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# **THIRD ANNUAL REPORT**

## **Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana**

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**Payson Center for International Development and Technology Transfer  
Tulane University**

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## List of Acronyms

ACRONYM	NAME
ANADER	Agence Nationale à Appui au Développement Rural
ADM	Archer, Daniels Midland Company/ADM Cocoa Sifca
CAOBISCO	Association of Chocolate, Biscuit & Confectionery Industries of the EU
CCPC	Community Child Protection Committee
CEDEP	Center for the Development of People
CEPRASS	Centre d'Etudes Prospectives et Appliquées sur les politiques sociaux et le system de sécurité sociale
CLASSE	Child Labor Alternatives through Sustainable Systems in Education
CLMS	Child Labor Monitoring System
CLU	Child Labor Unit
CMA	Chocolate Manufacturers Association
CMAC	Confectionery Manufacturers Association of Canada
COCOBOD	Ghana Cocoa Board
CRI	Child Rights International
CRIG	Cocoa Research Institute of Ghana
CRS	Catholic Relief Services
DCPC	District Child Protection Committee
DFID	Department for International Development (UK)
ENSEA	Ecole Nationale de Statistique et d'Economie Appliquée
ECOWAS	Economic Community of West African States
ECA	European Cocoa Association
ECHOES	Empowering Cocoa Household with Opportunities and Educational Solutions
FT	Fair Trade
FHI	Family Health International
FAO	Food and Agriculture Organization of the United Nations
FAL	Forced adult labor
FEMAD	Femme Action Developpement
GAWU	General Agricultural Workers' Union
GTZ	Gesellschaft für Technische Zusammenarbeit
GIG	Global Issues Group
GIS	Geographic Information System
GOG	Government of Ghana
ISSER	Institute of Statistical, Social And Economic Research
ICI	International Cocoa Initiative
ICVB	International Cocoa Verification Board
IFESH	International Foundation for Education and Self Help
IITA	International Institute of Tropical Agriculture
ILO	International Labor Organization
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
LUTRENA	Combating the Trafficking of Children for Labour Exploitation in West and Central Africa
MESW	Ministry of Employment and Social Welfare
MMYE	Ministry of Manpower, Youth and Employment
MOFEP	Ministry of Finance and Economic Planning
M&E	Monitoring and Evaluation



NCA	National Confectioners Association
NGO	Nongovernmental organization
NPECLC	Ghana National Program for the Elimination of Worst Forms of Child Labor in Cocoa
OCHA	Office for the Coordination of Humanitarian Affairs
PROMAG	Projects Planning and Management Network
PSI	Population Services International
RECA	Rural Environmental Care Association
RENFCAP	Renforcement de Capacité
SSTE	Système de Suivi du Travail des Enfants
STCP	Sustainable Tree Crops Program
T-CAF	Take Care Africa Foundation
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USDOL	United States Department of Labor
USG	United States Government
WACAP	West Africa Cocoa/Commercial Agriculture Program to Combat Hazardous and Exploitative Child Labor
WAHO	West African Health Organisation
WCF	World Cocoa Foundation
WFCL	Worst Forms of Child Labor
WFP	World Food Program
WHO	World Health Organization

## **Executive Summary**

The Harkin-Engel Protocol (referred to below as “The Protocol”) is a voluntary agreement signed in September 2001 by the Chocolate Manufacturers Association (CMA) and the World Cocoa Foundation (WCF) and witnessed by US Senator Tom Harkin (D-IA) and U.S. Representative Eliot Engel (D-NY), among others. The Protocol, together with the joint statements of July 1, 2005 and June 16, 2008, call for action by the chocolate and cocoa industries to address the Worst Forms of Child Labor (WFCL) in Côte d’Ivoire and Ghana. Specifically, the Protocol includes a commitment by Industry to develop and implement voluntary, industry-wide standards of public certification that cocoa beans and their derivative products have been grown and processed without the WFCL.

In September 2006, Tulane University initiated work on a U.S. Department of Labor (USDOL) contract to provide oversight of public and private initiatives to eliminate the WFCL and to assess progress made toward Protocol implementation. Over the past three years, Tulane University has carried out a pilot study and two nationally representative surveys of child labor in the cocoa sector in Côte d’Ivoire and Ghana and has implemented a range of smaller studies. These included a pilot study on child trafficking from Burkina-Faso and Mali for labor on cocoa farms and an assessment of intervention activities in support of children in the cocoa-growing areas. In addition, Tulane staff has gathered information through discussions and information exchanges with key stakeholders involved in implementing the Protocol. Pursuant to its contract, Tulane University has held annual consultative meetings in Côte d’Ivoire, Ghana and Washington, DC to present and gather feedback on its preliminary research findings.

Tulane University is required to report its findings annually in a report submitted to the U.S. Congress and USDOL. The following report highlights recent actions undertaken by the Governments of Côte d’Ivoire and Ghana and Industry, which build upon the positive accomplishments to date. We recognize that there is still much to be done, but we firmly believe that the desired result is achievable with the participation of all parties.

### **Key Survey Findings**

- There is some indication that the rates of child labor participation are decreasing in the agricultural areas in general and the cocoa sector in particular. We consider this development to reflect an observed drop in cocoa production in parts of the cocoa producing areas during the 2008/09 harvest season, government and industry efforts to reduce child labor rates, as well as country wide long-term improvements in standards of living in both Ghana and Cote d’Ivoire. It is not clear at this point to what extent we are observing a temporary or permanent reduction of child labor in the cocoa-producing areas.
- Tulane’s 2007 and 2008/9 surveys have confirmed the prevalence of child labor in the cocoa sector. The two surveys show that more than 50% of the children in agricultural households in the cocoa-growing areas in Côte d’Ivoire and Ghana work in agriculture, with 25-50% working in cocoa. An estimated total of 819,921 children in Cote d’Ivoire and 997,357 children in Ghana worked on cocoa-related activities in the 12 months previous to the 2008/9 survey data collection. In addition, the vast majority of children perform household work, and some perform

economic activities other than work in agriculture. About 5% of children in agricultural households in the cocoa-growing areas in Côte d'Ivoire and more than 10% in Ghana work for pay.

