COMMUNITY NEEDS ASSESSMENT & ACTION PLAN GUIDE:
A PATHWAY TO SUSTAINABLE COCOA MANUAL

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List of Acronyms

ABCD: Asset Based Community Development
ADP: Area Development Programs
ANADER: Cote d’Ivoire National Agency for Rural Development Support
CAP / PAC: Community Action Planning
CBD: Community-Based Development
CDCOM: Community Development Committee
CDD: Community Driven Development
CFI: Cocoa & Forest Initiative
CNA: Community Needs Assessment
CSO: Civil society organization
CV SSTE: Village Community for Child Labor Monitoring System
DANIDA: Term used for Denmark’s development cooperation
ICI: International Cocoa Initiative
IGA: Income Generating Activities
IRDP: Integrated Rural Development Program
LCDD: Local and Community Driven Development
MARP: Active Method for Participatory Research
MFFE: Ivorian Ministry of Family, Women, and Children
NGO: Non-Governmental Organization
PCCF: Protective Cocoa Community Framework
PLA: Participatory Learning and Action or in French as “MARP”.
PM&E: Participatory Monitoring and Evaluation
PPPP: Public Private Partnership Platform of the Cocoa and Coffee Sector
PPSSTE: Child Labor Monitoring System Pilot Project in Cocoa Production
PRA: Participatory Rural/Rapid Appraisal
PES: Paid Environmental Services
SCME: Secretary in charge of Monitoring and Evaluation
SD: Social Development
SEED-Scale: Self-Evaluation for Effective Decision-making – Systems for Community to Adapt Learning and Expand
VSLA: Village Savings and Loans Associations
WASH: Water, Sanitation and Hygiene activities.
WCF: World Cocoa Foundation
Introduction

In December 2019, the World Cocoa Foundation organized a community development learning meeting with company members, their implementing partners, and governmental partners. The Community Needs Assessment (CNA) and Community Action Planning (CAP) practice was discussed through the results of a CNA & CAP mapping survey conducted by the WCF SD Team among WCF members in Côte d’Ivoire and Ghana.

The main takeaway of this discussion was that there is a need for a standardized CNA & CAP approach which is by design aligned with governmental development planning priorities and systems.

This guidance note will therefore present and describe relevant general considerations as well as practical and concrete features of a CNA & CAP approach that would facilitate building and sustaining empowered communities, generate prosperous farmers and maintain a healthy planet.

Background and rationale

WCF members have increased their interest and commitment to community development with a special focus on child labor, education and women’s empowerment following the launch and the implementation of the CocoaAction strategy. CNA and CAP practices have been instrumental in streamlining efforts to advance the Community Driven Development approach set out in the Cocoa Action Community Development Manual.

Dynamic, well-structured and empowered communities are needed to contribute more effectively to a prosperous, healthy and equitable cocoa sector, where farmers’ income is improved, child labor is significantly reduced and deforestation is reversed, as stated in the Foundation’s vision.

This goes with broadening the capacity of WCF members, other than the initial CocoaAction companies that are familiar with the practices adopted through CocoaAction. It is therefore necessary to streamline the CAP process to ensure effective coordination and integration of core programmatic interests and facilitate alignment with relevant national development planning priorities and systems. It is also necessary to take stock of the CocoaAction CNA and CAP experiences to retain best practices.

This guidance note, with a special focus on CNA and CAP builds on the history of community development theory and practice, on the CocoaAction Community Development Manual, on the Côte d’Ivoire PPPP guide of good practices for the implementation of infrastructures in cocoa & coffee growing communities, on different practical experiences from company members and their implementing partners, as well as from the WCF social development (SD) team’s experience. It is intended to provide key information regarding the processes, tools, and best practices for effective CNA and CAP development and implementation, and to advance community driven development within the supply chain of all WCF member companies. It will also guide the community development and social inclusion dimension of the Cocoa & Forest Initiative.
Methodological considerations

The Local and Community Driven Development (LCDD) vision

The history of community development has consistently been driven by the willingness to ensure a proper and locally managed development process.

Decentralized sectoral approaches, local government approaches, direct community support approaches1 (but also World Bank – supported Area Development Programs - ADPs) were the most often-used approaches. However, undermined by competition among practitioners, sometimes in the same community, they created confusion and had limited impact.

Although different, the three approaches unite on: empowerment of poor and other marginalized groups; responsiveness to beneficiary/participant demand; autonomy of local institutions; greater downward accountability; and enhancement of local capacities.

The Local Development Conference of 2004, building on the convergence and valuable lessons from the three approaches, started to form a consensus known as Local and Community Driven Development (LCDD). Under this consensus, local development is a co-production of communities, local government, and supportive sector institutions, with collaboration from the private sector and NGOs.

At this point, it is worth taking a recapitulative look on the evolution of the concepts that led to LCDD through the years, alongside the associated level of involvement of communities, as presented in the table below.

Evolutionary Timeline of Development Approaches

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Development approach</td>
<td>Centralized, decentralized</td>
<td>Sectoral, technology-led, green revolution, irrigation development</td>
<td>Special area or target group, ADP and IRDP, NGOs and private sector</td>
<td>CBD, social funds</td>
<td>CDD, LCDD</td>
<td></td>
</tr>
<tr>
<td>Community involvement</td>
<td>Minimal → Consultation → Participation → → Empowerment</td>
<td></td>
<td></td>
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</tbody>
</table>


Note: ADP, area development program; IRDP, integrated rural development program; NGO, nongovernmental organization; CBD, community-based development; CDD, community driven development; LCDD, local and community driven development.

1 Sectoral approaches are defined through functional specialization—the services they provide. They have been able to mobilize technical capacity, but they rarely have been responsive to local demand and conditions and cross-sectoral considerations.

Local government approaches are organized through the institutions of territorial governance. They commonly ensure clear formal autonomy and accountability of local decision makers but are often politicized and less effective in managing service provision.

Direct community-support approaches are organized around social groups that, traditionally or voluntarily, make collective decisions. Their entry point through community structure and processes sometimes complicates efforts to coordinate with public sector organizations and local government institutions.
The community involvement level, from consultation to empowerment, is interesting and important to consider to situate WCF’s practice accordingly. The three models include:

- **Community consultation model:** In this model, government agencies or NGOs consulted communities, but operated as direct service providers using their own staff. This model for the sectoral provision of frontline services to rural areas was widespread and, in many cases, remains so.

- **Community participation model:** Government agencies or NGOs invited participation from communities in choosing development priorities and project design, co-financing the investments, with contributions in cash or in kind, and operating the investments once they were completed, including the levying and management of user fees. Frequently this approach used participatory assessment techniques to define the needs and aspirations of communities.

- **Community empowerment model:** The implementation of projects was devolved entirely to communities, along with the funds for implementation. In these programs, participatory assessments and participatory monitoring and evaluation were used to define community priorities and implementation mechanisms as well as to monitor progress. In this approach, government agencies and NGOs operated primarily as facilitators and trainers. Communities were involved heavily in the design and choice of technology for their chosen projects. Communities usually managed the project funds and contracted directly for goods and services to implement them.

In practice, Community Driven Development (CDD) has had different meanings for different development agencies or stakeholders, covering a host of approaches ranging from community consultation to empowerment. But, as defined today by the World Bank, CDD means the community empowerment model, even if that model is not yet fully practiced in all projects due to the fundamental tension between central power and local and community empowerment which is a political issue that requires negotiation and compromise to resolve.

Considering the clarifications above, WCF’s current practice is more on the community participation model side from the community involvement perspective. In addition to this, if we consider the status of the relationship with local governments or governmental development institutions, we can conclude that WCF company members are implementing Community Based Development (CBD). CDD or LCDD is therefore more of an aspirational goal but remains a powerful incentive to reach the empowerment that is sought for the cocoa farming communities. LCDD is still a vision to materialize.

### General Approach

WCF, company members and implementing partners are implementing CBD, although the preferred approach would have been CDD. Nevertheless, this practice needs to be streamlined to allow the strengthening and improvement that will lead to CDD.

Still, at this stage of the participation continuum, there is a strong focus on developing people themselves, to ensure ownership and long-term sustainability and therefore full expression of the model, where communities would be able to drive things by themselves.

The preferred operational methodology of WCF’s CBD process is Participatory Rural/Rapid Appraisal (PRA), also referred as Participatory Learning and Action (PLA) or in French as “MARP”. Here PRA will also include key features of the SEED (Self Evaluation for Effective Decision making) – SCALE (Systems for Community to Adapt Learnings and Expand) approach. *(See Appendix 1.)*

So far, PRA is a proved methodology to provide a structured participatory framework where initially facilitated interventions (both inputs and outputs) lead to community mobilization and empowerment (outcomes) which then further develop in community led development results (impact).
PRA is about working with communities through an approach characterized by mutual consideration, a key factor for a conducive interactional climate (mobilization, social cohesion, self and collective efficacy, productive relationships), to collect and analyze data to be considered to determine their collective and improved future.

