareness raising activities’ and ‘promoting children’s participation’. Across all other questions the picture is more mixed with more respondents answering more in the “basic” category to questions on ‘supporting schools to develop codes of

conduct’, ‘supporting reading spaces in communities’ and ‘supporting the creation of community learning spaces to ensure safe/inclusive access to all’.

Figure 33: Reported knowledge on supporting teachers' wellbeing and professional development

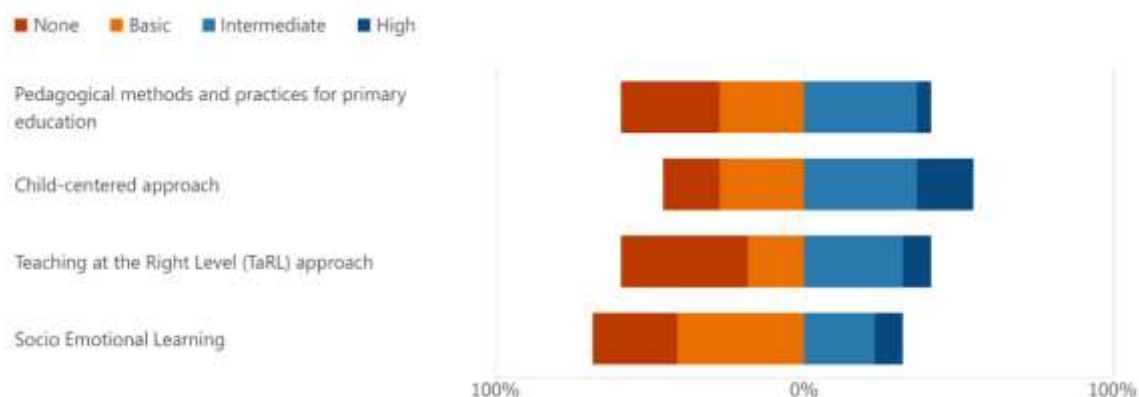


Table 18: Reported knowledge on supporting teachers' wellbeing and professional development (with numbers)

	None	Basic	Intermediate	High
Pedagogical methods and practices for primary education	7	6	8	1
Child-centered approach	4	6	8	4
Teaching at the Right Level (TaRL) approach	9	4	7	2
Socio Emotional Learning	6	9	5	2

More respondents answered “none” to questions about supporting teachers' wellbeing and professional development than to questions about access to quality and safe education, indicating that they are less confident about their knowledge in this area. In parallel, fewer respondents ranked themselves as having “high” knowledge in all questions.

Figure 34: Reported experience/confidence on supporting teachers' wellbeing and professional development

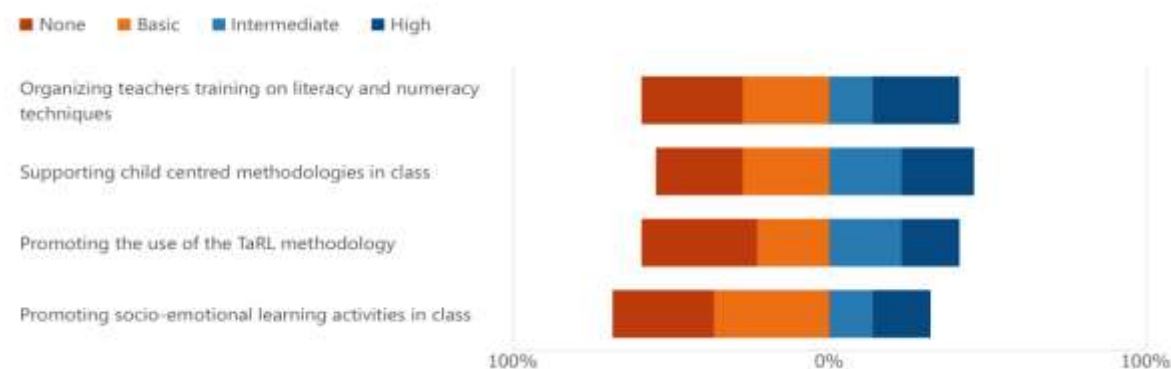


Table 19: Reported experience/confidence on supporting teachers' wellbeing and professional development (with numbers)

	None	Basic	Intermediate	High
Organizing teachers training on literacy and numeracy techniques	7	6	3	6
Supporting child centred methodologies in class	6	6	5	5
Promoting the use of the TaRL methodology	8	5	5	4
Promoting socio-emotional learning activities in class	7	8	3	4

The spread of responses is fairly even across all categories for these questions. However, in line with participants knowledge in this area, participants are slightly less confident in ‘**promoting the use of the TaRL methodology**’ and ‘**promoting socio-emotional learning activities in class**’ than in the other 2 sub-themes.

3.b. Comparative analysis of findings by supplier

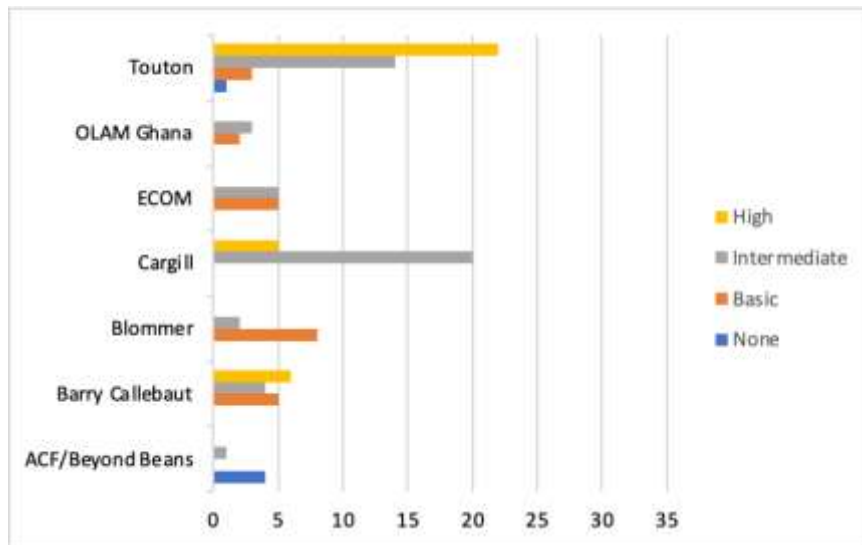
The following answers were given in response to the question “are you directly involved in education activities?”.

Table 20: Breakdown of respondents by supplier

		Yes	No	Total Suppliers
1	ACF/Beyond Beans	1	1	2
2	Barry Callebaut	3	2	5
3	Blommer	2	1	3
4	Cargill	5	1	6
5	ECOM	2	7	9
6	OLAM	0	3	3
7	OLAM Ghana	1	2	3
8	SUCDEN	0	4	4
9	Touton	8	7	15
	Total	22	28	50

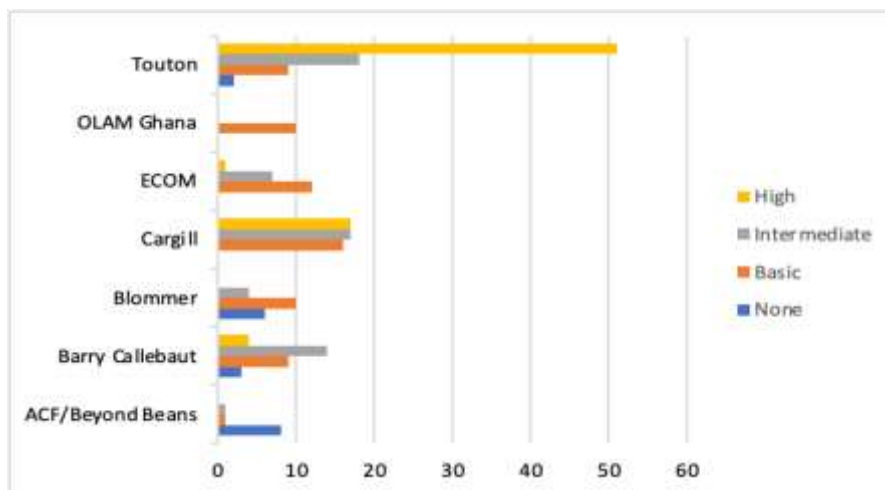
All suppliers except Olam and Sucden have respondents actively engaged in Education activities.