- The average number of working hours performed by children working in cocoa is estimated to be close to 20 hours per week in Côte d'Ivoire and approximately 10 hours per week in Ghana. Children in agricultural households in the cocoa-growing areas often start working before the legal minimum age of employment, and some older children work long hours.
- Children working in the cocoa sector sometimes are exposed to activities defined as hazardous by the Governments of Côte d'Ivoire and Ghana, including involvement in land clearing and carrying heavy loads. The activities in cocoa agriculture most often performed by children include weeding, cocoa harvest activities, and carrying cocoa on the farm and to the cocoa shed. While children in cocoa producing households are much less frequently involved in the direct application of pesticides, approximately 10% of children working in cocoa report having carried water for spraying in the previous 12 months.
- Cases of debts and the need to work to pay off debts are very rare. While some children report having been forced to perform work against their will in the previous year, the orders generally were given by a caregiver or relative. Less than 0.5% of children in agricultural households, as well as children working in cocoa, report having been forced to perform work by a non-relative. Tulane is undertaking additional studies to further specify where these worst forms of child labor exist and how they can be reduced if not eliminated.
- Despite the fact that the majority of children in the cocoa-growing areas are involved in economic activities, approximately 60% of the children in Côte d'Ivoire and 90% of the children in Ghana are enrolled in school, including a large number of working children. Reading and writing skills appear to be increasing throughout the region.
- In both Cote d'Ivoire and Ghana, children and caregivers continue to report low rates of child participation in project activities carried out by government agencies, industry and/or civil society organizations including educational and vocational training activities, and remediation efforts. We estimate that fewer than 5% of children in the cocoa-growing areas have knowingly participated in any project at any point in their lives.

### **Summary of Progress**

During the past year, there has been increased activity from all of the key actors in addressing the problem of the WFCL in the cocoa sector. Industry has demonstrated its commitment to addressing the WFCL by providing financial support for the development of certification and verification systems, as well as interventions (e.g., rehabilitation, education and vocational training, etc.) that target vulnerable children. The Governments of Ghana and Côte d'Ivoire have created legislation to address the WCFL in the cocoa sector and have taken steps to implement certification and verification systems and to establish child labor monitoring systems in their respective countries. They have also established pilot remediation programs based on the results of their 2007 certification

surveys on child labor in the cocoa sector. It is Tulane University's assessment that the Governments of Ghana and Côte d'Ivoire continue to demonstrate an appropriate response to combat the WFCL in the cocoa sector, though all actors agree that more remains to be accomplished.

We believe the participatory and collaborative approach has fostered conditions wherein the two countries have assumed more control over and have taken greater ownership of the process and the solutions. Based on surveys results, key stakeholders have generally agreed upon the fact that, while there is a problem, it can be managed with sustained effort. Ghana has led the way in addressing the issues at a policy level and provides a model for further collective action. Both countries have recognized the need for better data and the desirability for broad development interventions that address the WFCL. Indeed, at the core of the issue, is the central problem of socioeconomic development, including poverty as a root cause, and the place of children in the labor pool of the concerned countries as a result. We believe that continued awareness raising about the details of the process of eliminating the WFCL and improving development interventions will, with the support of Industry and the NGO community, result in continued positive outcomes.

In the first two years of the Tulane contract, issues of transparency and data sharing were raised as each of the multiple groups involved with oversight sought to clarify their relative roles. In this third year of contract activities, the majority of those issues have been resolved with the interchange of information between Tulane, the Governments, Industry and NGO representatives. We believe that the objective of transparency will be achieved and verified by the exchange of survey data in the weeks following this current submission to Congress. A proposed joint working group will be the forum for continued data exchange and will be responsible for conducting a meta-analysis of all of the data sets in order to provide more accurate estimates.

Of particular importance will be the continuation of the initiatives started with the intervention database, which we hope will lead to greater Country management of resource flows to interventions and improving upon those intervention projects currently underway to enhance coverage and impact. Preliminary data sets regarding these project interventions are already being exchanged. The creation of an ongoing database management information system and impact evaluation system, with the ability to survey where problems arise and quickly respond to solving them, is a challenging but important goal. Both countries are moving towards that goal.

### **Ongoing Areas to be Addressed**

While much progress has been made in developing functional operational definitions, such as the "worst forms of child labor" into quantifiable verifiable definitions, there is much that remains to be done from a methodological and legal standpoint. Both Côte d'Ivoire and Ghana have made progress in working towards national operational definitions. This progress, however, is not complete and will take operational research and implementation experience to become functional at the enforcement level. While the problem of standardization and operationalization is being addressed at the national level, it will continue to be an issue until there is a comparable set of quantifiable measures of the desired outcome "worst forms of child labor" available to those who will survey and enforce the appropriate outcomes. Without such comparable measures, it will be impossible to mount an evidence-based certification system or to effectively

monitor progress in the region. We note that the key stakeholders from all sectors have acknowledged this as a problem and the multi-country working group has as one of its stated priorities moving towards common operational definitions.