Implementing PRA focuses on facilitation (to help identify a better common future) and takes a bottom-up approach rather than being prescriptive (top-down) in nature (based on an assumed better common future). As a caveat for the WCF context, we must admit that the process is ignited from outside, through the lens of a cocoa sustainability agenda.

The following considerations are of the utmost importance:

- **Working together intelligently:** community members are experts on their situations and aspirations, but are not always able to express them in an easily actionable way. Therefore, the process must be conducted collaboratively, ensuring inclusive participation of the community members who are the ones providing the content to then serve as inputs to specifically designed interaction methods and tools.

- **Mutual acceptance and trust:** when community members feel comfortable working with the development workers facilitating a given PRA, the quality of the gathered information and the level of community participation in the process are high; substantial attention should be placed on how to create and nurture mutual trust and acceptance.

- **Triangulation check:** for the sake of comprehensiveness and accuracy, each topic is discussed separately with the various stakeholders of the community ecosystem.

- **Collective/public validation of the outcomes and overall PRA results:** this should be done with community members in separate discussion groups and then in a general community assembly.

**Recommended sequence of implementation**

Based on the best practices captured from past experiences using PRA, the recommended sequence of action to conduct a successful **Community Needs Assessment** is as follows:

1. **Inform and engage** authorities to ensure support and facilitate an official introduction to participating communities: i.e. administrative authorities (Sous-Préfet/sub metros/ area and zonal councils); government planning authorities (Ministry of Local Government and Rural Development-
Metropolitan, Municipal, District Assemblies, National Development Planning Commission) and elected authorities- when necessary, obtain a formal introductory.

2. **Inform and engage** participating community members, starting with the traditional authority (chieftaincy) and ensuring full inclusion (different categories of community inhabitants and organizations, already intervening CSOs and companies, etc.) through community-wide meeting to share information on objectives, process, and upcoming interventions.

3. **Conduct Community Needs Assessment (CNA)** using the appropriate data collection methods and tools including focus group discussion for specific groups of stakeholders, key informant interviews, and open and inclusive public forums for information-sharing and decision-making.

4. **Develop Community Action Plan (CAP)** as a logical derivative of the CNA, using appropriate and inclusive tools; ensure that the CAP is connected to the CNA and responds to it.

5. **Set up and train**/empower a monitoring body commonly known as the Community Development Committee (CDCOM) or equivalent. *(see Appendix 2).*

The capacity-building of the CDCOM referred in step #5 (above) is a critical factor for building communities’ confidence in their ability to drive their development and therefore ensure the sustainability of the Community Driven Development process. In this context, at least three perspectives should be considered:

- The topics that are taught should provide or reinforce the skills that an empowered community needs; recommended training packages include the following topics: community mobilization and meeting management, governance, gender integration, fight against child labor, conflict management (prevention and resolution), advocacy and resources mobilization; environment / forest preservation.

- The time spent to ensure proper uptake: depending on the dynamism of the CDCOM members, it takes from 12 to 18 months to deliver the recommended package of topics while allowing enough time between lessons to ensure absorption and uptake; the shorter the time spent and / or the more superficial the delivery of topics is, the greater the chances of process failure following the end of the direct support period.

- The genuine grassroots level and appropriate people to whom the capacity building is delivered, so that it can leverage the strength of the participatory approach to activate empowerment and scale up.
successes to positively change the entire community, using human energy\(^2\) as a key resource: this is the SEED – SCALE philosophy. (Re)igniting human energy is the core of the facilitation work and the focus of the Community Mobilization capacity building module.

**Scope of the PRA**

**Functional scope**

The practice of PRA with communities is guided by four core functions:

1. **Exploration**: occurs at the project (or intervention) identification stage when basic information on the intervention area is sought. It is about identifying and thoroughly assessing the issues at hand in all their dimensions (challenges and constraints, assets and opportunities, interests of the different stakeholders, feasibility of the potential solutions, etc.).

2. **Planning**: engages the population in a reflection process that should lead to the planning and implementation of activities. It therefore includes scheduling of potential solutions, taking into consideration priority, resources, time, and responsibility.

3. **Monitoring and Evaluation**: ensures how the agreed upon goals are being met or adjusted if needed, based on clear agreed upon indicators and using appropriate participatory tools.

4. **Thematic Analysis**: allows for deeper exploration of a specific topic, e.g. child labor, gender or forest / environmental preservation.

**Geographical and jurisdictional scope**

“Community” is the term used to refer to the geographic and jurisdictional scope of WCF members’ sustainability interventions. When effectuating sustainability interventions within these communities, it is of the utmost importance that the targeting process takes into consideration the governmental territory organizational scheme as well as the sociological perspectives of community members within a given geographical and jurisdictional scope.

The objective of such an approach is twofold. Firstly, it ensures that a given initiative is consistent and aligned with the government planning system because registered villages are the basic jurisdictional entities considered to ensure effective governmental coordination.

\(^2\) Human Energy is a distinguishing feature of SEED-SCALE. Human Energy is a useful resource that exist in all communities and it is measured in units of time and calories. It manifests itself in many forms: labor, creativity, trust, ideas, emotions, bonds among people.
Secondly it reflects the relationship patterns of people living in the same space, especially in cosmopolitan areas where indigenous and migrant people are mixed and most of the time spatially scattered within the boundaries of a spatial and demographic entity.

Therefore, the recommended understanding of “community” for CNA and CAP is a registered village or a group of officially recognized villages belonging to the same administrative subdivision. E.g. if a company is targeting an informal encampment\(^3\), we must ensure to include the nearest registered “hosting” village for that encampment. WCF has obtained the lists of official villages in Côte d’Ivoire and Ghana (cocoa growing areas for Ghana) to make them available. These lists should be used as a work basis to be updated with the local authorities at (sub-prefect or municipality officers, district or metropolitan assembly when preparing for CNA and CAP exercise in a given area.

In Côte d’Ivoire, the proceedings of the workshop on the territorial anchoring of villages, customary properties and lands granted in the rural land domain provide practical explanations on the difficulties of determining the territorial anchoring of villages (pages 13 to 15, pages 26 to 30) as well as on the modus operandi for updating the list of official villages, as governed by Decree No. 2010-233 of August 25, 2010 establishing the territorial jurisdiction of the regions, departments, sub-prefectures and municipalities of Côte d’Ivoire (the list of official villages is the annex to this decree).

Further, if while engaging in planning activities (as set out in the Cocoa Action Community Development Manual), a (planning) ratio of 250 registered farmers per community is being used to help quantify the efforts needed, it must be confirmed that these farmers belong to the same registered village.

It is now standard practice to capture GPS coordinates of any community being supported by the Community Driven Development process. However, we should agree on a consistent way of capturing the coordinates, in terms of the place in the community to consider (school, water pump, chief’s house, community square or shelter) and in terms of format used for the coordinates.

**Content scope:**
The sustainability interventions of WCF company members are driven by and derived from the Pathway to Sustainable Cocoa strategy.

In this context, all interventions should deliver on the three pillars of this strategy, namely, **Prosperous Farmers, Empowered Communities, and Healthy Planet**.

Therefore, the recommended scope of WCF company members’ CNA & CAP practices should include:

- From a Prosperous Farmers perspective: Cocoa farming-productivity and farming diversification, farmers-based organizations, livelihoods, financial inclusion, and land tenure.

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\(^3\) In the West African context, encampments or hamlets are regroupings of people that can be seen as a suburb of the officially recognized village that has historically hosted them and allowed them to settle there. Since cocoa and chocolate companies are often “beans driven” in their targeting approach, they may focus on these entities, which presents social and administrative risks should they receive too much support in the view of their host and also because they are connected to the national development process only through this hosting officially recognized village.
- From an Empowered Communities perspective: Community governance and mobilization; gender (women and youth empowerment, including through Village Savings and Loans Associations - VSLA), child protection and child labor, access to basic services - education, health, WASH, and nutrition.
- From a Healthy Planet perspective: Climate change and forest and natural resources protection and restoration.

**Data collection**

**Tools and methods**

There exist a variety leverageable PRA tools. They are all qualitative rather than quantitative data collection tools.

These tools can be classified according to the type of analysis for which they are designed. Types of analyses include socio-economic characteristic analysis, organizational analysis, time analysis, classification, solutions analysis, and other topic-specific analyses.

The following table provides an overview of the PRA tools generally used.