Figure 35: Reported knowledge by supplier on ensuring all children’s access to quality and safe education



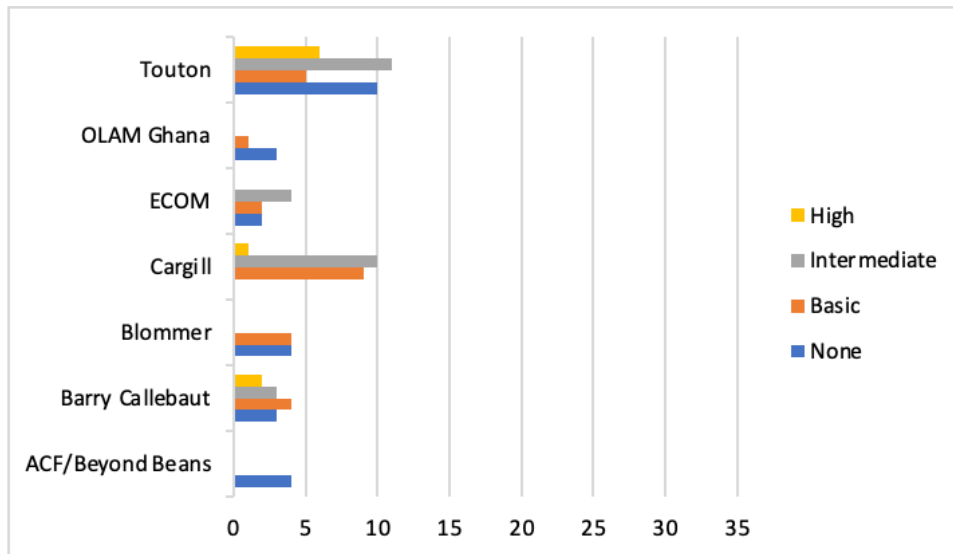
Touton, Barry Callebaut and Cargill have relatively high numbers of respondents ranking themselves in the “high” category. ACF/Beyond Beans has more “none” rankings than any other supplier. Barry Callebaut, Blommer, ECOM, OLAM Ghana and Touton all have rankings in the “basic” category.

Figure 36: Reported experience/confidence by supplier on ensuring all children’s access to quality and safe education



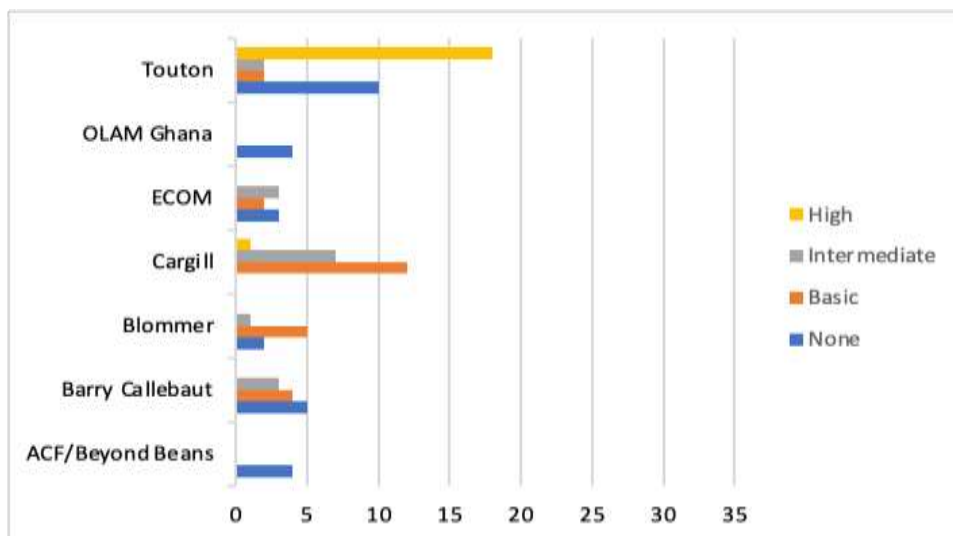
Similarly to the knowledge section, Touton, Barry Callebaut and Cargill and this time ECOM, all have respondents ranking themselves in the “high” category, notably Touton and Cargill. Again, ACF/Beyond Beans has more “none” rankings than any other supplier. Notably Cargill has more rankings in the “basic” category compared to the knowledge questions.

Figure 37: Reported knowledge by supplier on supporting teachers' wellbeing and professional development



Overall, suppliers seem less confident about their knowledge of supporting teachers' wellbeing and professional development than on their knowledge of ensuring all children's access to quality and safe education. All suppliers except for Cargill have "none" rankings.

Figure 38: Reported experience/confidence by supplier on supporting teachers' wellbeing and professional development



18 Touton and 1 Cargill respondents have ranked themselves as "high" in terms of their experience/confidence in **supporting teachers' wellbeing and professional development**. **OLAM Ghana** and **ACF/Beyond Beans** only have "none" rankings. Other suppliers have mixed rankings over the 4 categories but even Touton has 10 answers in the "none" category indicating a very mixed bag in this area.

3.c. Recommendations for capacity building programme on Education

Knowledge and confidence/experience of Education activities is fairly mixed across suppliers. Notably, answers with lower rankings are seen across all questions relating to supporting teachers' wellbeing and professional development.

It is therefore recommended that capacity strengthening on **children's access to quality and safe education** initially focuses on:

- non-formal education system in country
- community-based approaches for education
- child participation methodologies
- supporting schools to develop codes of conduct
- supporting reading spaces in communities
- supporting the creation of community learning spaces to ensure safe/inclusive access to all.

And in relation to supporting teachers' wellbeing and professional development methods, it is recommended that all areas are covered:

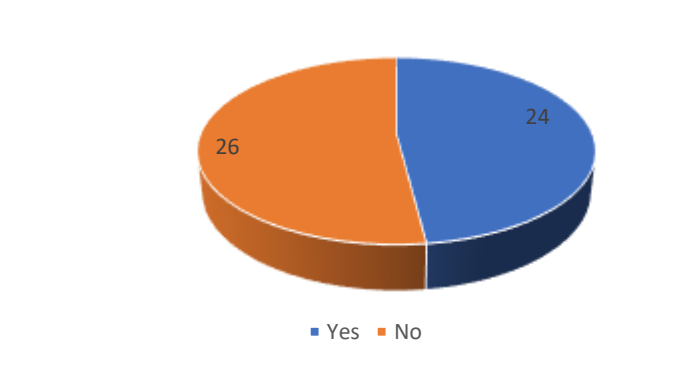
- Pedagogical methods and practices for primary education
- Child-centered approach
- Teaching at the Right Level (TaRL) approach
- Socio Emotional Learning

To note: ACF/Beyond Beans only had one respondent but they ranked themselves as low in all areas of Education –it is highly recommended that they receive additional support in this area.

4. Adolescents and Youth empowerment

4.a. Overall results

Figure 39: Number of respondents directly involved in Adolescent/Youth empowerment activities in their work with Ferrero



Just under half of respondents are directly involved in work with adolescents and youth. Under Adolescent/youth empowerment, there 2 areas of focus 1) *Adolescents and youth empowerment* and 2) *Stakeholders*. Questions on knowledge and experience/confidence are asked for the first area, and just on knowledge for the second.

Figure 40: Reported knowledge on Adolescents and youth empowerment

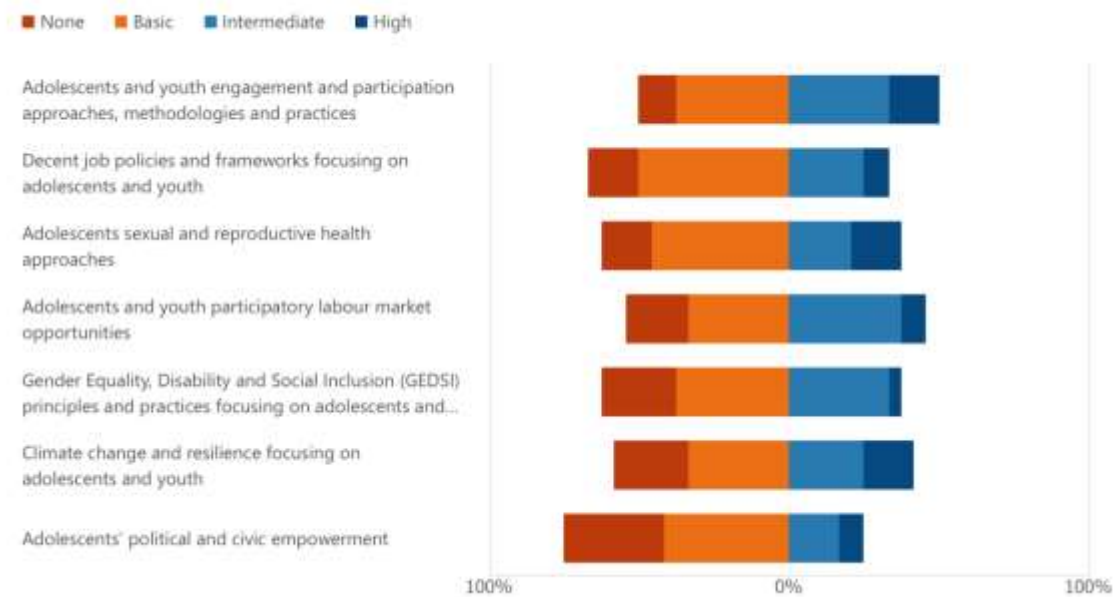


Table 21: Reported *knowledge on Adolescents and youth empowerment* (with numbers)