Tulane also notes that the Industry-government understanding of “certification” to date has been a report of conditions and of progress made to improve them. This approach to “certification” avoids establishing measurable targets with clearly defined indicators against which one could empirically demonstrate improvement. We have therefore identified several questions that we feel should be addressed in order for effective and sustainable certification and verification systems to be established. These questions and our suggested resolution to them make up the recommendations and conclusions of our work to date.

- What will certification certify? Is the current survey methodology alone adequate to assess progress made?

Certification should have objective outcomes and an agreed by all stakeholders’ methodology involving surveys every 3-4 years and other data sources. Industry success in developing information systems to track quality of product at the farm levels suggests the ability and feasibility to have a similar system for the entire cocoa sector in both countries to improve product quality, certify labor practices and monitor productivity and quality of life.

- Who will assume the burden of responsibility for continued certification?

Given the success of current country-based systems and the level of interest and resources, we believe that both the Governments and Industry remain in the best position to collaborate in certification. Such a process should be open and transparent to all.

- As they embark on the “remediation” step of the certification system, have the government-led efforts set clear objectives and targets with clearly defined indicators?

Ghana has demonstrated close collaboration and interest in the Tulane developed intervention inventory. By building upon this system, which will be available to them, the mechanism for having a baseline and setting objectives will be in place. The next step is to set realistic targets and execute the same.

- What clearly defined evidence-based objectives and targets are in place to ensure that "remediation" activities truly reduce the prevalence of WFCL?

Our view is that the Governments are positively engaged in the process and should continue beyond the level of setting goals to the establishment of specific indicators for yearly progress.

- How exactly, with the current mechanism of certification, can it be scientifically demonstrated that 100% of the sector is WFCL-free?

Our view is that with measurement error and general socio-economic development issues complicating the ability to assess WFCL, the ability to verify

a 100% free environment is doubtful. More realistic objectives should be established by the Countries with assistance from other stakeholders within the laudable overall goal of eliminating the WFCL.

- When it comes to “remediation” activities, what will be verified? Who will verify and who will pay for verification? How will the independence of verification be ensured?

A more objective outside party, with sustainable human and financial resources, is strongly suggested to execute verification. Such an entity would need to be funded by Government and Industry with ongoing streams of resources. Other entities such as regional organizations like the West African Health Organisation (WAHO) might also assume the role. In general, entities that evaluate themselves have been shown to be biased in favor of success.

- What standards and criteria will be applied to "verify" that a defined outcome has been achieved?

The range of measurement and variation to be targeted each reporting period from the surveys and related data sources should be an outcome of the joint technical working group. We would suggest that the group undertake setting empirical objectives and a timeline consistent with their measurement.

In our opinion, the resources devoted to the remediation step in the overall certification process need to be increased considerably in order to adequately address the problem. This includes resources dedicated towards capacity building and the identification of permanent mechanisms that can fund the process of verification.

Within the context of the questions and suggestions for their resolution provided above are some general observations which we feel will encourage even greater transparency and collaboration in the cooperative efforts of the Governments of Côte d’Ivoire and Ghana, the international cocoa/chocolate industry and other stakeholders to arrive at a shared operational definition of WFCL and an agreed upon methodology to certify the absence or presence of same.

1. We strongly encourage the joint working group effort to gather and compare all sources of data that measure the WFCL in the cocoa sector. This includes joint data analysis, data sharing between stakeholders, methods sharing and joint training and capacity building. Make data available to the public and invite experts from outside the region to participate and add to the collective knowledge capital.
2. We believe that building upon the project inventory database of the WFCL interventions requested by both Governments is important. This includes identifying caretakers of the database and transferring all of the needed skills to maintain the database to national or regional caretakers.
3. To execute all of the needed changes and improvements there should be a costed and agreed upon long- and short-term strategic plan, which places an emphasis on who will finance the needed surveillance and remediation activities. A plan should be developed for each Country and coordinated for the Region.

4. As methods are better documented, improved targets should focus more on high-risk groups for remediation efforts. Preliminary evidence from the intervention inventory and the surveys suggests that current interventions may not be addressing the problems adequately. These groups include working children below minimum age, children working long hours, children out of school and children separated from family. Making sure that remediation projects address truly vulnerable populations is the priority.
5. Develop more specific and valid assessment tools emerging from the positive aspects of remediating the unconditional worst forms of child labor in the cocoa sector in Ghana and Côte d'Ivoire. Current best practice or positive deviance methodology should be used to place a focus on solutions not just the problem. In particular the positive efforts of the Countries should be highlighted as models of positive action in a difficult arena.
6. We believe that the USDOL-Tulane project has shown the value of the presence of objective third party observers to help clarify all of the needed steps in working with a delicate issue. A feasibility study looking at different organizational structures available to undertake such a task would be useful.
7. There is a need to develop a communication and information strategy with regular reporting to continue to educate and sensitize all stakeholders, with a particular focus on new legislators or political figures entering the scene. The lack of an institutional memory to communicate progress and problems creates a poor framework for building upon past efforts.

## Introduction

In 2006, the U.S. Department of Labor was charged with obtaining a qualified University-based contractor to oversee public and private efforts to eliminate the WFCL in the cocoa sector in Côte d'Ivoire and Ghana. After a competitive bidding process, USDOL awarded a three-year, \$4.3 million project to the Payson Center for International Development at Tulane University in New Orleans in September 2006.

### **Project Organization and Management**

As part of Tulane University, the Payson Center for International Development and Technology Transfer is an international, interdisciplinary center with a mission of fostering social and economic development by understanding and using information. Established in 1997 by the Tulane Board of Administrators, the Payson Center focuses on the development of innovative solutions using knowledge management and information technology as an engine for social sector management, capacity building, monitoring and evaluation (M&E), and social and economic development.