<table>
<thead>
<tr>
<th>Type of analysis</th>
<th>Tool designation</th>
<th>Aim or purpose of the tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economic Characteristics</td>
<td>Historical profile</td>
<td>A synthesis of the historical facts that have occurred in the community accompanied by identification of their importance in the current situation.</td>
</tr>
<tr>
<td></td>
<td>Transect walk</td>
<td>A systematic walk along a defined path through a community or project area together with community members to identify and highlight conditions followed by development of a visual representation of conditions.</td>
</tr>
<tr>
<td></td>
<td>Maps</td>
<td>Representation of the different social categories and the distribution of resources from the endogenous perspective of the populations (e.g. village map, village territory map, resource map, zoning map, etc.).</td>
</tr>
<tr>
<td>Organizational Analysis</td>
<td>Venn diagram</td>
<td>Identification of internal and external organizations, associations or groups that are likely to influence decisions and determination of the relationships that exist between them.</td>
</tr>
<tr>
<td></td>
<td>Flow diagram</td>
<td>Representation of outgoing and incoming economical flows in the community (goods, persons, money).</td>
</tr>
<tr>
<td></td>
<td>Problem and solution trees</td>
<td>Mapping out of core problems (trunk), along with their causes (roots) and effects (branches), helping to identify clear and manageable objectives.</td>
</tr>
<tr>
<td>Time Analysis</td>
<td>Calendars</td>
<td>Assessment of opportunities and constraints over time (day, season, year, etc.) related to changes in study variables: daily schedule of men, women and children, annual farming calendar, annual nutrition calendar, etc.</td>
</tr>
<tr>
<td>Type of analysis</td>
<td>Tool designation</td>
<td>Aim or purpose of the tool</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Child Labor Analysis</td>
<td>Body map</td>
<td>Representation and assessment of the physical effect of work on the body of a child.</td>
</tr>
<tr>
<td></td>
<td>PCCF questionnaire</td>
<td>Assessment of child labor likelihood risk as well as of management (prevention and remediation) capacities.</td>
</tr>
<tr>
<td>Environmental Risk</td>
<td>Environmental risk assessment table</td>
<td>Assessment of environmental (namely deforestation) risks to derive relevant risk reduction options</td>
</tr>
<tr>
<td>Analysis</td>
<td>Prioritization grid or preferential matrix</td>
<td>Classification of possible solutions according to urgency, relevance, and feasibility.</td>
</tr>
<tr>
<td>Solution Analysis</td>
<td>Feasibility analysis</td>
<td>Identification of the financial, social, environmental, and technical facilitators and constraints to previously outlined solutions.</td>
</tr>
<tr>
<td></td>
<td>Programming grid</td>
<td>Planning of activities by establishing the allocation of resources and means, responsibilities, durations, and outputs.</td>
</tr>
<tr>
<td></td>
<td>Tracking workbook</td>
<td>Keeping records of information during the evolution of the activity in order to make adjustments based on progress.</td>
</tr>
<tr>
<td></td>
<td>Evaluation grid</td>
<td>Assessment of partial and final results in relation to planned objectives.</td>
</tr>
</tbody>
</table>

Source: Inspired and adapted from notes in Yoda, 2004.

Examples of most of the tools are presented in Appendix 3.

All tools leverage a combination of individual and group data collection processes including public fora or general assemblies, focus groups, key informant interviews, and direct observation.

The preferred interaction way is the semi-structured interview. It is about a way for collecting information from populations by interacting with interviewees using a limited number of predefined questions.

**Data collection team requirements**

Data collection team should reflect the diversity of the community being supported in order to help capture the various and differing experiences of the diverse categories of community members.

An ideal team is characterized by diversity and is therefore composed of both male and female team members who have strong technical, socio-cultural (good knowledge of local customs and languages) and interpersonal skills. Technical areas of expertise include agriculture, sociology, economics, and any other related matters. Getting the facilitators familiar with people-centered approaches like SEED – SCALE is strongly recommended.

A PRA team is made of at least three (3) skilled facilitators for a community.
Duration of the exercise

Regarding the roll-out of PRA, the typical CNA & CAP exercise typically lasts three days if a single registered community is targeted. This can be as long as seven days if targeting a grouping of registered communities referred to as a “terroir”.

The PRA delivers a workable draft of the CNA report as well as the CAP. The full and final CNA & CAP report is generally completed within 3-4 weeks, which is why it is important to leave first and workable versions at the community level upon completion of the PRA.

Relevant stakeholder involvement

One of the key success factors of CNA & CAP is the inclusiveness of the approach used to gather, reflect on, and organize the gathered information that informs decision-making about the community’s future.

To maximize the inclusiveness of the process from the very start, participating stakeholders must include but are not limited to: men, women, youth and children from both indigenous and migrant populations, school and health center management committees, cooperative(s), local government representatives, elected authorities, chieftaincy and local leaders, any CSO already present in the community, company representatives, etc.

Validation process

The process of organizing, reflecting on, and validating decisions made from collected data must be one of complete transparency. It is therefore strongly recommended to proceed with validation in public fora / general assemblies, gathering all stakeholders who have been involved throughout the project.

To ensure alignment with the national development process, the first validation should be at the community level, while the second one should be to share the outcomes of the community validation process with the development, planning, and management authorities as well as local elected/appointed authorities.

Indicative roll-out of the PRA process

The table on the following page presents an indicative roll-out of the PRA exercise, based on most of the tools presented above.
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Activities</th>
<th>Method</th>
<th>Tools</th>
<th>Practical information</th>
<th>Objectives/expected results</th>
<th>Material</th>
<th>Indicative duration</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start-up village assembly</td>
<td>Assembly</td>
<td></td>
<td></td>
<td>Introduction of the work and expected results identification of the criteria for the constitution of social and professional groups. Explanation, choice and use of tools.</td>
<td></td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Knowledge of the village</td>
<td>Group then validated in</td>
<td>Historical profile</td>
<td>Semi-structured interview</td>
<td>Knowledge and understanding of the origin of the creation of the community, as well as the key events that have influenced its evolution, including successes / achievements (to build on), with the help of a chronological table of key events.</td>
<td>Large format sheets, felt-tip pens</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Cartography</td>
<td>Group then validated in</td>
<td>Map of the terroir</td>
<td>Semi-structured interview</td>
<td>Map of the village as seen by community members.</td>
<td>Large format sheets, felt-tip pens</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Cartography</td>
<td>Group then validated in</td>
<td>Zoning</td>
<td>Semi-structured interview</td>
<td>Map illustrating the diversity of the environment, problems, and assets.</td>
<td>Village map, large sheets, markers</td>
<td>2 hours</td>
<td>Day 1</td>
</tr>
<tr>
<td>2.4</td>
<td>Analysis of agricultural work</td>
<td>Group then validated in</td>
<td>Cultural calendar</td>
<td>Semi-structured interview</td>
<td>Visualization of the follow-up of the works of the crops’ technical routes and their performers.</td>
<td>Small cardboards, felt-tip pens, large sheets of paper, pins or scotch tape</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Analysis of social relations</td>
<td>Group then validated in</td>
<td>Venn Diagram</td>
<td>Semi-structured interview</td>
<td>Analysis of the relative importance and relationships between the different groups in the village. Deepening community members’ knowledge of their social assets and problems.</td>
<td>Small cardboards, felt-tip pens, large sheets of paper, pins or scotch tape</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Analysis of economic activity</td>
<td>Group then validated in</td>
<td>Diagram of economic flows</td>
<td>Semi-structured interview</td>
<td>Analysis of inputs and outputs of inputs or resources in the village.</td>
<td>Small cardboards, felt-tip pens, large sheets of paper, pins or scotch tape</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Problem analysis</td>
<td>Group then validated in</td>
<td>Problem tree</td>
<td>Semi-structured interview</td>
<td>Visualization of the central problem, its causes, its effects, choice of the causes on which one can and wants to act.</td>
<td>Small cardboards, felt-tip pens, large sheets of paper, pins or scotch tape</td>
<td>1.5 hours</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Activities</td>
<td>Method</td>
<td>Tools</td>
<td>Practical Information</td>
<td>Objectives/Expected results</td>
<td>Material</td>
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<td>Date</td>
</tr>
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</tr>
<tr>
<td>2.8</td>
<td>Child labor risk analysis</td>
<td>Group then validated in the assembly</td>
<td>Body map</td>
<td>Semi-structured interview</td>
<td>Visualization of the physical risks incurred by children in the context of field and domestic work.</td>
<td>Felt-tip pens, large format sheets, pins or scotch tape</td>
<td>1 hour</td>
<td>Day 1</td>
</tr>
<tr>
<td>2.9</td>
<td>Environmental risk analysis</td>
<td>Group then validated in the assembly</td>
<td>Environmental risk assessment table</td>
<td>Semi-structured interview</td>
<td>Review of the environmental hazards and figuring out of mitigation solutions.</td>
<td>Felt-tip pens, large format sheets, pins or scotch tape</td>
<td>1 hour</td>
<td>Day 2</td>
</tr>
<tr>
<td>3.</td>
<td>Reporting Assembly</td>
<td>Assembly</td>
<td></td>
<td></td>
<td>Rendering of the groups works, inventory of the problems and assets of the village.</td>
<td>Village map, diagrams, zoning, list of constraints and assets</td>
<td>1 hour / group</td>
<td>Day 2</td>
</tr>
<tr>
<td>4.</td>
<td>Final Assembly</td>
<td>Assembly</td>
<td>Prioritization matrix, 3 posters</td>
<td></td>
<td>Final rendering of all group work as amended, reinforcing the ownership of the process as a community (through the SEED-Scale 3-way partnership), sharing and harnessing of local translation of national development priorities, standards and opportunities, Action planning, i.e. development of the CAP.</td>
<td>Felt-tip pens, large format sheets, pins or scotch tape</td>
<td>3 hours</td>
<td>Day 3</td>
</tr>
<tr>
<td>5</td>
<td>Specific and in-depth analysis of child labor risks</td>
<td>Group then validated in the assembly</td>
<td>PCCF Questionnaire</td>
<td></td>
<td>Detailed understanding of the risks of child labor in order to integrate the appropriate response into the community's action plan.</td>
<td></td>
<td>3-4 days</td>
<td></td>
</tr>
</tbody>
</table>

Source: Inspired and adapted from PRA Methodology Guide, Ivoirian Prime Minister’s Office – Child Labor Monitoring System Pilot Project in Cocoa (PPSSTE), 2005
Indicative cost of the PRA (CNA + CAP) process

From a practical experience, provided initiatives can regroup at least 10 communities, a unit cost of 600 USD is to be considered.