	None	Basic	Intermediate	High
Adolescents and youth engagement and participation approaches, methodologies and practices	3	9	8	4
Decent job policies and frameworks focusing on adolescents and youth	4	12	6	2
Adolescents sexual and reproductive health approaches	4	11	5	4
Adolescents and youth participatory labour market opportunities	5	8	9	2
Gender Equality, Disability and Social Inclusion (GEDSI) principles and practices focusing on adolescents and youth	6	9	8	1
Climate change and resilience focusing on adolescents and youth	6	8	6	4
Adolescents' political and civic empowerment	8	10	4	2

Respondents' knowledge of Adolescent/youth empowerment activities ranges from "none", to "basic" to "intermediate" with very few responses in the "high" category. There are more "basic" responses for **'Adolescents and youth engagement and participation approaches, methodologies and practices'**, **'Decent job policies and frameworks focusing on adolescents and youth'**, **'Adolescents sexual and reproductive health approaches'**, **'GEDSI principles and practices focusing on adolescents and youth'** and **'Climate change and resilience focusing on adolescents and youth'** than in other categories. The highest rating of "none" is seen in **'Adolescents' political and civic empowerment'**. The only category where respondents felt slightly more knowledgeable is "Adolescents and youth participatory labour market opportunities" but this was by only 1 point.

Figure 41: Reported *experience/confidence on Adolescents and youth empowerment*

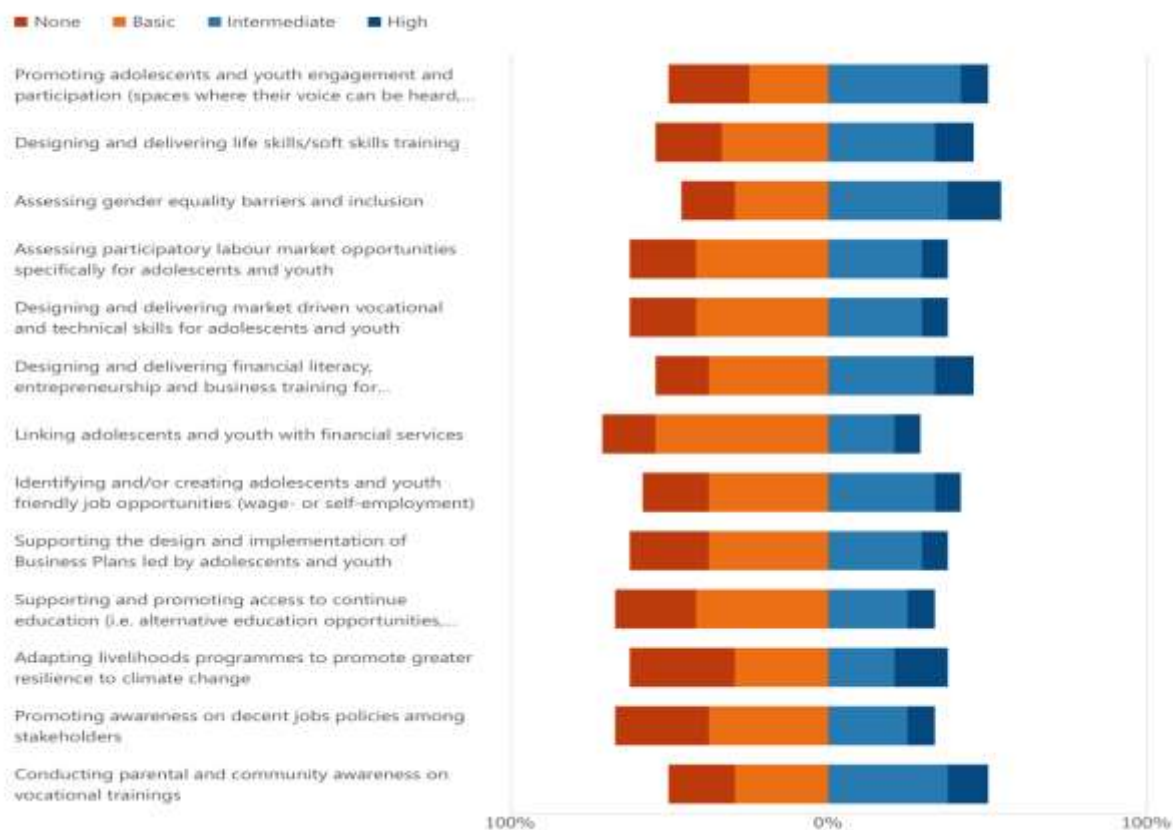


Table 22: Reported experience/confidence on Adolescents and youth empowerment (with numbers)

	None	Basic	Intermediate	High
Promoting adolescents and youth engagement and participation (spaces where their voice can be heard, adolescents and youth clubs, parliament etc.)	6	6	10	2
Designing and delivering life skills/soft skills training	5	8	8	3
Assessing gender equality barriers and inclusion	4	7	9	4
Assessing participatory labour market opportunities specifically for adolescents and youth	5	10	7	2
Designing and delivering market driven vocational and technical skills for A&Y	5	10	7	2
Designing and delivering financial literacy, entrepreneurship and business training for A&Y	4	9	8	3
Linking adolescents and youth with financial services	4	13	5	2
Identifying and/or creating adolescents and youth friendly job opportunities	5	9	8	2
Supporting the design and implementation of Business Plans led by adolescents and youth	6	9	7	2
Supporting and promoting access to continue education (i.e. alternative education opportunities, scholarships support, chat up classes, others, etc.)	6	10	6	2
Adapting livelihoods programmes to promote greater resilience to climate change	8	7	5	4
Promoting awareness on decent jobs policies among stakeholders	7	9	6	2
Conducting parental and community awareness on vocational trainings	5	7	9	3

As with the knowledge, ratings for experience and confidence are spread but more sit in the “basic” category than in others. **‘Adapting livelihoods programmes to promote greater resilience to climate change’** is one category where slightly more respondents rated themselves as having “none” in terms of knowledge and experience than other questions. **‘Assessing participatory labour market opportunities for adolescents and youth’, ‘Designing and delivering market driven vocational and technical skills for A&Y’, ‘Linking adolescents and youth with financial services’, ‘Identifying and/or creating adolescents and youth friendly job opportunities (wage- or self-employment)’, ‘Supporting the design and implementation of Business Plans led by adolescents and youth and Promoting awareness on decent jobs policies among stakeholders’** all had slightly more ratings in the “basic” category than other categories.