The Payson Center has developed numerous interventions and programs within the field of International Development with an emphasis on public policy and development and providing support to the public and private sectors. The Center has participated in initiatives covering a broad spectrum of primary sustainable development program areas including public health and welfare policy promotion, evaluation and information technology support, education, disaster mitigation, and support to higher education in Africa, Asia and Latin America. Specifically in Africa, the Center has a long-standing partnership with the West African Health Organisation (WAHO), which is the first sustainable and functional sub-regional entity within the Economic Community of West African States (ECOWAS) community that is charged with a sub-regional mandate to protect the health of the West African people.

Dr. William Bertrand serves as the Principal Investigator of the project. Dr. Elke de Buhr is the monitoring/data collection specialist and has concentrated on survey-related activities and other research and monitoring tasks. Administrative activities at Tulane are currently distributed amongst Ms. Jonathan Johnson, Ms. Joanna Baisier, and Ms. Doris O'Sullivan. Ms. Joy Jones and Ms. Marlene Vera provide specific support in report development and documentation respectively.

In our desire for the Countries to have the capacity to carry on the initiative as our participation diminishes, we have contracted with institutions that represent the very best in regional and national research expertise. To coordinate activities in both countries and to provide a regional perspective, our long-term partnership with WAHO, our logistic and technical regional partner, has already begun to create a regional dialogue on the importance of child labor to the understanding of improving child health. WAHO has assigned a full-time staff professional, Mr. Chris Bayer, to the project and has made interns available from the regional Fellowship Program that they manage to assist in research and administrative tasks. WAHO's contributions to the project are directed by Dr. Plácido M. Cardoso, WAHO's Director General, and Dr. Jeanetta Johnson, WAHO's Deputy Director General, and are coordinated by its Director of Planning and Technical Assistance, Mr. Salifou Zouma. The Intervention Database research was furthermore supported by two research assistants in each country, Mr. Niava Landry and Ms.



Zitkoum Assetou in Côte d'Ivoire, and Mr. Richard Attibu and Mrs. Comfort Barke Bonney Arku in Ghana.

On the national scene, our two major partners are recognized as the premier research institutions for survey and related social science research in their respective countries. In Ghana, we are working with the Institute of Statistical, Social and Economic Research (ISSER). ISSER is a University of Ghana research institute established in 1962. The professional staff includes investigators with excellent academic credentials and extensive research experience. ISSER has a strong record of quality policy research in the arena of social science and related issues. The Institute also operates a training program that specializes in issues related to public service statistics. Specifically, we have enjoyed the professional input of Clement Ahiadeke, Ph.D., Full Professor & Deputy Director; John Anarfi, Ph.D, Associate Professor; Isaac Osei-Akoto, Ph.D, Research Fellow; George Adayi-Nwoza Adiah, Mphil, Principal Research Assistant; and Ane Maria-Goretti, Research Assistant.

In Côte d'Ivoire, we have partnered with the Ecole Nationale de Statistique et d'Economie Appliquée (ENSEA). Established in 1961, ENSEA provides graduate degrees in statistics and applied economics. The professional staff has expertise and experience in research design, methodology, field studies, related statistical analyses and data presentation. Their record of prior research studies in collaboration with multiple organizations includes WHO, UNFPA, OCHA, IOM, UNDP, UNICEF, UNHCR, WFP, FAO, and PSI. In addition, ENSEA has a record of training government officials in various aspects of public policy-related statistical issues, which we believe will be particularly useful in the transfer of methods and skills acquired during this research to national government officials. Specifically, we have enjoyed the professional input of Dr. N'Guessan KOFFI, Démographe, Directeur de l'ENSEA; Dr. Jean Marc KOUADIO, Ingénieur Statisticien Economiste, Enseignant-Chercheur à l'ENSEA; Jean Arnaud KOUAKOU, Ingénieur Statisticien Economiste, Enseignant-Chercheur à l'ENSEA; Ange Carlin AMA, Ingénieur des Travaux Statistiques; and Diyomon Bertin SORO, Analyste Statisticien, Assistant de Recherche à l'ENSEA.

### **Project Overview**

Tulane University has been contracted by USDOL to undertake applied research to generate the information needed to measure progress towards the objectives outlined in the Protocol. Tulane University prepares annual reports for USDOL and the U.S. Congress in an effort to validate progress being made toward implementation of "credible, mutually-acceptable, voluntary, industry-wide standards of public certification," covering at least 50% of the cocoa-growing area in Côte d'Ivoire and Ghana. The Tulane reports, of which this document is the third, cover efforts to establish certification, child labor monitoring and verification systems, as well as remediation efforts, to assess progress made toward meeting obligations under the Protocol. Tulane University also studies the health effects on children working under potentially exploitative conditions in the cocoa sector, and we will assist local governments in training government officials.

Over the course of three years, Tulane team members have worked with country and regional representatives to facilitate a comprehensive and transparent review of Industry and national research and assessment activities. Team members have concentrated on identifying existing baseline indicators to measure the complex and contextually defined outcome indicator, the worst forms of child labor (WFCL). The Tulane methodological

approach adopts a convergence of evidence perspective or data triangulation approach, which combines information from survey research, observational case study material as well as secondary observational and survey material.

The first year of project activity was primarily dedicated to collecting and reviewing existing research in all related issues (e.g. child labor, cocoa industry, etc.). The second year activities were dominated by survey data collection in the field, including nationally representative surveys of child labor in the cocoa-growing areas in Côte d'Ivoire and Ghana. In the third year, project efforts have largely focused on intensive data collection activities for monitoring and assessment, as well as increased consultation with stakeholders regarding certification and verification systems. A major emphasis has been on the establishment of an "intervention database" that will be a baseline of projects that combat exploitive child labor in the cocoa sectors of both countries. The intervention database may be used to measure future intervention impact.