Connection / alignment with national development priorities and planning system

Proper connection and alignment with government development planning policy, priorities, and systems is critical to ensuring joint efforts for the full implementation of the CAP.

Practically, the following steps should be followed:

1. From the beginning, gather or update information about national development planning systems, policies, priorities, and standard requirements, including information on their local application (see boxes below).
2. At the planning step (step #4 above) of the PRA roll-out, seek alignment on content and identify opportunities that needs already covered or potentially easy to cover by the designated authorities represent.
3. Consistently share the CNA and CAP agreed at the community level with the development planning and management authorities as well as with the local administrative and elected authorities.

Alignment is also sought in the procedures to be followed for the implementation of different types of infrastructure. There are administrative, demographic, and technical criteria (including standard blueprints) that must be met. For Côte d’Ivoire, these requirements are spelled out in the PPPP Guide of Good Practices for the implementation of infrastructures in cocoa and coffee growing communities (pages 16-20, for school, health and water infrastructures). WCF is working to gather all this information for Ghana and make both countries requirements available on its website.

Finally, given the level and the priorities of development of the two countries, the scope of WCF members’ sustainability programs aligns with key national development priorities and offers the opportunity to attract public partners, donors, and other value chains’ partners for the implementation of CAPs.
Development planning in Côte d'Ivoire

In Côte d'Ivoire, there is a five-year National Development Plan, the current version of which covers the period 2021-2025. It includes 6 strategic pillars, the following of which are relevant to consider in the context of research alignment:

- Pillar 2: "Development of human capital and promotion of employment" (includes, in particular, planned efforts in education and vocational training, both in terms of quality of education and infrastructure);
- Pillar 4: "Strengthening of inclusion, national solidarity and social action" (includes in particular the efforts planned in the areas of health, nutrition, social protection, social inclusion, youth, gender and gender equality);
- Pillar 5: "Balanced regional development, preservation of the environment and combating climate change" (includes efforts in the areas of regional development, environment and sustainable development, waters and forests).

Regional development initiatives exist, but only a few regions (Bélier, Cavally, Gboklé, Guémon, Nawa and San Pedro) have organized them in a regional development plan. Documentation of regional development initiatives, including the regional development plan, is available upon request from the regional council. All regions have detailed monographs that outline and analyze local needs and opportunities and then provide guidance on priorities.

It is worth mentioning that there are other sectoral planning instruments such as the school map, the health map and the communal or local development initiatives or plans. These are three-year planning instruments that can be consulted at the level of the regional and departmental directorates of education and health, as well as at the level of the municipalities, to guide intentions to build new infrastructure.

Development planning in Ghana

In Ghana, the National Development Planning Commission is responsible for coordinating all national development plans. The NDPC systems Act 479 and 480 of 1994 mandates it to provide the framework and direction for national development planning and implementation as well as provides guidelines for the preparation of district development plans to ensure the consistency of each district plan with the overall policies and strategies for national development.

Pursuant to this, the NDPC Systems Regulations, 2016 LI (2232) makes a provision for a district planning authority (District/Municipal/Metropolitan Assembly) through the district planning coordinating units to prepare a district development plan, based on the national development policy framework and the guidelines issued by the NDPC, and through mandatory consultation with members of the assembly representing electoral areas, the urban, zonal, town and area councils, unit committees, chiefs, traditional authorities, civil society organizations, private sector, opinion leaders and other relevant stakeholders within the district.

The district development planning process often takes place in the month of March and April in the final year of the four-year planning cycle. This therefore presents companies and their implementing partners the opportunity to always consult and involve the district planning coordinating unit in their operational regions in the development of community action plans and facilitate its integration into the district development plan of their respective district assemblies.

At the end of each year the districts evaluate the implementation of the plan and prioritize development initiatives for the following years. This provides an opportunity to share lessons and discuss priority areas for the following year.
Community Action Plan templates

Typical action plans developed for WCF Company members’ CBD activities often resemble the following:

Sample Template Community Action Plan

However, to ensure one accounts for best practices and considers the Pathway to Sustainable Cocoa Strategy, the template below could be considered:
Sample Community Action Plan Template

<table>
<thead>
<tr>
<th>Name of Community:</th>
<th>Region</th>
<th>Department / District</th>
<th>Sub-prefecture / Metro</th>
<th>Community’s Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Pillar</th>
<th>(Micro)Project</th>
<th>Main Activities</th>
<th>Timeline</th>
<th>Total Cost</th>
<th>Funding</th>
<th>Actors</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Community</td>
<td>Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q1 Q2 Q3</td>
<td>Q1 Q2 Q3</td>
<td>Q1 Q2 Q3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosperous Farmers (1)</td>
<td>Project 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowered Communities (2)</td>
<td>Project 3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Planet (3)</td>
<td>Project 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 6</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Project 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) all projects and activities pertaining to Cocoa farming-productivity- and farming diversification, farmers-based organizations, Livelihoods, Financial Inclusion, Land Tenure

(2) all projects and activities pertaining to Community Governance and Mobilization; Gender (Women and Youth Empowerment, including through Village Savings and Loans Associations - VSLA), Child Protection and Child Labor, access to basic services - Education, Health, WASH, and Nutrition

(3) all projects and activities pertaining to Climate change & forest and natural resources protection and restoration

NB: this is indicative since some activities can be across more than one pillar

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Monitoring & evaluation and updating of the CNA & CAP

The process of updating of the CNA and CAP should be directly linked to the CNA & CAP’s M&E mechanisms. To ensure proper achievement of CAP deliverables, a participatory M&E approach should be used to assess the implementation of the CAP, identify the gaps, and gather lessons and learnings that will inform subsequent updates.

Participatory Monitoring and Evaluation (PM&E) involves primary stakeholders as active participants and offers new ways of reflecting and assessing the progress of their project and in particular the achievement of results.\(^4\)

The core principles of PM&E include:\(^5\):

- Local people are active participants — not just sources of information.
- Stakeholders evaluate, outsiders facilitate.
- Focus on building stakeholder capacity for analysis and problem-solving.
- Process builds commitment to implementing any recommended corrective actions.

The usual steps in the development and implementation of a PM&E process are:

(Adapted from AUBEL 2004)

1. **Step 1: Planning the PM&E Process and Determining Objectives and Indicators**

   At this initial stage, the stakeholder groups involved in the planning of the PM&E process must be identified. The same rules of inclusiveness, but also of relevance, should be enforced. These stakeholders should be representatives of all those having interest in the CAP’s projects to be evaluated, in their gender and operational roles diversity, regardless of who has power, money or the strongest opinions. This includes community members, NGO/development workers, private sector, and government agents. Stakeholders must define the objectives of the PM&E, including what will be monitored, how and by whom. The planning stage may require a lengthy process of negotiation, contestation, and collaborative decision-making among various stakeholders. Identifying objectives and monitoring indicators can be the most difficult part of planning a PM&E process. In some cases, a common set of indicators is developed, while in other instances different stakeholder groups develop their own sets of indicators.

   The expected outcome of the planning process can be indicatively reflected as follows:

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\(^5\) (RIETBERGEN-McCRACKEN et al. 1998)
Indicative PM&E Planning Worksheet

<table>
<thead>
<tr>
<th>Project Objectives (Goal, Purpose, Outputs)</th>
<th>Indicators (with associated targets by period of time)</th>
<th>Data Collection</th>
<th>Data Analysis and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Info</td>
<td>Baseline Data Needed</td>
<td>Who is involved</td>
<td>Tools &amp; Methods How Often Added Info Needed</td>
</tr>
<tr>
<td>Source of Info</td>
<td>Baseline Data Needed</td>
<td>Who is involved</td>
<td>Tools &amp; Methods How Often Added Info Needed</td>
</tr>
<tr>
<td>Source of Info</td>
<td>Baseline Data Needed</td>
<td>Who is involved</td>
<td>Tools &amp; Methods How Often Added Info Needed</td>
</tr>
</tbody>
</table>

Source: Adapted from Participatory Monitoring and Evaluation Systems: Improving the Performance of Poverty Reduction Programs and Building Capacity of Local Partners, SOCIAL IMPACT, Rolf Sartorius

2. **Step 2: Gathering Data**
   Data collection includes the use of both quantitative and qualitative methods and tools. Quantitative methods can include community surveys, interviews, and observations. Qualitative methods can include various participatory learning methods (including PRA) using visual (draws, before – during – after photos, etc.), interviewing (including testimonials from beneficiaries and participants) and group tools and exercises. The idea is to make the data collection as accessible as possible to the stakeholders involved. The facilitation should therefore foster stakeholders’ creativity to meet the data collection requirements.