Figure 42: Reported confidence in working with the following stakeholders

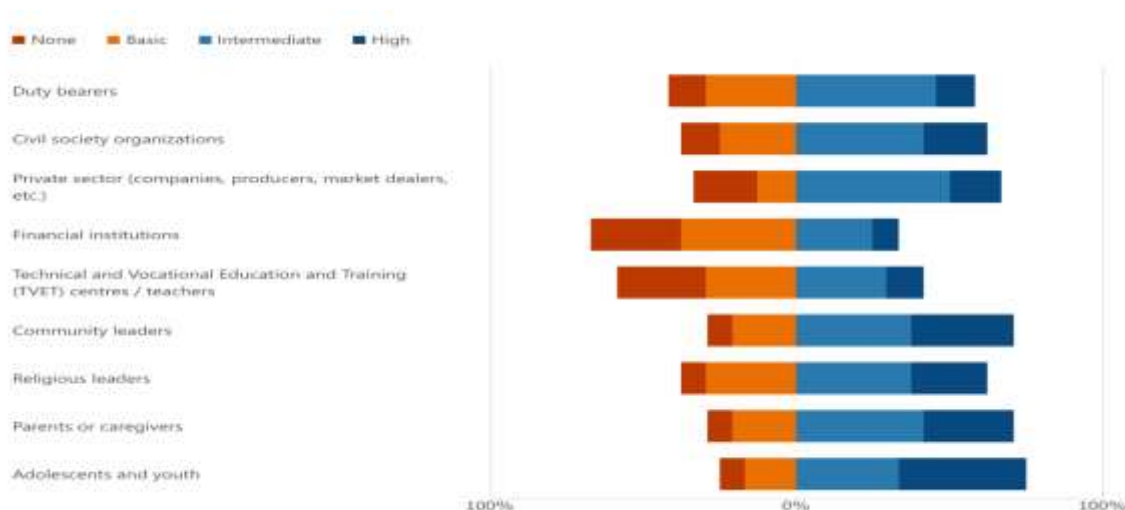


Table 23: Reported confidence in working with the following stakeholders (with numbers)

	None	Basic	Intermediate	High
Duty bearers	3	7	11	3
Civil society organizations	3	6	10	5
Private sector (companies, producers, market dealers, etc.)	5	3	12	4
Financial institutions	7	9	6	2
Technical and Vocational Education and Training (TVET) centres / teachers	7	7	7	3
Community leaders	2	5	9	8
Religious leaders	2	7	9	6
Parents or caregivers	2	5	10	7
Adolescents and youth	2	4	8	10

Respondents are relatively confident (rating themselves as “intermediate”) in working with most stakeholders including duty bearers, civil society organisations, private sector, community leaders, religious leaders and parents or caregivers. Their confidence is best in working with Adolescents and youth themselves. The area they feel **least confident is working with financial institutions**. In terms of Technical and Vocational Education and Training (TVET) centres/teachers, their ratings are evenly spread over the bottom 3 categories with fewer in the highest category.

4.b. Comparative analysis of findings by supplier

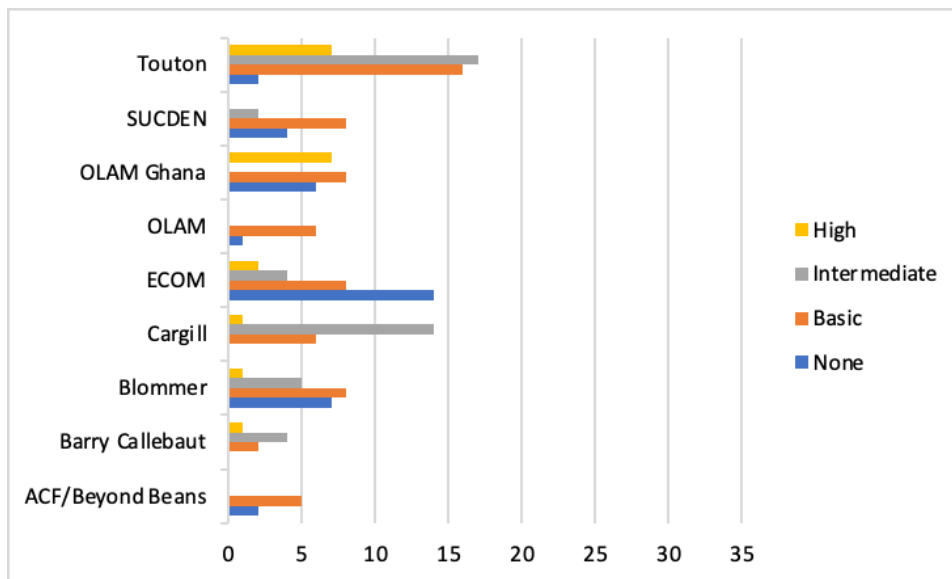
The following answers were given in response to the question “are you directly involved in Adolescents/Youth empowerment activities?”.

Table 24: Breakdown of respondents by supplier

	Yes	No	Total Suppliers	
1	ACF/Beyond Beans	1	1	2
2	Barry Callebaut	1	4	5
3	Blommer	3	0	3
4	Cargill	3	3	6
5	ECOM	4	5	9
6	OLAM	1	2	3
7	OLAM Ghana	3	0	3
8	SUCDEN	2	2	4
9	Touton	6	9	15
	Total	24	26	50

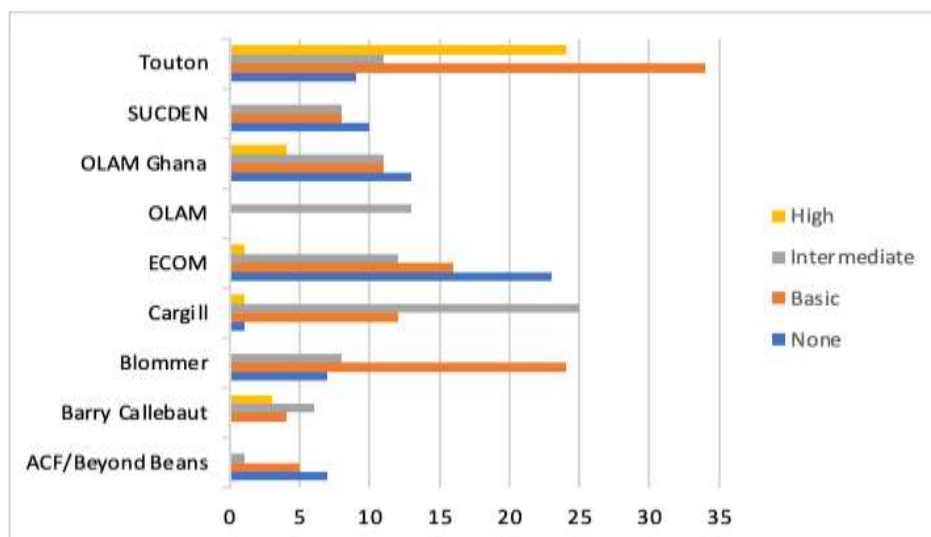
All suppliers have at least one respondent actively engaged in adolescent and youth empowerment activities.

Figure 43: Reported knowledge on Adolescent/youth empowerment by supplier



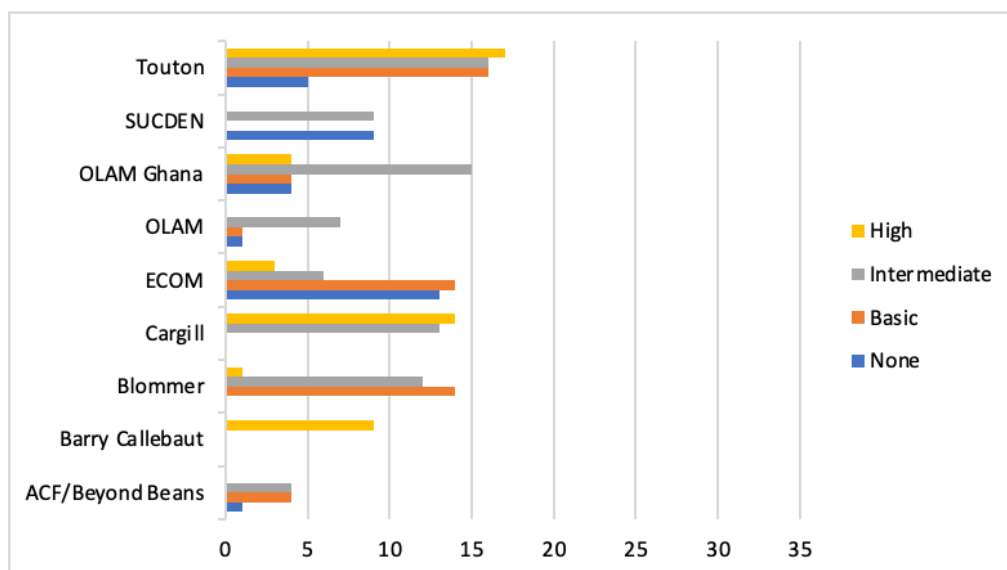
This programmatic component is characterized by a significant volume of respondents ranking themselves as “None” in terms of their knowledge. Even though quite a few suppliers have “high” rankings, in no case is this the most prevalent. Both Touton and Cargill have lots of “intermediate” and “basic” ratings but ECOM has more “none” ratings than any other category.