A strong part of our approach, and we continue to believe a key aspect of the validation, is the access by all interested parties to data for independent analysis. Transparency encourages the sharing of data and the collective interpretation of the results to the benefit of all. Thus, Tulane will continue to make the data collected under the contract available to key stakeholders, after the annual reports are delivered to the U.S. Congress and USDOL. The Governments of Côte d'Ivoire and Ghana, as well as our colleagues from Industry and NGOs, have equally committed to data sharing and transparency. The raw data have not been received to date and follow-up is needed to ensure that the commitment from stakeholders is followed by concrete action. We believe that the ongoing joint data review workgroup with the two Governments and Industry is a positive move that will encourage collaboration and result in a better knowledge base.

The arena of child labor and child health, politically and culturally charged as it is, presents a challenge to us all to redouble our efforts to ensure transparency. A university is a monument to open and objective inquiry, and, as such, Tulane remains committed to make public and share the data we collect with all stakeholders.

## **Background**

West Africa represents the world's major source for cocoa production, accounting for approximately 70% of the world market. Cocoa farming is labor intensive, and, as part of a centuries old custom of children working in agricultural household environments, hundreds of thousands of children are involved in work on cocoa farms, including tasks considered to be among the WFCL. For some of these children, working in the cocoa sector may deprive them from other opportunities, such as the chance to attend school.

In 2000/01, the use of child labor in the cocoa sector in West Africa came under increased scrutiny. Based on media reports, the cocoa/chocolate industry was accused of profiting from the use of child labor and forced labor on cocoa farms in West Africa. The reports described hazardous work and other WFCL performed by children in the cocoa sector, including those below the legal minimum age of employment. They also reported on the trafficking of minors for work in cocoa agriculture under slavery-like conditions (ILO/IPEC 2005). The international cocoa and chocolate industry rejected some early media reports as "false and excessive" (ECA undated). However, facing the potential risk of boycotts and sanctions, Industry acknowledged that working conditions

in the cocoa fields were often unsatisfactory and the rights of children were sometimes violated.

A series of negotiations was started among representatives of the cocoa/chocolate industry and stakeholders including U.S. Senator Tom Harkin, U.S. Representative Eliot Engel, U.S. Senator Herb Kohl, the International Labor Organization (ILO), labor unions, consumer rights organizations and other civil society organizations. The discussions resulted in the “Protocol for the growing and processing of cocoa beans and their derivative products in a manner that complies with ILO convention 182 concerning the prohibition and immediate action for the elimination of the worst forms of child labor” – the Harkin-Engel Protocol – signed on September 19, 2001.

In the Protocol, the international cocoa/chocolate companies voluntarily committed themselves to pursue key actions and steps to eliminate the WFCL in the cocoa sector including:

- Public Statement of Need for and Terms of an Action Plan – “...while the scope of the problem is uncertain, the occurrence of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products is simply unacceptable. Industry will reiterate its acknowledgment of the problem and in a highly-public way will commit itself to this protocol;”
- Formation of Multi-Sectoral Advisory Groups – “an advisory group will be constituted with particular responsibility for the on-going investigation of labor practices in West Africa...Industry will constitute a broad consultative group with representatives of major stakeholders to advise in the formulation of appropriate remedies for the elimination of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products;”
- Signed Joint Statement of Child Labor to be Witnessed at the ILO – “a joint statement made by the major stakeholders will recognize, as a matter of urgency, the need to end the worst forms of child labor in connection with the growing and processing of West African cocoa beans and their derivative products and the need to identify positive developmental alternatives for the children removed from the worst forms of child labor;”
- Memorandum of Cooperation – “there will be a binding memorandum of cooperation among the major stakeholders that establishes a joint program of research, information exchange, and action to enforce the internationally-recognized and mutually-agreed upon standards to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products and to establish independent means of monitoring and public reporting on compliance with those standards;”
- Establishment of Joint Foundation – “industry will establish a joint international foundation to oversee and sustain efforts to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products...The foundation’s purposes will include field projects and a clearinghouse on best practices to eliminate the worst forms of child labor;” and

- Building Toward Credible Standards – “the industry in partnership with other major stakeholders will develop and implement credible, mutually acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law, that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor” (The Harkin-Engel Protocol).

In the following years, pilot certification, monitoring and verification systems were tested, a foundation was created – the International Cocoa Initiative (ICI) – and pilot projects and a number of project activities supported by Industry were initiated in the cocoa-growing regions. Following the signing of the Protocol, the International Institute of Tropical Agriculture (IITA) was tasked with implementing surveys in the cocoa-growing regions in Ghana, Côte d’Ivoire and other cocoa producing countries (IITA 2002). Other quantitative and qualitative studies followed. However, due to the complexity of the subject and multiple methodological problems, it remained unclear how many children were involved in different worst forms of child labor in the cocoa sector. It also remained unclear if the situation on the ground was evolving, and the extent to which Industry-supported and other intervention and remediation activities were having an impact. The first five years of the Protocol were also complicated by the political crisis in Côte d’Ivoire, and, for all these reasons, progress was slower than hoped for by Senator Harkin and Congressman Engel.

On July 1, 2005, an extension of the Protocol was agreed upon by all parties, which gave Industry three additional years to effectively implement the conditions of the agreement, including having in place a certification system covering 50 percent of the cocoa growing areas in Côte d’Ivoire and Ghana by July 1, 2008 (see Appendices 1 and 2). In June 2008, the deadlines were again extended because not all of the objectives under the Protocol had been met, and another end date was established for the full implementation of “sector-wide” certification, with fully independent verification, to be completed by the end of 2010 (see Appendix 3).