3. **Step 3: Analyzing Data**
   While data analysis is often thought of as a rather mechanical and expert-driven task, PM&E should be an opportunity to actively involve various categories of CAP’s projects stakeholders in the critical analysis of successes and constraints and the formulation of conclusions and lessons learned. The stakeholders referred to here are the same as in Step 1 above, working with the support of an external facilitator – using focus groups and semi-structured interviews – to ensure a well guided process that will pull out the content that they can provide.

4. **Step 4: Sharing the Information and Defining Actions**
   However participatory the M&E process in Steps 1-3 is, not all stakeholders can be involved in M&E data collection and analysis. In this step, the results of M&E activities are shared more broadly with other stakeholders, and there is discussion of appropriate actions to be taken based on the findings. It is critical to ensure evidence-based decision making.

Implementing PM&E requires strong facilitation skills from outside development workers who support communities, specially to keep the complex exercise that PM&E is as simple and accessible possible for local stakeholders and community members.

It is generally recommended to update CNA and CAP after a period of three years. However, the frequency of updating should be agreed upon by all involved stakeholders and should be planned into the initiative’s schedule from the start.

**Financing the CAP**

Financing for the CAP usually comes from the following sources:

- The community (through agreed upon contributions or certification premium earned by farmers); having communities contributing to the funding is both a testimony to their level of commitment and insurance of proper handling / management of the project / infrastructure funded.
- The supporting cocoa / chocolate company(ies).
- The farmers group(s)’ / cooperative(s)’ profit
• The governmental or elected authorities (central government, investment fund from the cocoa regulatory body, budget of district or general councils).
• Any other stakeholder (sustainability partners of cocoa/chocolate companies, other commodity value chain partners operating in the community – e.g. palm oil, rubber, cashew, cotton, mining, donors, etc.).

Ensuring that the CDCOM has good advocacy and fund-raising capacities is critical for guaranteeing proper outreach to potential donors, at both internal and external levels, in order to explain the value and benefits of CAP.

Since the content of the CAP is in majority made of activities of social impact, it is important to also envision that the supporting partners, including the cocoa and chocolate companies, explore innovative financing schemes such as (social and environmental) Impact Investment, Paid Environmental Services (PES), etc.

Keeping / conserving records of CNA & CAP data

Saving hard copies of CNA and CAP documents is the most common means of maintaining records. It is recommended to:

• Keep copies of documents with the Community Development Committee.
• Have a laminated copy of the CAP posted at an accessible venue in the community (community shelter, chief's home, etc.) for all to see.

In addition to hard copies, when possible, electronic copies should also be kept as they facilitate updating of the CNA and the CAP.

Two actions should be considered to ensure proper conservation of the documents:

1. Setting up a Community Development Committee (as mentioned above) to house the documents if one does not already exist.
2. Sharing copies with development, planning, and management authorities as well as the local administrative and elected authorities to participate in the record-keeping process.

Practical and useful recommendations

The following are important recommendations for implementing PRA:

• From the beginning of the PRA, rather than focusing solely on the needs and what is lacking within a given community, actively seek to identify the community's previous success stories.
• To the greatest extent possible, aggregate PRA / CNA & CAP requests to achieve economies of scale in the same area.
• In case of companies targeting the same community(ies), negotiate to pool and optimize resources in order to maximize impact.
• Integrate key elements of the SEED-SCALE approach (namely, building on existing successes, leveraging the three-way partnership concept, and using evidence-based decision-making)
Appendix 1: The SEED-SCALE Approach

WHAT IT IS?

SEED: (Self-Evaluation for Effective Decision-making). SEED is the process of activating empowerment at the community level for locally-grown success. It is the starting point for any successful community growth.

SCALE: (System for Communities to Adapt Learning and Expand). SCALE is the expansion of an empowerment activation process, both in geographic coverage and across development sectors for sustained improvement in quality of life. For instance, if your SEED process focused on a sub-group within a given community, the process of expanding this change to the entire community and beyond is considered SCALE.

SEED-SCALE: SEED-SCALE is a universal process for community change that leverages the strength of existing participatory approaches (Participatory Rural Appraisal-PRA, Asset Based Community Development-ABCD) and prioritizes Human Energy as a critical resource to incite positive change. This approach builds on community successes rather than needs.

WHAT’S HUMAN ENERGY IN SEED-SCALE?

- **Human Energy** is a distinguishing feature of SEED-SCALE. Human Energy is a useful resource that exist in all communities and it is measured in units of time and calories.
- It manifests itself in many forms: labor, creativity, trust, ideas, emotions, bonds among people. One can learn how to use all these and bring them together with money. All of these resources can be leveraged and paired with appropriate financial resources to bring about sustainable change.
- Financial resources become highly effective combined with the other resources (Human Energy). However, leveraging solely financial resources risks igniting competition amongst other stakeholders and reducing chances of accessing other valuable resources.

Growing Change with Human Energy
To leverage human energy to incite change, modest portions of the resources must be gathered from each person (if everyone gives a few hours a week, then…). As action moves forward, these energies compound and build on one another; they do not expend like assets such as financial assets or fossil fuels. The way communities bring together and artfully allocate their various resources (labor, money, art, and the like), represents the true wealth of that society.

N.B.:
- Change can grow within a community without needing outside resources.
- Growing change within a community is a process that is learned, and which cannot be imposed.

SEED-SCALE & EMERGENCE

Emergence occurs when an entity is observed to have properties, its parts do not have on their own properties or behaviors, which emerge only when the parts interact in a wider whole.

Emergence is driven by values inside a system. The Seed-Scale approach is heavily influenced by the concept of emergence and encourages bringing together different values/parts/relationships within a social system to ensure that they work effectively, guided by the following factors:

- The whole (community) is not the sum of all parts (sub-groups) but an altogether different and unique entity. This explains why every community is different and the project delivery approach must be contextualized.
- Change is not imposed from the outside but emerges from within (society, group, or community).
- Important factors for change are the relationships among the different groups within a community.
- Positive change emerges when the different parts function in a new order.

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6 Seed-Scale provides a road map for moving human energy, consistent community-based activities to mature, disciplined approaches aligned to strategic imperatives. To Shape Community Momentum. To Fit Community Economy, Ecology, and Values. [www.seedscale.org](http://www.seedscale.org)
4 PRINCIPLES OF SEED-SCALE

1. **Build on Success:** focus on community achievements and other **sources of positive momentum instead of a Needs Analysis.**
   - Do not focus on needs or try to fix failures.
   - Identify what **is working.**
   - One success leads to the next success.
   - Add successes to build momentum.
   
   **N.B.:** A community that perceives itself as deficient is less likely to believe they can solve their own problems or lead their own development.

2. **3-way Partnership:** SEED-SCALE places more emphasis on the **functional determinants** of a group of people (community) rather than their geographical location - town, village, or encampment.
   - SEED-SCALE therefore defines a community of people as all the forces affecting it: **Bottom Up**=the energy of the group (community); **Top Down**=the environment of policies and financing affecting the group (community); and **Outside In**=the stimulus of ideas and trainings affecting the group (community).
   - With this understanding, a community in the seed-scale context refers to a group of people with a **shared interest** who have the **potential for partnership and collaboration to achieve shared goals.**
   - A key question is about how WCF company members, national agencies, NGOs and communities can work together, through this 3-way partnership, to **build empowered and resilient communities.**

3. **Evidence Based Decision Making:** Making decisions to fit local conditions based on evidence gathered from the people:
   - Do not limit decision making to **whomever has the power, money, or strongest opinion.**
   - Decisions that are made from facts gathered from the people themselves leads to successfu l endeavors.

4. **Behavior Change:** Such change requires patience and persistence. It requires a learning by doing approach and an available support system that leverages the 7-task cycle of SEED-Scale as a guide.

   1. **Develop Leadership (Reshape local coordinating committee):** This task is about creating—or reshaping—a local coordinating committee to guide and push the work forward in a community.

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7 For example, government, commercial connections, and friendships are all very relevant to creating a community.
2. **Starting point** *(Identify local successes):* gathering local evidence—must be as participatory as possible—that can be used to guide the next steps of the work.

3. **Obtain relevant lessons learned** *(Adapt successes from elsewhere):* This encourages you — and ultimately the community — to learn from the experience of others and adapt the learning to your context.

4. **Fit your location situation** *(Self-evaluation or gather local evidence):* This is about self-education; sifting through the successes and experiences from elsewhere and deciding which of those experiences can be adapted to your community.

5. **Make a workplan** *(Effective decision-making/action plan):* Create a workplan that will guide all stakeholders in moving community activities forward, including who will do what, when, where, and with which resources.