Figure 44: Reported experience/confidence on Adolescent/youth empowerment by supplier



A quick glance at the chart shows us a lot of “none”, “basic” and “intermediate” rankings, and not so many “high” rankings – unless we are looking at Touton. It is worth noting that Barry Callebaut, ACF/Beyond Beans and OLAM only had one respondent – OLAM’s respondent rated themselves as “intermediate” across all questions. There were 13 questions in total in the experience/confidence section of adolescent and youth empowerment which accounts for such high totals in suppliers who had several respondents (e.g. Touton had 6 respondents).

Figure 45: Reported experience/confidence on Stakeholders' involvement by supplier



Barry Callebaut's one respondent is very confident in their interactions with all stakeholders relating to Adolescents and Youth Empowerment. Cargill, Touton and to a lesser extent OLAM Ghana also have high levels of confidence albeit mixed with other categories of rating. A lot of "none" shows for ECOM and Sucden although the later also has intermediate ratings for half of their responses.

4. c. Recommendations for capacity building programme on Adolescents and Youth empowerment

Results for Adolescent/youth empowerment activities were spread across all categories, so it is recommended that all participants are engaged in training in this area. To begin with however, it may be worth focusing in on areas where respondents ranked their knowledge / confidence / experience as slightly lower including:

- Adolescents' political and civic empowerment
- **Adapting livelihoods programmes to promote greater resilience to climate change'**
- Assessing participatory labour market opportunities for adolescents and youth
- Designing and delivering market driven vocational and technical skills for A&Y
- Linking adolescents and youth with financial services,
- Identifying and/or creating adolescents and youth friendly job opportunities (wage- or self-employment),
- Supporting the design and implementation of Business Plans led by adolescents and youth
- Promoting awareness on decent jobs policies among stakeholders

When it comes to stakeholders, participants are fairly confident when it comes to most groups, notably when working with Adolescents and Youth themselves, but not so confident when it comes to working with financial institution and TVET centres/teachers. It is therefore recommended to initially focus on:

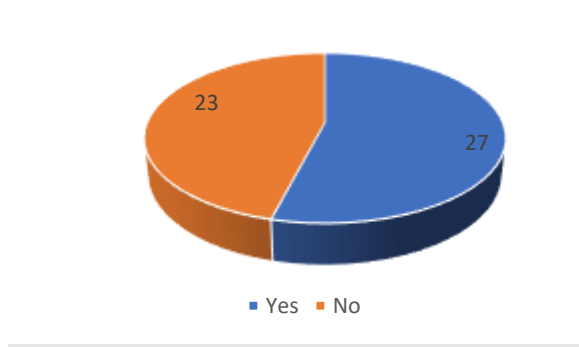
- Working with financial institutions
- Working with Technical and Vocational Education and Training (TVET) centres/teachers

PROGRAMMATIC COMPONENT 5: MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)

5.1. Monitoring, Evaluation, Accountability and Learning (MEAL)

5.1.a. Overall results

Figure 46: Number of respondents directly involved in MEAL activities in their work with Ferrero



54% of respondents are directly involved in MEAL activities. Under MEAL, there are 2 areas of focus 1) the design and use of inclusive MEAL systems and data collection methodologies to inform programme decision-making and strategy 2) strengthening evidence and learning to promote its use for programme, policy and advocacy decision-making. Questions on knowledge and experience/confidence are asked for both areas.

Figure 47: Reported knowledge on the design and use of inclusive MEAL systems

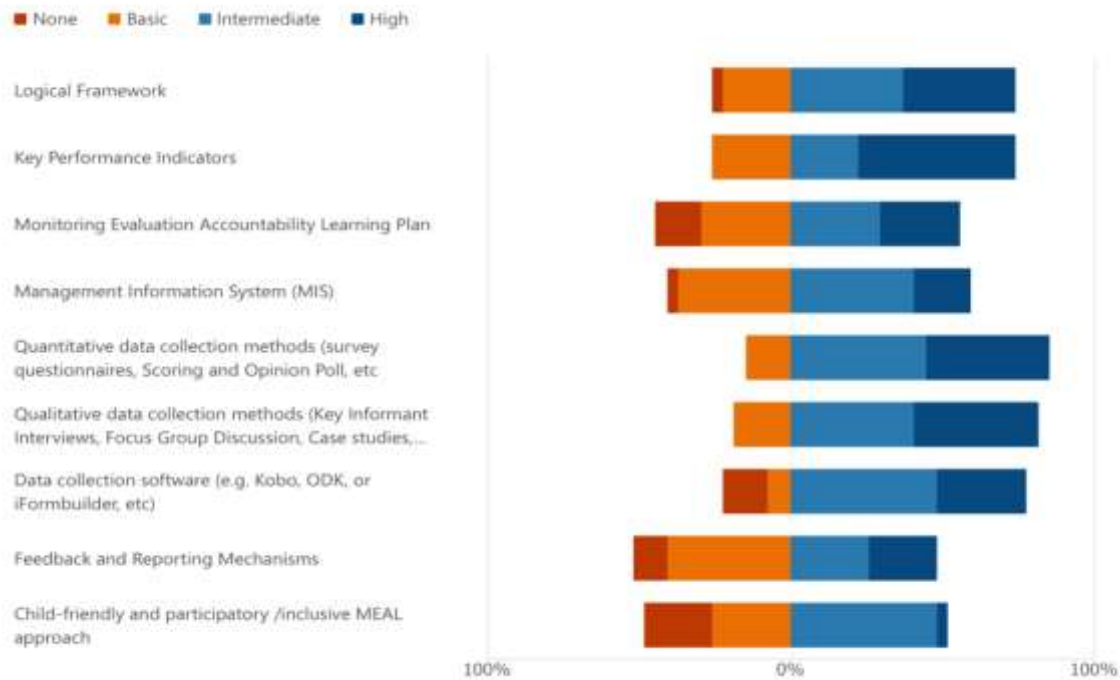


Table 25: Reported knowledge on the design and use of inclusive MEAL systems (with numbers)

	None	Basic	Intermediate	High
Logical Framework	1	6	10	10
Key Performance Indicators	0	7	6	14
Monitoring Evaluation Accountability Learning Plan	4	8	8	7
Management Information System (MIS)	1	10	11	5
Quantitative data collection methods (survey questionnaires, Scoring and Opinion Poll, etc)	0	4	12	11
Qualitative data collection methods (Key Informant Interviews, Focus Group Discussion, Case studies, Observation)	0	5	11	11
Data collection software (e.g. Kobo, ODK, or iFormbuilder, etc)	4	2	13	8
Feedback and Reporting Mechanisms	3	11	7	6
Child-friendly and participatory /inclusive MEAL approach	6	7	13	1

Overall, within the knowledge area there is a relatively high proportion of “intermediate” rankings provided by respondents. The respondents reported to be most knowledgeable on ‘Key performance indicators’ (with 14 “high” responses), while the topic that registers the highest volume of “none” and lowest volume of “high” responses is ‘Child-friendly and participatory /inclusive MEAL approach’. “Feedback and reporting mechanisms” is also an area of concern with 11 responses in the “basic” category.

Figure 48: Reported experience/confidence on the design and use of inclusive MEAL systems