In this third year of the USDOL contract with Tulane, we are experiencing cooperation among all of the major stakeholders in addressing and further investigating the problem. It is in this positive light of collaboration and cooperation with Governments of Côte d’Ivoire and Ghana, NGOs and US Government officials, and the multiple Industry representatives that we present this third year report.

## **The Certification System**

A key component of the Protocol has been and continues to be the creation of industry-wide and accepted standards of public certification. Task 1 of the USDOL–Tulane University contract calls for an assessment of progress made by Industry and the Governments of Côte d’Ivoire and Ghana towards development and implementation of credible, mutually-acceptable, voluntary, industry-wide standards of public certification, covering at least 50% of the cocoa-growing area in each country.

### ***Methodology***

Monitoring and assessment activities on certification under the contract started in October 2006 and have continued into 2009. The research methodology is centered around the review of documents and key informant interviews. In the 2008/09 project year, interviews were carried out with:

- Representatives of the cocoa/chocolate industry;
- Governments representatives of Côte d’Ivoire, Ghana, and the United States;
- International organizations and bilateral development agencies;
- Labor unions and NGOs; and
- Universities and other research organizations.

Discussion topics covered progress made towards the implementation of the Protocol with special emphasis on certification, child labor monitoring and verification efforts, as well as remediation activities in support of children in the cocoa growing areas.

### ***Harkin-Engel Protocol on Certification***

The Protocol includes a commitment by Industry to develop and implement voluntary, industry-wide standards of public certification. The Protocol does not directly refer to a fair trade, ethical trade or another values-based certification system. However, the Protocol does refer to a specific set of conditions. It states that *“industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law, that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor.”*

### ***Industry Definition of Certification***

Industry’s definition of Certification, developed in consultation with representatives from Ghana and Côte d’Ivoire, has not changed since it was published in Tulane’s 2<sup>nd</sup> Annual Report. Industry’s “certification concept,” as submitted to Tulane, is as follows:

*Certification will provide a clear, statistically valid and representative view of labor conditions across the cocoa sectors of Ghana and the Ivory Coast, on an annual basis. It uses this information to identify both problem areas and the actions required to address them. And it measures the success of efforts to address labor problems and supports the economic and social development of cocoa farming communities (Industry 2007).*

Industry's current Certification model is shown below in Figure 1.

**Figure 1. Model of the Certification Process, 2008**



*Source: Industry submission to Tulane, 2008.*

As reported in our previous Annual Report, on March 19, 2008, Senator Harkin and Representative Engel in a letter expressed their support of the Industry's certification model. The letter also identified four steps that need to be included in the process of establishing this system of certification:

1. Representative farm-level surveys to evaluate labor practices in the region;
2. Public reporting of the process;
3. A coordinated set of remediation activities to drive change throughout the cocoa sector; and
4. A third party, independent verification that information presented by the certification process is credible and transparent and available to the public.

It is important to note that the Industry-government understanding of "certification" is a report of conditions and of progress made to improve them. This approach to "certification" therefore avoids establishing measurable targets with clearly defined indicators against which one could scientifically demonstrate improvement.

## **Overview of Country Certification Efforts**

### **Côte d'Ivoire**

Demonstrating the high political importance Côte d'Ivoire attaches to the certification of its cocoa, in 2007, the government formed the Child Labor Monitoring System (*Système de Suivi du Travail des Enfants*, SSTE) directly reporting to the Prime Minister's Office. This governmental agency is charged with the implementation of the certification mechanism in line with the Protocol.

The SSTE has a two-tiered leadership structure. At the top management level is the steering committee (*Committee de pilotage*), which is comprised of the Prime Minister's Office (*Premier Ministre*) and 10 Ministries – the Ministry of Public Service and Employment (*Ministère de la Fonction Publique et de l'Emploi*); the Ministry of Agriculture (*Ministère de l'Agriculture*); the Ministry of National Education (*Ministère de l'Éducation Nationale*); the Ministry of Teaching and Professional Training (*Ministère de l'Enseignement et Technique et de la Formation Professionnelle*); the Ministry of Justice (*Ministère de la Justice*); the Ministry of the Interior (*Ministère de l'Intérieur*); the Ministry of Family, Children, and Social Affairs (*Ministère de la Famille, de l'Enfant et des Affaires Sociales*); the Ministry of Youth and Sports (*Ministère de la Jeunesse et du Sport*); the Ministry of the Economy and Finance (*Ministère de l'Économie et des Finances*); and Ministry of Communication (*Ministère de la Communication*). At the technical level is the Executive Secretariat (*Secrétariat Exécutif*), comprised of the Executive Secretary (*Secrétaire Exécutif*), the Technical Director (*Directeur Technique*), the Administrative Director (*Directeur Administratif et Financier*), and the Director of Communications (*Directeur de la Communication*). While the SSTE does at times solicit advice from the ILO, the ILO is not a member of SSTE's steering committee.

In spite of changes in the leadership of the SSTE, the Government of Côte d'Ivoire largely followed the certification process as designed by Industry. In particular, the launching of remediation efforts is discussed in further detail in the *School Enrollment, Retention and Vocational Training Programs* section of the report.

### **Ghana**

By establishing the National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC) as a public program of the Ministry of Employment and Social Welfare (MESW)<sup>1</sup> in collaboration with Ghana Cocoa Board (COCOBOD) and the Ministry of Finance and Economic Planning (MOFEP), the Government to Ghana signaled a strong commitment to respond to international concerns about child labor in the cocoa sector of Ghana and to implement ILO Convention 182 on worst forms of child labor (WFCL) and the Children Act 560 of 1998. The NPECLC was established with initial funds and technical support of MMYE and the World Cocoa Foundation and its activities have been notably sustained with funds from donor agencies including UNICEF and the Danish Embassy, as well as additional donor agencies.