6. **Action** *(Each partner implements actions):* This task elaborated in the workplan can only be set in motion when each stakeholder take ownership of an agreed-upon role, with the *local coordinating committee maintaining a supportive, facilitation role.*

7. **Readjust community momentum** *(Mid-course corrections)* This involves making mid-course corrections/changes based on experiences to strengthen the aforementioned four principles.

Each task is integral to the cycle. Just as a crop does not skip steps in its growing cycle, social growth cannot be effective unless all tasks are completed. Doing one task to perfection will not cause true growth. As the cycle repeats, results improve. Unlike agriculture, there does not exist a specific pre-defined order in which the tasks must be completed. To the right is a common sequence for growth. However, it can be rearranged to improve its effectiveness, and in subsequent cycles the task order can fluctuate:

If the community is especially enthusiastic about a given task, start there:
- If a given task is slowing momentum, skip it, and return after other tasks are completed.
- Tasks can take time to complete, so several tasks can occur in tandem.
- The most important aspect of successful implementation is repetition of the cycle.

To know more:

Appendix 2: The CDCOM

The Community Development Committee (CDCOM): A management body for community driven development

1. Background and rationale
As part of the implementation of the Empowered Communities pillar of the Pathway to Sustainable Cocoa Strategy, the World Cocoa Foundation remains committed to the concept of Community Driven Development adopted to guide the implementation of CocoaAction, its previous strategy that prevailed from 2014 to 2019.

The adoption of this concept by WCF member companies is reflected in the conduct of participatory diagnostics and the development of community action plans using the Participatory Rural/Rapid Appraisal (PRA) methods and tools.

The existence of local entities capable of building the capacity of the community to lead its own development process has proven to be necessary and even critical for successful community empowerment. Such local entities include the Community Development Committee (CDCOM), whose establishment and operation obeys steps and principles that are important to understand.

2. Characteristics and purpose of the CDCOM
The CDCOM is a representative body legally recognized as a non-profit association. By design, this type of entity maximizes community’s participation in its own development process, thus ensuring sustainability.

3. Constitution of the CDCOM
The constitution of the CDCOM must reflect its representative character of the community it serves. As such, it takes into consideration and represents numerous socio-economic perspectives, including gender, age groups, origin, local institutions, and organizations, etc. This multi-representativeness guarantees the inclusive character of the CDCOM, as all community members can identify with it.

Concretely, the constitution of the CDCOM can manifest as follows in the village:

- 3 representatives per community (indigenous, national migrants, international migrants), selected from the following social categories: 1 elder, 1 young person, 1 woman.
- 1 representative of the partner farmer group(s) / cooperative(s) present in the community.
- 1 representative of a socio-economic interest group – other than the cooperative – that is compatible with the project (women’s association, youth association, etc.).
- 1 representative for each influential management committee pre-existing in the village (e.g., School Management Committee, Health Facilities Management Committee, Village Rural Land Management Committee, Child Protection Committee, Natural Resources Management Committee, etc.).
Except for the core principle of multi-representativeness, this constitution is indicative and will be assessed in the light of the realities of the considered community.

Some companies (in Côte d'Ivoire) work on a larger geographical scale than just the community, i.e. the terroir. The terroir is a coherent set of villages and encampments (on average eight), with a single village constituting the central locality where the CDCOM headquarters are also situated. This terroir set-up requires more in-depth work in understanding the communities that make up the terroir to ensure inclusiveness. All communities within the terroir must still be able to identify with the central CDCOM to be established and should also have local CDCOMs in each community.

Generally, the CDCOM terroir-level office is set up approximately three months after the local CDCOMs are put in place. The members of the terroir-level CDCOM are selected from among the members of the local CDCOMs (who themselves come from the localities and social groups which they represent). The number of members of the CDCOM terroir office can then be up to 25.

4. Criteria for the selection of CDCOM members

The members of the CDCOM are selected according to the following criteria:

▪ Reading and writing skills (mandatory for elective / key positions).
▪ Be a permanent resident of the community (mandatory).
▪ Be willing to serve as a volunteer.
▪ Be a convener who is conciliatory in nature.
▪ Be recognized by his or her peers as a person of good character.
▪ Be available.
▪ Have interests in / be passionate about the development of the village.
▪ Have a community / association experience.

(This list is not exhaustive and can include additional criteria based on that which is deemed important by the community members being represented)

5. Setting up the CDCOM

Each potential member proposed by the community is subject to public approval at a general meeting followed by a swearing in.

The college of members thus designated has an office whose members are elected to fill the following roles: President, General Secretary, Treasurer, Auditor.

The entire process must be duly documented via the following tools / documents:

▪ (01) minutes of the establishment of the CDCOM office.
▪ (01) Attendance sheet of founding members.
▪ (01) Attendance sheet of the Constitutive General Assembly.

The setting up process ends with the development, adoption, and official registration of bylaws for the functioning of the CDCOM.

6. Organization of the CDCOM

The office of the CDCOM is constituted by, at minimum, the following members:

▪ 1 President
▪ 1 Secretary general or secretary in charge of Monitoring and Evaluation (SCME)
▪ 1 General treasurer
▪ 1 Gender, equity and social cohesion officer
▪ 1 Child protection and human rights officer
▪ 1 Access to basic social infrastructure officer
- 1 Education officer
- 1 Economic development officer (for Income Generating Activities – IGA)
- 1 Forest restoration / preservation and environment officer

It is recommended that there be at least 30% women in the office and that at least one woman be in one of the key / elected positions.

7. Role and technical support to the CDCOM

The role of the CDCOM is to:
- Serve as an intermediary between the community and its partners (WCF member companies, implementing partners, projects, authorities, any other internal or external partner).
- Mobilize the community around its development project to ensure its contribution and effective participation.
- Coordinate all development activities of the locality, including:
  - Elaboration of the community action plan (CAP) of the locality;
  - Monitoring and controlling the implementation of the CAP in order to report back to the community on the progress (and projects activities);
  - Initiation of development projects for the benefit of the community;
  - Ensuring the sustainable management of the investments co-developed within the framework of the CAP.
- Archive documents relating to the activities carried out.
- Carry out advocacy with the authorities and partners for the development and well-being of the population.

As it is defined, the role of the CDCOM involves working in the following areas of activities in relation to the objectives and areas of intervention of the Pathway to Sustainable Cocoa Strategy:
- Social cohesion, with a view to ensuring a peaceful climate through non-violent management of conflicts;
- Promotion of gender and equity, to ensure better integration of women and youth in the conduct of community affairs;
- The protection of human rights, particularly with a view to preventing and treating gender-based violence and child labor;
- Promotion of access to basic socio-economic infrastructure (education, health, water, roads);
- Promotion of diversified economic activities in order to better balance sources of income;
- Smart management of the environment to preserve natural resources and biodiversity.

To play this role, the CDCOM must receive capacity-building support. The recommended training program includes the following topics: (i) Community mobilization and meeting management; (ii) Combating child labor; (iii) Good governance; (iv) Gender mainstreaming; (v) Conflict management (prevention and resolution); (vi) Forests and Environment preservation; (vii) Advocacy and resource mobilization.

8. Operation and financing of the CDCOM

Functions within the CDCOM are unpaid. However, it is important that parallel to the initial temporary support from the company supporting the development of the community, the CDCOM also carry out its own income-generating activity(ies) to support its operations in a sustainable manner. Among best practices of that, we can mention, but not limited to:
- CDCOM setting themselves as a VSLA and go through the VSLA curriculum of saving money, getting loans, and creating and nurturing a collective IGA.
- CDCOM setting up and managing a chair and tarpaulin rental business, which works quite well in communities where there are often ceremonies and gatherings.
Appendix 3: Examples of selected PRA tools