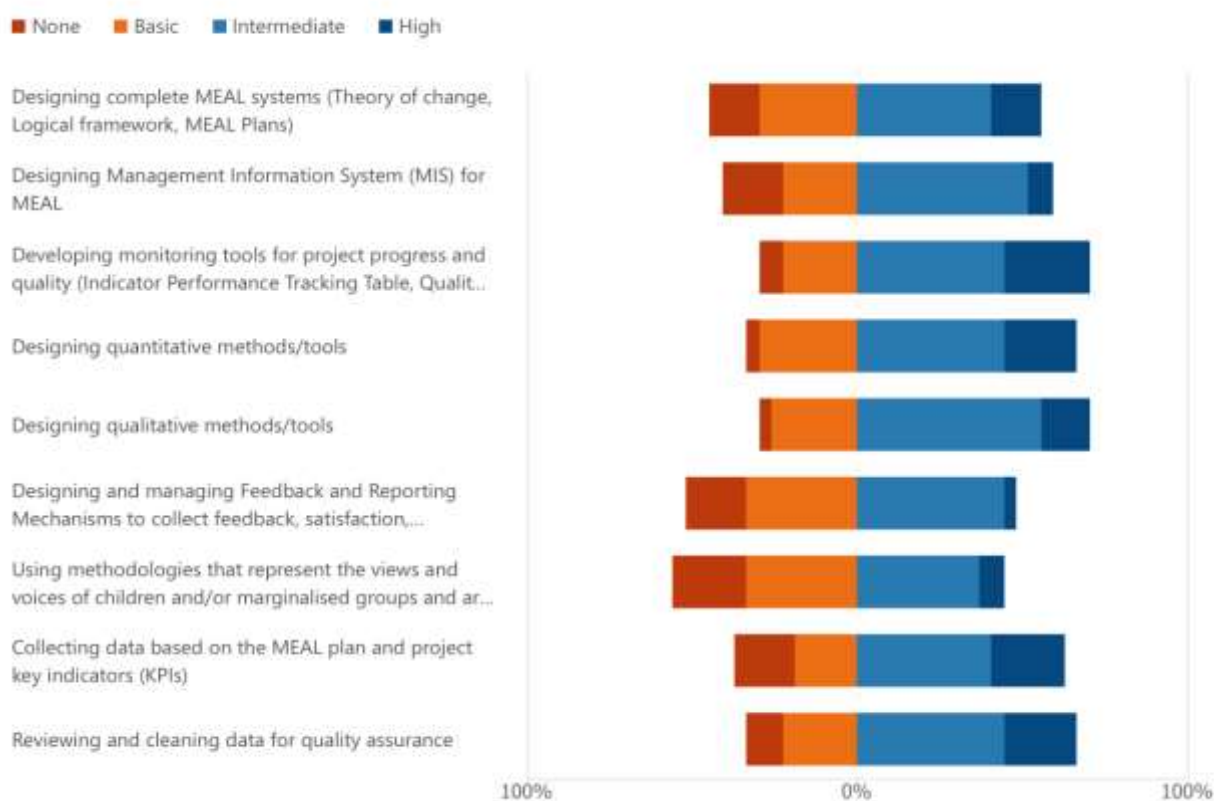


Table 26: Reported experience/confidence on the design and use of inclusive MEAL systems (with numbers)

	None	Basic	Intermediate	High
Designing complete MEAL systems (Theory of change, Logical framework, MEAL Plans)	4	8	11	4
Designing Management Information System (MIS) for MEAL	5	6	14	2
Developing monitoring tools for project progress and quality (Indicator Performance Tracking Table, Quality benchmarks, Data collection tools, etc)	2	6	12	7
Designing quantitative methods/tools	1	8	12	6
Designing qualitative methods/tools	1	7	15	4
Designing and managing Feedback and Reporting Mechanisms to collect feedback, satisfaction, complaints from the project beneficiaries, including children	5	9	12	1
Using methodologies that represent the views and voices of children and/or marginalised groups and are adapted for different age, ability and gender groups	6	9	10	2
Collecting data based on the MEAL plan and project key indicators (KPIs)	5	5	11	6
Reviewing and cleaning data for quality assurance	3	6	12	6

Whilst “Intermediate” is the most popular ranking across all questions, the sum of “none” and “basic” rankings is always higher than the number of “high” rankings, suggesting that experience/confidence in the use of MEAL systems in general sits mostly between “none”, “basic” and “intermediate” than “high”. This is particularly notable for ‘Designing complete MEAL systems (Theory of change, Logical framework, MEAL Plans)’, ‘Designing and managing Feedback and Reporting Mechanisms to collect feedback, satisfaction, complaints from the project beneficiaries, including children’ and ‘Using methodologies that represent the views and voices of children and/or marginalised groups and are adapted for different age, ability and gender groups’.

Figure 49: Reported knowledge on strengthening evidence and learning

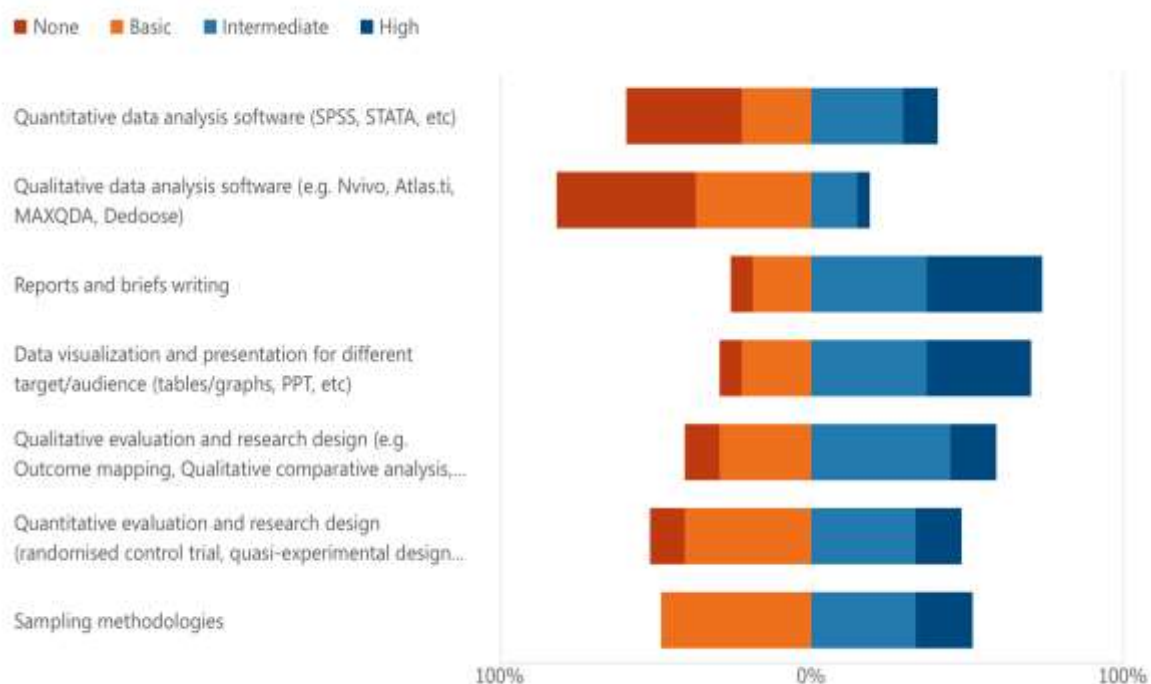


Table 27: Reported knowledge on strengthening evidence and learning (with numbers)

	None	Basic	Intermediate	High
Quantitative data analysis software (SPSS, STATA, etc)	10	6	8	3
Qualitative data analysis software (e.g. Nvivo, Atlas.ti, MAXQDA, Dedoose)	12	10	4	1
Reports and briefs writing	2	5	10	10
Data visualization and presentation for different target/audience (tables/graphs, PPT, etc)	2	6	10	9
Qualitative evaluation and research design (e.g. Outcome mapping, Qualitative comparative analysis, contribution analysis, etc)	3	8	12	4
Quantitative evaluation and research design (randomised control trial, quasi-experimental designs, etc)	3	11	9	4
Sampling methodologies	0	13	9	5

Regarding **Strengthening evidence and learning for programme, policy and advocacy decision-making**, respondents showed no or very low knowledge in relation to ‘Quantitative and Qualitative data analysis software’ and ‘Sampling Methodologies’. Their rankings were more varied for ‘Qualitative and Quantitative evaluation and research design’ but still quite a few in the “none” and “basic” categories. For the other 2 sub-themes there were more responses in the “intermediate” and “high” groups.

Figure 50: Reported experience/confidence on strengthening evidence and learning



Table 28: Reported experience/confidence on strengthening evidence and learning (with numbers)

	None	Basic	Intermediate	High
Designing learning agendas and/or study protocols	6	11	9	1
Analysing internal and external data	5	7	8	7
Writing reports/briefs to summarise findings and highlight takeaways for donors and partners	2	4	12	9
Facilitating evidence sharing and learning meetings/workshops for decision-making, project improvement and accountability	2	5	15	5
Developing research/evaluation objectives and ToR	3	6	14	4
Ensuring that research and evaluations respect ethical principles	3	8	13	3
Ensuring that recommendations and lessons learnt of research/evaluation reports are used	1	6	15	5

Overall, there is “intermediate” level of experience/ confidence with implementing activities to strengthen evidence and learning. However, the first question, “*Designing learning agendas and/or study protocols*” shows the highest volume of “none” rankings and the lowest volume of “high” rankings suggesting that this should be an area of focus for capacity building.