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<sup>1</sup> The MESW was formerly the known as the Ministry of Manpower, Youth and Employment (MMYE).

The NPECLC provides a framework for interventions in Ghana to eliminate WFCL in cocoa, initially drawing on studies performed by ILO/IPEC's International Program for the Elimination of Child Labor. Working towards the common goal "to eliminate the worst forms of child labor in the cocoa sector by 2011 and to other sectors by 2015," (NPECLC 2009) the NPECLC not only serves as the main coordinator, but also implements an "all-hands-on-deck" approach with government and non-government partners (Owusu-Amakwah 2008). Program implementation began in August 2006.

The Government of Ghana took strides in following the certification process as designed by Industry, notably by scaling up its remediation activities, described in further detail in the *School Enrollment, Retention and Vocational Training Programs* section of the report. The NPECLC continues to expand its reach and efficacy as evidenced by the current scale up of activities in 47 districts with an average of 10 targeted communities each, the strengthening of its CLMS, as well as its initiative to develop its monitoring and evaluation system. The NPECLC has hired 11 new staff members to ensure effective management of the scaled-up activities. Peaceful elections in January of 2009 brought to power a new government, which did not disrupt the planned remediation activities of the NPECLC.

## ***Industry Announcements of New Certification Schemes***

### **Product Certification**

The Certification Model, as designed and carried out by Industry in collaboration with both governments, outlines a process that reports "on sector wide labor practices – not a product label related to specific farms." It appears, however, that there is also a trend in the industry in favor of "sustainable" cocoa production through product certification, akin to other large-scale certification programs for agricultural commodities such as coffee, tea, and palm oil. The impetus for such certification is also encouraged by an increasingly conscious consumerate<sup>2</sup>, which wants to ensure that products on the market are not made using child labor.

By teaching producers to maintain a set of labor, environmental and agricultural standards by abiding to a code of conduct, and then rewarding this effort through a higher premium (e.g., through a fixed additional amount per ton of cocoa) in addition to a minimum price for their cocoa or the current market value, product certification schemes enable a more responsible cocoa production. Complete product certification programs, such as practiced by Rainforest, feature an auditing system that enables it to monitor what is happening on the farms, and thus enforce the standards it seeks to uphold. Thus, by internalizing production-related issues into the aggregate costs associated with cocoa production, certification schemes institutionalize more sustainable and socially conscious means of cocoa production within the context of a free market system. Such schemas also are good for the producing Country in that more funds from production are kept in-country, presumably for social and economic development outcomes.

Examples of these kinds of investments in sustainable cocoa production are becoming more widespread. In 2005, Armajaro, Kraft Foods, GTZ and USAID launched a Private-Public Partnership in Côte d'Ivoire to promote certified sustainable cocoa produced to

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<sup>2</sup> Consumerate: a consumer body that "votes" for products with purchases



Rainforest Alliance standards.<sup>3</sup> The pilot project was implemented in the Daloa and Abengourou regions of the country and delivers economic, ecological and social benefits (Armajaro 2009).

In 2008, using Côte d'Ivoire as pilot testing grounds, UTZ's '*Good Inside*' cocoa program was launched, which seeks to certify 10,000 farmers and a total production volume of 8,000 metric tones per annum by the end of 2009 (UTZ 2009). The steering members of this cocoa program are UTZ CERTIFIED, Cargill, ECOM Agroindustrial, Heinz, Ahold, Mars and Nestle (UTZ 2009).

In March of 2009, Cadbury announced that it intends to carry a seal from Fairtrade for Dairy Milk chocolate into their home market of Britain. As the first chocolate products bars displaying the Fairtrade logo hit the shelves, the company has indicated that they will look to extend the use of Fairtrade ingredients beyond the Dairy Milk brand and the British marketplace (Debenham 2009). On April 8, 2009, Mars announced a partnership with Rainforest Alliance to certify 100,000 metric tons of cocoa annually for use in Mars products, a significant portion of Mars total cocoa requirements, by 2020 (Mars 2009).

## **Product Tracing**

Product certification is only possible if one can trace the product to its source. Traceability, defined as "the ability to identify the source of a product," (Debenham 2009) therefore constitutes a mechanism whereby the originally certified cocoa in the farm or plantation passes through a transparent supply chain and that, in the end, compliance with certification requirements or customer demands is demonstrated. To do so, product tracing commonly employs mechanisms such as unique identifiers, chain of custody requirements, a web-based supply chain traceability system and independent verification.

In Ghana, the COCOBOD tracks cocoa back to the district-level. Its cocoa tracking system features a seal on each individual sack that identifies the quality controller, date and district to ensure the effective work of the quality controllers later in the chain. While these controls present an added cost to the system, it is recovered from the premium buyers would pay for Ghanaian cocoa. This system is largely credited with upholding the country's reputation for producing high-grade cocoa (Lass 2009).