**Historical Profile**

Example: Historical profile of Bateguedea 2

<table>
<thead>
<tr>
<th>Années</th>
<th>Événements marquants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>• Création du campement de Bateguedea 2 par Tapé Meyeh.</td>
</tr>
<tr>
<td></td>
<td>• Tapé Meyeh assurait la chefferie.</td>
</tr>
<tr>
<td></td>
<td>• Les 3 premiers enfants de Bateguedea 2 vont à l'école à Digbap à 1949</td>
</tr>
<tr>
<td>1950</td>
<td>• Tapé Meyeh malade cédait la chefferie à Kone Tape.</td>
</tr>
<tr>
<td></td>
<td>• Décès de Tapé Meyeh.</td>
</tr>
<tr>
<td>1952</td>
<td>• Kone Tape âgé incapable de gérer le pouvoir le cédait au chef spirituel du cours d'eau Lobo, Oupeu Akouo, consensus.</td>
</tr>
<tr>
<td>18 août 1958</td>
<td>• Décès d'Oppen Akono, Kangini Guédé Robert accédait à la chefferie par consensus.</td>
</tr>
<tr>
<td>1965</td>
<td>• Arrivée des Burkina-bés par le biais de Victor Ballet, un exploitant forestier.</td>
</tr>
<tr>
<td>1966</td>
<td>• Arrivée des allogénés de l'ethnic Wobé.</td>
</tr>
<tr>
<td>1868 - 1969</td>
<td>• Arrivée des allogénés de l'ethnic Malinké.</td>
</tr>
<tr>
<td>1972</td>
<td>• Création de l'école primaire qui favorisa le retour des familles restées encore à Bateguedea 1 et à Bala à depuis 1947.</td>
</tr>
<tr>
<td>1974</td>
<td>• Arrivée des allogénés de l'ethnic Baxou.</td>
</tr>
<tr>
<td>1979</td>
<td>• Arrivée des allogénés de l'ethnic Sénoufo.</td>
</tr>
<tr>
<td>1984</td>
<td>• Le chef Kangini Guédé Robert cédait le pouvoir à Lago Louguhé Prouère.</td>
</tr>
<tr>
<td></td>
<td>• Célébration de la fête dénommée Ouidisé avec la participation du sous-préfet de Baléa, M. Goum Germain François.</td>
</tr>
<tr>
<td>1985</td>
<td>• Allègement des taxes coutumières pour l'enterrement d'un étranger sur la terre de Bateguedea 2.</td>
</tr>
<tr>
<td></td>
<td>• Célébration de la fête Nagboua.</td>
</tr>
<tr>
<td></td>
<td>• Création de la 1ère pompe hydraulique du village par l'Etat.</td>
</tr>
<tr>
<td>1994</td>
<td>• Décès du chef Lago Louguhé Prouère.</td>
</tr>
<tr>
<td>1995</td>
<td>• Meguë Sery Leon accédait à la chefferie par élection.</td>
</tr>
<tr>
<td>2002</td>
<td>• Crise politico-militaire.</td>
</tr>
<tr>
<td>2003</td>
<td>• Lotissement du village par l'Etat.</td>
</tr>
<tr>
<td></td>
<td>• Electrification du village par l'Etat.</td>
</tr>
<tr>
<td>2005</td>
<td>• Arrivée de la Croix-Côte d'Ivoire.</td>
</tr>
<tr>
<td></td>
<td>• Début de la construction de la case de santé du village par la Croix Rouge Côte d'Ivoire avec la contribution en nature et espèce des villageois.</td>
</tr>
<tr>
<td>2008</td>
<td>• Visite de Tom un Américain ami du village qui rend visite chaque année dans le mois d'Août.</td>
</tr>
<tr>
<td></td>
<td>• Création d'un puits muni d'une pompe par Tom.</td>
</tr>
<tr>
<td>2011</td>
<td>• 21 et 22 novembre, déclenchement d'un conflit entre les autochtones Bété et la communauté étrangère vivant sur le territoire de Bateguedea 2 : 04 autochtones tués, 16 habitations incendiées et 02 personnes de la communauté étrangère arrêtées.</td>
</tr>
<tr>
<td></td>
<td>• ONG VIF assista les populations sinistrées avec des vivres du PAM et des non vivres du HCR.</td>
</tr>
<tr>
<td></td>
<td>• SFCG menèrent des activités de cohésion sociale dans le village.</td>
</tr>
<tr>
<td></td>
<td>• IRC assista les villageois par des activités économiques.</td>
</tr>
</tbody>
</table>

---

8 CARE, PRA report of Batoguedea 1 Terroir (2016)
Maps

Example 1: Village map of Toa – Zeo (2012)†

† PRA Tool Guide, Care International/Mondelēz (2016)
Example 2: Territory map of Goudi Boboda

---

10 PRA Tool Guide, Care International/Mondelēz (2016)
Example 3: Zoning map of Kouaméfla

---

11 PRA Tool Guide, Care International/Mondelēz (2016)
**Transect walk**

Example of transect walk

<table>
<thead>
<tr>
<th>Transect Walk</th>
<th>Water</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean, and sand particles of body soil</td>
<td>Pain distribution with poor water retention</td>
<td>Clean, sandy soil and rock depressions</td>
</tr>
</tbody>
</table>

**SOIL**

<table>
<thead>
<tr>
<th>Water</th>
<th>Vegetation</th>
<th>SAFOFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor distribution of water retention</td>
<td>Natural bush and shrubbery, high density of organic matter</td>
<td>Natural grass and vegetables, high density of organic matter</td>
</tr>
<tr>
<td>Natural bush and shrubbery, high density of organic matter</td>
<td>Natural grass and vegetables, high density of organic matter</td>
<td>Natural grass and vegetables, high density of organic matter</td>
</tr>
</tbody>
</table>

**WATER**

<table>
<thead>
<tr>
<th>Vegetation</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural grass and vegetables, high density of organic matter</td>
<td>Natural bush and shrubbery, high density of organic matter</td>
</tr>
</tbody>
</table>

**VEGETATION**

<table>
<thead>
<tr>
<th>Soil</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean, sandy soil and rock depressions</td>
<td>Clean, and sand particles of body soil</td>
</tr>
</tbody>
</table>

**SAFOFO**

<table>
<thead>
<tr>
<th>Transect Walk</th>
<th>Water</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean, and sand particles of body soil</td>
<td>Pain distribution with poor water retention</td>
<td>Clean, sandy soil and rock depressions</td>
</tr>
</tbody>
</table>

---

12 Ghana Rural Animator Training Program
**Seasonal Calendar**

Example1: Cocoa Farming Calendar

<table>
<thead>
<tr>
<th>ACTIVITÉ</th>
<th>Janvier</th>
<th>Février</th>
<th>Mars</th>
<th>Avril</th>
<th>Mai</th>
<th>Juin</th>
<th>Juillet</th>
<th>Août</th>
<th>Septembre</th>
<th>Octobre</th>
<th>Novembre</th>
<th>Décembre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prélèvement</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Préparation du sol</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Tuteur</td>
<td></td>
<td></td>
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<tr>
<td>Butte</td>
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<td></td>
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</tr>
<tr>
<td>Planteur</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Tuteur</td>
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<td></td>
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</tr>
</tbody>
</table>

**Legend:**
- Homme (H): men
- Femme (F): woman
- Enfant (E): child
- : task considered difficult by the community
- : task considered as medium difficulty by the community
- : task considered easy by the community

---

Projet Pilote SSTE, Guide Méthodologique, 2005
Example 2: General Farming Calendar of Bateguedea 2

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manioc</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S, N, R (F, E)</td>
<td>Ps, S (F, E)</td>
<td>S</td>
<td>R (F, E)</td>
<td>Ps, S (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Maïs</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>Ps, S</td>
<td>Ps, S</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>Ps, S</td>
<td>Ps, S</td>
<td>R (F, E)</td>
<td>Ps, S</td>
<td>Ps, S</td>
<td>Ps, S</td>
</tr>
<tr>
<td>Igraine bée bée</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
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<tr>
<td>Gombo</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Piments</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Aubergine</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Tomate</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Haricot</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
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<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Arachide</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Riz</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Cacao +</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
<tr>
<td>Banane plantain</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
<td>R (F, E)</td>
</tr>
</tbody>
</table>

**Legend:** 
- **Ps:** préparation des sols/soil preparation; 
- **S:** semis/sowing; 
- **N:** nettoyage des terres/ clearing land; 
- **R:** récolte/harvest and/or sale; 
- **B:** butitage/mounding; 
- **Vig:** vente d’igname/yam selling; 
- **Rig:** récolte d’igname /yam harvesting; 
- **Rv:** récolte des vivricultures food crop harvest; 
- **H:** homme/man; 
- **F:** femme/woman; 
- **E:** enfant/child

---

14 CARE, PRA report of Bateguedea 1 Terroir, 2016
Example 3: General Calendar of Tiemeleko (2017)

The calendar depicts the distribution of key agricultural activities (e.g., planting, harvest, clearing land) for multiple crops (rubber, coffee, cocoa); illnesses; and holidays throughout the year.
**Venn Diagram**

Example 1: Generic Venn diagram

---

15 PRA Tool Guide, Care International/Mondelēz (2016)
Example 2: Venn diagram of Tiemelekro (2017)

Translated legend:

- Actions from outside organizations
- Reciprocal relationships between organizations
- External organizations
- Village organizations (e.g., chieftancy, cocoa cooperative)
**Flow diagram**

Example 1: Generic commercial flows diagram

1. Arrivée de manœuvres agricoles
2. Revenus tirés de la vente de produits agricoles
3. Revenus tirés de la vente de produits non agricoles (Galettes, pagnes traditionnels)
4. Soutien d’ONG

Village

- Départ des jeunes pour la ville
- Achat de vêtements et d’engrais
- Achats de denrées alimentaires (huile, etc.)