5.1 b. Comparative analysis of findings by supplier

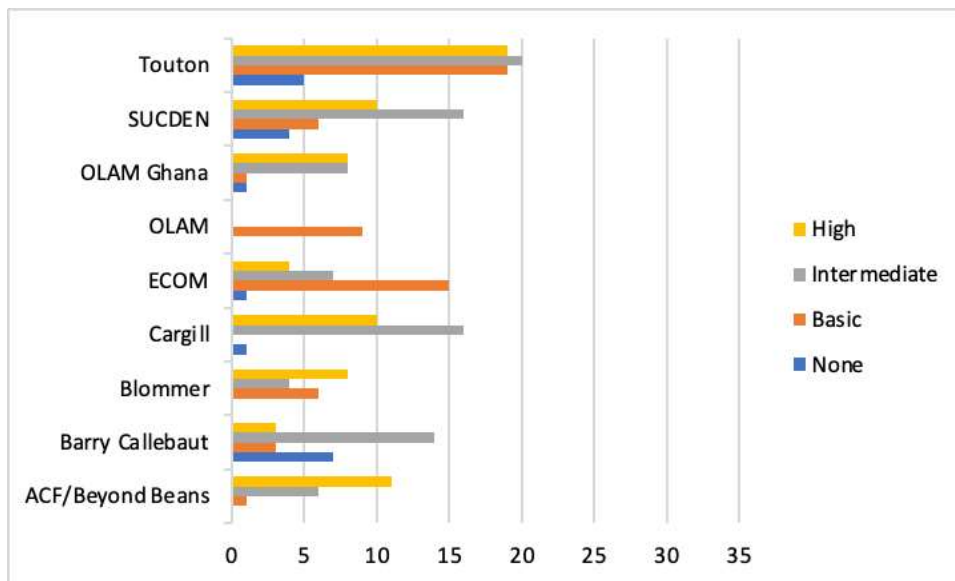
The following answers were given in response to the question “are you directly involved in MEAL activities?”.

Table 29: Breakdown of respondents by supplier

		Yes	No	Total Partners
1	ACF/Beyond Beans	2	0	2
2	Barry Callebaut	3	2	5
3	Blommer	2	1	3
4	Cargill	3	3	6
5	ECOM	3	6	9
6	OLAM	1	2	3
7	OLAM Ghana	2	1	3
8	SUCDEN	4	0	4
9	Touton	7	8	15
	Total	27	23	50

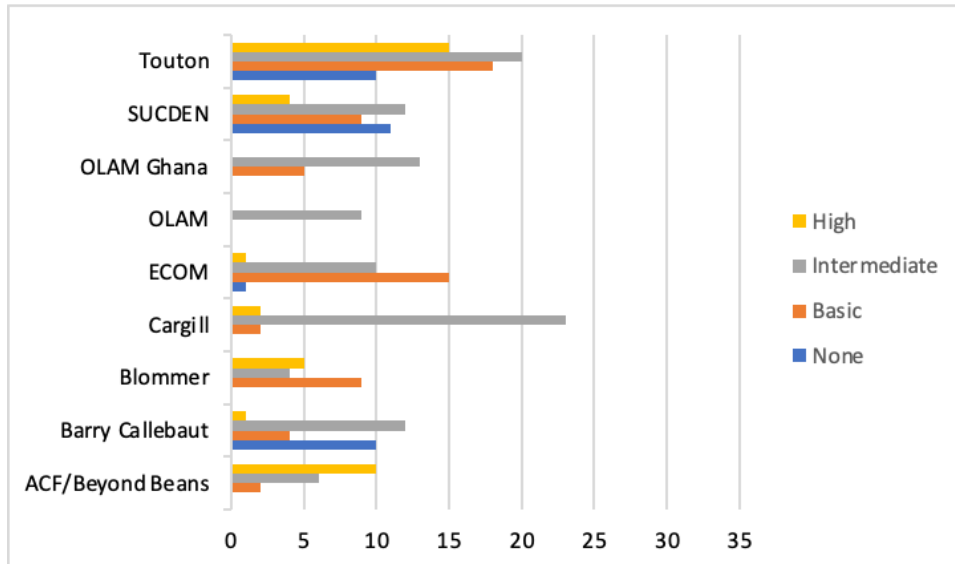
All suppliers have at least one respondent actively engaged in Monitoring/Evaluation activities.

Figure 51: Reported knowledge the design and use of inclusive MEAL systems by supplier



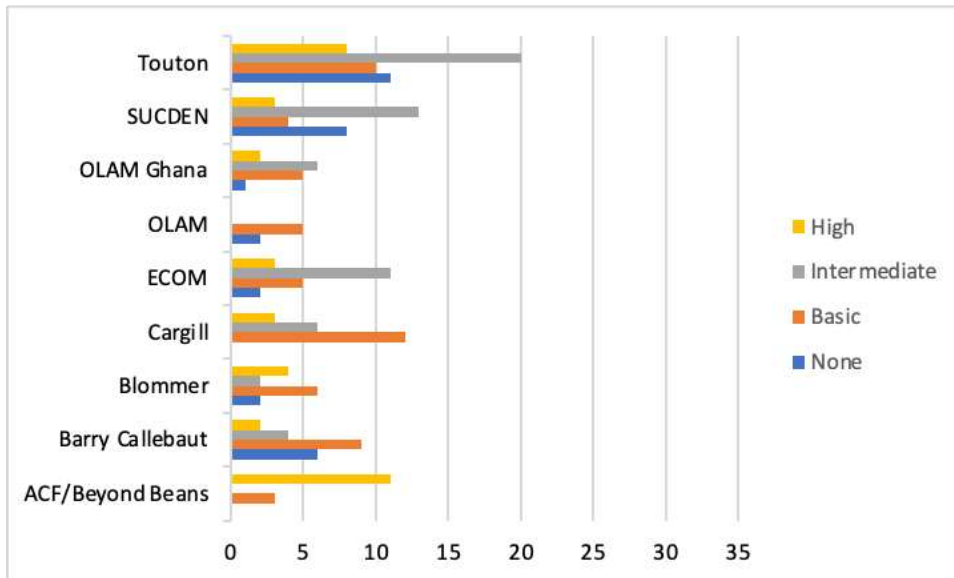
Overall, the yellow and the grey (High/Intermediate) lines are longer than the orange and blue (Basic/None) ones. Touton, as for other thematic areas, has the highest number of respondents, with a similar level of “high”, “intermediate” and “basic” rankings. OLAM and ECOM have a prevalence of “basic” answers whilst Barry Callebaut reported the highest number of “none” as an answer.

Figure 52: Reported experience/confidence on the design and use of inclusive MEAL systems by supplier



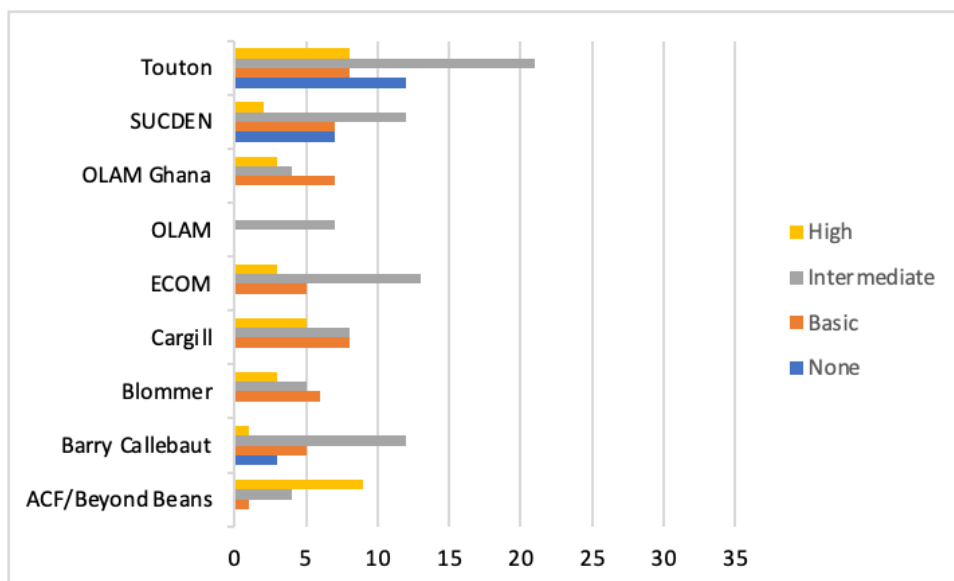
The reported confidence in implementing activities related to design and use of MEAL systems confirm the findings on knowledge with “intermediate” being the predominant ranking. However, from this chart we can note a differentiation between suppliers. One group is characterized by a high number of “None” rankings (Touton/Sucden/Barry Callebaut) and the others with zero “None” rankings (except for ECOM). In the first group the answer “Intermediate” is always the most frequent one. In the second group, even though the frequency of “intermediate” is solid, the answer “Basic” is relevant as well.

Figure 53: Reported knowledge on strengthening evidence and learning to by supplier



The first thing that emerges from this graph is the significant presence of “none” rankings, among all suppliers and topics. The number of “basic” rankings are generally higher than for the “high” rankings. ACF is the only one with no rankings in the “none” category but we are unable to draw many conclusions from this because of the small number of respondents from this supplier.

Figure 54: Reported experience/confidence on strengthening evidence and learning by supplier



This second graph regarding the levels of confidence/experience in implementing activities to strengthen evidence and learning an overall intermediate and basic knowledge among all suppliers however there is a similar distinction in two groups like the previous graph. Whereby Touton/SUCDEN/Barry Callebaut reported several ‘none’ answers.

5.1 c. Recommendations for capacity building programme on MEAL

Strengthening the ability of suppliers to monitor the implementation of their programmes and measure the results relating to programme objectives is key to ensuring a successful reduction of child labour in the community.

Under the sub-theme of ‘Design and use of inclusive MEAL systems and data collection methodologies to inform programme decision-making and strategy’ we recommend focusing on:

- Child-friendly and participatory /inclusive MEAL approach
- Feedback and reporting mechanisms
- Designing complete MEAL systems (Theory of change, Logical framework, MEAL Plans)
- Designing and managing Feedback and Reporting Mechanisms to collect feedback, satisfaction, complaints from the project beneficiaries, including children
- Using methodologies that represent the views and voices of children and/or marginalised groups and are adapted for different age, ability and gender groups’.

And under **strengthening evidence and learning for programme, policy and advocacy decision-making**, we recommend an initial focus on

- Quantitative and Qualitative data analysis software
- Qualitative and Quantitative evaluation and research design
- Designing learning agendas and/or study protocols

CONCLUSIONS

PROGRAMMATIC COMPONENT 1: COMMUNITY SUPPORT

- **Community Development/Strengthening: 39 Yes vs 11 No**
 - o Overall, all respondents showed Intermediate/High level of Knowledge and Experience/Confidence relating to community development/strengthening. However, there is still room for improvement in **Child participation approaches and Fundraising in relation to CAP**. Furthermore, given that they are foundational for Save the Children, we also recommend that all suppliers participate in **Child Safeguarding training and foundational training in GEDSI**.

- **WASH: 15 Yes vs 35 No**
 - o The low number of respondents involved in WASH, an area considered as integral to the programmatic framework, indicates that suppliers do not dedicate much time or resources to this thematic area. Within the 15 respondents, levels of knowledge and experience/confidence were basic-intermediate. These numbers suggest that all suppliers could benefit from strengthening their knowledge and experience in WASH activities – although given they are not already engaged, this could wait until next year when there will be more time to consider new activities.

- **Health & Nutrition: 23 Yes vs 27 No**
 - o Overall, respondents showed low/basic level of knowledge and experience/confidence with these topics. Whilst foundational training in all sub-themes under this area would benefit all suppliers, an **initial focus on Social Behaviour Change Communication (SBCC) strategies to improve community nutrition is recommended**.

- **Food Security and Livelihoods: 25 Yes vs 25 No**
 - o Overall, respondents showed an intermediate level of knowledge and experience/confidence with this area. That said the four areas highlighted with lower rankings are recommended as starting points for training, with an initial focus on the 2 areas that fall under knowledge, namely: **Sustainable livelihoods assessments, including labour market assessments and Gender-Sensitive economic empowerment activities**. If desired by respondents and time permitting, further sessions on the following can also be offered this year or in 2022 on **Promoting legal policies, regulations and systems that support families in being economically resilient and Training VSLA agents on adequate bank literacy training and appropriate financial products**.

PROGRAMMATIC COMPONENT 2: CHILD PROTECTION: 38 Yes vs 12 No

Broadly speaking, respondents were more confident in their knowledge and experience in Children and Harmful work than in Child Protection systems and case management. That said, even within Children and Harmful work, a relatively high number of respondents ranked their knowledge and notably experience/confidence as basic in certain areas. **Given the importance of this thematic area to the work**

we do, we are therefore recommending that all suppliers attend training in this area, with a focus on the sub-themes highlighted below.

- Children and Harmful Work:

- Drivers and risks of children's engagement in harmful work
- Indicators of harm experienced by children
- Child labour legal frameworks
- Supply chain management assessments
- Child rights and human rights due diligence.

- Child Protection Systems and case management:

- Child Protection Systems and case management in General
- Applying legislation, policy and existing mechanisms to strengthen systems that protect children
- Sexual and Gender-Based Violence (SGBV) guidelines & ensuring safe, ethical and child-focused services and support for cases of SGBV
- Child Best Interests Assessment (BIA) and Best Interests Determination (BID) & Conducting/involvement in BIA and/or BID
- Psychological First Aid (PFA) & Conducting/supporting other organizations to conduct PFA activities
- Mental health and psycho-social support (MHPSS) & Conducting/supporting other organizations to conduct MHPSS activities
- Training all relevant stakeholders (including staff and partners) on gender sensitive, safe referral pathways and services to take action when harm or abuse is identified or has been disclosed

PROGRAMMATIC COMPONENT 3: EDUCATION: 22 Yes vs 28 No

7 out of 9 suppliers had respondents in this area. Rankings were fairly mixed across all suppliers, except for one supplier who ranked themselves as low across all questions, but lower rankings are seen across all questions relating to **supporting teachers' wellbeing and professional development**. It is therefore recommended that all suppliers attend trainings in this area. For **children's access to quality and safe education, again a fairly mixed picture but there were some areas where respondents were less confident than others.**

• Children's access to quality and safe education:

- non-formal education system in country
- community-based approaches for education
- child participation methodologies
- supporting schools to develop codes of conduct
- supporting reading spaces in communities
- supporting the creation of community learning spaces to ensure safe/inclusive access to all.

• Supporting teachers' wellbeing and professional development

- Pedagogical methods and practices for primary education
- Child-centered approach
- Teaching at the Right Level (TaRL) approach
- Socio Emotional Learning

PROGRAMMATIC COMPONENT 4: ADOLESCENT/YOUTH EMPOWERMENT: 24 Yes vs 26 No

All suppliers have at least one respondent actively engaged in adolescent/youth empowerment activities. Whilst findings are quite mixed, in terms of their knowledge, experience and confidence, several areas stick out for needing particular attention.

- Adolescents' political and civic empowerment
- Adapting livelihoods programmes to promote greater resilience to climate change'
- Assessing participatory labour market opportunities for adolescents and youth
- Designing and delivering market driven vocational and technical skills for A&Y
- Linking adolescents and youth with financial services,
- Identifying and/or creating adolescents and youth friendly job opportunities (wage- or self-employment),
- Supporting the design and implementation of Business Plans led by adolescents and youth
- Promoting awareness on decent jobs policies among stakeholders

When it comes to stakeholders, participants are fairly confident when it comes to most groups, notably when working with Adolescents and Youth themselves, but not so confident when it comes to working with financial institution and TVET centres/teachers. It is therefore recommended to initially focus on:

- Working with financial institutions
- Working with Technical and Vocational Education and Training (TVET) centres/teachers,

PROGRAMMATIC COMPONENT 5: MEAL: 27 Yes vs 23 No

Overall respondents were relatively confident in most areas of MEAL with some specific shortcomings.

- **Design and use of inclusive MEAL systems and data collection methodologies to inform programme decision-making and strategy' we recommend focusing on:**
 - o Child-friendly and participatory /inclusive MEAL approach
 - o Feedback and reporting mechanisms
 - o Designing complete MEAL systems (Theory of change, Logical framework, MEAL Plans)
 - o Designing and managing Feedback and Reporting Mechanisms to collect feedback, satisfaction, complaints from the project beneficiaries, including children
 - o Using methodologies that represent the views and voices of children and/or marginalised groups and are adapted for different age, ability and gender groups'.
- **Strengthening evidence and learning for programme, policy and advocacy decision-making:**
 - o Quantitative and Qualitative data analysis software
 - o Qualitative and Quantitative evaluation and research design
 - o Designing learning agendas and/or study protocols.