---

16 PRA Tool Guide, Care International/Mondelēz (2016)

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Example 2: Commercial flows diagram, Sétréfla (2016)\textsuperscript{17}

**Translated legend**
- : Resources/products leaving the community (e.g., cocoa, manioc, corn)
- : Resources/products entering the community (e.g., smoked fish, shoes, onions)
- : Resources/products exchanged within the community (e.g., peanuts, yams, rice)

\textsuperscript{17} CARE, PRA report of Begafia Terroir, 2016
Problems and Solutions Tree

Exemple 1: generic problem tree\textsuperscript{18}

\textsuperscript{18} Source: Tècniques de diagnosi, gestió de projectes, CRAJI (Centre de Recursos para les Associacions Juvenils de Barcelona), Desembre 2017, Fitxa Temàtica 45, page 2
Example: Problems and Solutions Tree on child labor in Bokéda (2016)\textsuperscript{10}

\textsuperscript{10} PRA Tool Guide, Care International/Mondel\`e\`ez (2016)
**Environment Risk Assessment Tool**

This guide should be used by companies'/IPs Community Officers to facilitate community wide discussion in assessing environmental risks as part of the community action planning process and include the identified risk reduction strategies in the community action plan. *This assessment tool should not be used for decision making above the community level.*

<table>
<thead>
<tr>
<th>List the environmental hazard(s) you see in your community</th>
<th>What/who might be harmed and how? (Vulnerability)</th>
<th>What effect(s) will the presence of this hazard have on the environment, livelihood, community, and/or your health?</th>
<th>Risk Evaluation &amp; Precaution</th>
<th>Risk Reduction Strategies</th>
<th>Date for Next Review &amp; Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting down of trees</td>
<td>Crops: Limited shade</td>
<td>Warmer climate, lower yields, forest loss</td>
<td>What is the possibility of this hazard happening/occurring?</td>
<td>What could be done to prevent/reduce the impact of the identified hazard?</td>
<td>How often should this be done? Daily, weekly, monthly, or annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use the risk matrix as guide</td>
<td>Sensitization on afforestation effect</td>
<td></td>
</tr>
</tbody>
</table>

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Usage guide
Facilitators/Community Officers should consider the guiding questions below in moderating community discussions.

Risk Identification
1. What practices can harm us?
   - Identify all practices that have potential to cause harm to the environment and human health.
2. What or Who is likely to be harmed or affected by the identified hazard?
   - List all the vulnerabilities (e.g. People, forest, crops, animals and other things) in the community that the identified hazard could affect negatively.
3. What are the potential threats/consequences of the identified practices? E.g. Livelihoods (farming), climatic conditions, community, and people’s wellbeing/health. What could prevent this from happening?

Risk Assessment
a. What is the possibility that the identified hazard will occur?
   b. What is the level of severity of effect of the identified risk?
   - Use the risk matrix below, run each identified hazard through the matrix in assessing the likelihood of occurrence and the extent impact/effect. This exercise should help the facilitator to guide communities in determining their likely exposure to the identified risk, the extent of impact and which risks should be prioritized in their risk prevention and reduction strategies.

Risk Matrix

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Negligible</th>
<th>Minor</th>
<th>Moderate</th>
<th>Significant</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Likely</td>
<td>Low Med</td>
<td>Medium</td>
<td>Med Hi</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Likely</td>
<td>Low</td>
<td>Low Med</td>
<td>Medium</td>
<td>Med Hi</td>
<td>High</td>
</tr>
<tr>
<td>Possible</td>
<td>Low</td>
<td>Low Med</td>
<td>Medium</td>
<td>Med Hi</td>
<td>Med Hi</td>
</tr>
<tr>
<td>Unlikely</td>
<td>Low</td>
<td>Low Med</td>
<td>Low Med</td>
<td>Medium</td>
<td>Med Hi</td>
</tr>
<tr>
<td>Very Unlikely</td>
<td>Low</td>
<td>Low</td>
<td>Low Med</td>
<td>Medium</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Risk Mitigation
4. What should be done to prevent and mitigate effects of these practices?
   - List all possible actions that need to be carried out to prevent and/or reduce impact and assign responsibilities to the appropriate community focal person or governance structure.
   - Facilitators should guide community members to consider strategies that is within their control and capacity to undertake without having to overly depend on external parties.
N:B Community Facilitators must also gather relevant data and information available and know the institutional framework and capacities – to avoid duplications.

**Key Terms**

**Environmental hazard**: An environmental practice with the potential to cause harm eg. bush burning, cutting down trees, etc.

**Potential effect**: Likely consequences of the continued practice of the identified environmental hazard.

**Vulnerability**: Refers to things or people likely to be gravely affected by the identified hazard

**Risk evaluation**: Assessing the possible occurrence and likely effects of the identified environmental hazard.

**Risk reduction strategies**: Practices and behaviors that can prevent the occurrence or mitigate the effects of the identified environment.
**Body map**

Example 1: Body map drawn in Batéguedea (2014)

Legend: Green crosses (e.g., top of the head) show places on the body where children say they are carrying heavy loads. Red crosses (e.g., on elbows) show places on the body where children say they feel strain from their work.²⁰

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²⁰ CARE, (PRA report of Bateguedea 1 Terroir, 2016)
Example 2: Body map used in child labor assessment

ILO Lebanon, “Child Labor in Agriculture” (2017)
Prioritization Grid or Preferential Matrix

Example 1: Prioritization grid based on PRA in West Bengal, India\textsuperscript{22}

Example 2: PRA Prioritization Grid, Village of Toa Zeo (2012)\textsuperscript{23}

\textsuperscript{22} “Socioeconomic and Bioresource assessment”, Badola et al. (2016)

\textsuperscript{23} PRA Tool Guide, Care International/Mondelēz (2016)
# Appendix 4: List of Documents Consulted

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Date</th>
<th>Country</th>
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<tr>
<td>Guide de Bonnes Pratiques pour la mise en place d'infrastructures dans les communautés productrices de café et de cacao en Côte d'Ivoire</td>
<td>Plateforme de Partenariat Public Privé de la filière café cacao en Côte d'Ivoire, GT5, Développement Communautaire</td>
<td>2016</td>
<td>Côte d'Ivoire</td>
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<td>Rapport de recherche bibliographique : MARP</td>
<td>Université Claude Bernard Lyon 1 (Marie-Jose Mequinion)</td>
<td>1996</td>
<td>France</td>
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<tr>
<td>Processus d’élaboration du PAC : guide pour les superviseurs de zone</td>
<td>Blommer (Segoriba Kone)</td>
<td>2019</td>
<td>Côte d'Ivoire</td>
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<td>CARE Ghana CAP Manual</td>
<td>CARE Ghana</td>
<td>2011</td>
<td>Ghana</td>
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<td>Développement communautaire en matière de protection des enfants : Guide du praticien</td>
<td>Ministère de la famille, des femmes et des enfants (MSFFE) et UNICEF</td>
<td>2014</td>
<td>Côte d'Ivoire</td>
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<td>Local and Community Driven Development: Moving to Scale in theory and practice</td>
<td>World Bank, New Frontiers of Social Policy – 53300</td>
<td>2010</td>
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<td>Plan de développement local du village de Kossandji</td>
<td>Projet REDD+ de la Mé, Ministère ivoirien du Plan et du Développement (D. MEA, R. VAUDRY (Nitidæ), B. LOUKOU, D. YAO (MPD)</td>
<td>2018</td>
<td>Côte d'Ivoire</td>
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<tr>
<td>Plan national de développement : 2016-2020 (résumé)</td>
<td>Ministère de la planification et du développement (Ministre Nialé KABA)</td>
<td>2016</td>
<td>Côte d'Ivoire</td>
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<td>Participatory Monitoring and Evaluation Systems: Improving the Performance of Poverty Reduction Programs and Building Capacity of Local Partners</td>
<td>SOCIAL IMPACT (Rolf Sartorius)</td>
<td>N/A</td>
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<td>Participatory Monitoring &amp; Evaluation for Hygiene Improvement Beyond the toolbox: What else is required for effective PM&amp;E? A Literature Review - Strategic Report 9</td>
<td>Prepared for USAID / Environmental Health Project by Judi AUBEL</td>
<td>2004</td>
<td>N/A</td>
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<td>MARP dans les communautés de pêche : Un guide pour les agents de terrain</td>
<td>FAO, DANIDA</td>
<td>1998</td>
<td>N/A</td>
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<td>Guide méthodologique de la MARP</td>
<td>Cabinet du Premier ministre - Projet pilote de système de suivi du travail des enfants dans la cacaoculture (PPSSTE)</td>
<td>2005</td>
<td>Côte d'Ivoire</td>
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<td>PRA: Concepts, Tools, and Application</td>
<td>Nabaraj Gautam</td>
<td>N/A</td>
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<td>Protective Cocoa Community Framework (PCCF)</td>
<td>International Cocoa Initiative (ICI)</td>
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<td>Outils de la MARP et élaboration de plans de développement communautaire</td>
<td>Mondelēz, Care Côte d'Ivoire</td>
<td>2013</td>
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<td>Need Assessment Guide – Solidaridad Cocoa Life</td>
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<td>Résumé des approches pour le développement des PAC</td>
<td>Agence nationale ivoirienne de développement rural (ANADER)</td>
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<td>Le CDCom : organe de gestion pour le développement communautaire</td>
<td>CARE Côte d'Ivoire</td>
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<td>Boîte à outils du manuel planification locale participative</td>
<td>Ministère du plan et du développement, PNUD, FNUAP</td>
<td>2020</td>
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