The cocoa industry has well documented numerous issues including threats to original forests, improper use of chemicals, poor farmer living and working practices, low farm gate prices and mixing of good and bad cocoa. In this environment, being able to demonstrate to clients and consumers that a product only contains responsibly produced, quality ingredients sourced through a transparent supply chain, is increasingly perceived as value added. The ability to attract and consistently deliver a product to customers demanding specific physical quality specifications and concrete proof of responsible production can be an important asset. Traceability furthermore enables

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<sup>3</sup> Rainforest's principles are based on the Sustainable Agriculture Network standards, which forbid child labor, except in instances where children are family members of the farm owners and traditionally participate in the harvest. Even in these instances, it must not interfere with their schooling; they are only allowed to work a minimum number of hours, without carrying heavy loads or handling agrochemicals. A complete listing can be found at: [www.rainforest-alliance.org/agriculture/documents/sust\\_ag\\_standard.pdf](http://www.rainforest-alliance.org/agriculture/documents/sust_ag_standard.pdf)

various actors along the supply chain, as well as other stakeholders, to respond to findings relating to the source of its raw materials, whether the concern relates to the quality of the product or to conditions in which it was produced. In sum, companies that practice product tracing in tandem with product certification, both vital components for a long-term sustainability initiative, are at a distinct advantage as they are able to assure consumers that the primary products sourced are of quality and address pressing social and environmental issues.

Initial work on traceability was pioneered by ICCO's Total Quality Traceable Cocoa pilot project in Côte d'Ivoire. This pilot project was based on *Total Quality* - a comprehensive concept of quality that also includes "aspects of food safety, ethical considerations, including the absence of the worst forms of child labor in cocoa production, and environmentally friendly production methods." Moreover, ICCO determined that "cocoa would have to be traceable to its origin, as it was the only way to ensure the credibility of the total quality criteria." Field-tested in 2003/04, the system started with the training of selected farmers and staff from eight cooperatives. These operations were deemed a success primarily as they yielded a more efficient and effective supply chain. The resulting savings amounted, according to preliminary estimates, to at least US\$30 per ton. ICCO thus demonstrated early on that it is both desirable and feasible to trace cocoa to its source, an argument commonly levied against sector-wide product certification (ICCO 2006).

Armajaro implemented another such tracking project in 2007 to trace cocoa production in Ghana. The initiative featured investments in training and in software systems to trace cocoa in target districts (Armajaro 2009). UTZ CERTIFIED has also developed a sophisticated traceability system for the coffee supply chain, a model it plans to apply to large scale certification and traceability initiatives in cocoa.

## **Conclusions**

The Protocol and the ongoing commitment by multiple stakeholder groups continue to have a major positive impact on the scale and pace of Industry, government and other institutional efforts to address the problem of WFCL in Côte d'Ivoire and Ghana. During the last year, significant steps have been taken to forward the activities that lead to at least farm level certification. These efforts have been led by Industry funded entities with seeming success.

The new development in the cocoa extraction market that endorses a sustainable approach through product certification and traceability is significant. Various Industry actors have successfully led initial pilot programs testing certification and traceability systems. Cadbury's efforts to adopt Fair Trade Certification standards and Mars' announcement that it will significantly increase its procurement of Rainforest Alliance certified cocoa suggest that various standards of product certification are being adopted by the mainstream market. This development is in line with that of other commodities such as tea or coffee, for which certification is increasingly becoming an industry standard. Traceability has evolved past the concept stage and is currently being used to follow select cocoa specifications through the supply chain. Although its sector-wide feasibility is being debated, product traceability promises to be a viable component of product certification.

Industry, in collaboration with the Governments of Côte d'Ivoire and Ghana and other local partners, has taken steps to develop a model for an industry-wide, public and transparent certification system. The model has been presented at meetings and is discussed in public documents and on the web. It can, therefore, be said to be "public."

While the strict application of the "no WFCL" requirement in the Protocol does not appear feasible in the short- to medium-term, a large gap remains between the core features of a "certification system" – standards, measurable objectives, targets and indicators – and the activities currently in place. This evolving model of a "certification process" that reports on conditions of WFCL and efforts to address the problem has been accepted as a prototype by most stakeholders. Such a process is a necessary step in the development of any standardized "certification system," and, as such, we believe represents progress supported by Industry and the Governments concerned. Nevertheless, it will be important to address the gaps and monitor and evaluate these efforts closely in order to monitor the progress of future years.

Efforts to decentralize the certification process by working with and educating local government to include monitoring and evaluation are a promising approach to a workable certification model. In an evolving environment, it is not clear at present what these future certification models will look like, or whether or not they will meet the requirements of the Protocol.

## ***Recommendations***

1. Continue to encourage communication and cooperative efforts between the Governments of Côte d'Ivoire and Ghana, the international cocoa/chocolate Industry and other stakeholders to both revise and standardize the methodology of certification;
2. Continue to increase the emphasis and budget for effective remediation activities while maintaining the roles of certification and verification;
3. Ensure continued financial commitment by Industry to both certification and verification;
4. Encourage Industry actors to pursue sector-wide implementation of sustainable standards in cocoa production, notably through product certification and traceability;
5. Set clear objectives and targets with defined indicators for the "remediation" step of the certification system that can demonstrate the reduction in the prevalence of WFCL, with responsibilities defined for each stakeholder group;
6. Identify regional or international organizations that will support the continuation of the certification process and include these entities in capacity building exercises;
7. Involve stakeholders implementing certification and product traceability schemes in training and capacity building exercises in the future; and

8. Develop a focus on impact evaluation of remediation activities to better understand those activities that have the greatest impact on eliminating the WFCL.

## **Child Labor Monitoring and Verification Systems**

Task 2 of the USDOL–Tulane University contract calls for Tulane to assess progress towards the establishment and implementation of a Child Labor Monitoring System (CLMS) and an independent Verification System. The systems should be designed to provide information to verify progress made in Côte d’Ivoire and Ghana to implement the Protocol, including efforts to certify cocoa as child labor free, to eliminate exploitative child labor from the cocoa sector, and to provide education and rehabilitative services to children withdrawn from exploitative labor.

Tulane University’s ongoing monitoring and assessment of activities on CLMS and verification systems include the following sources of data: (1) the collection and review of pilot CLMS reports, (2) any information available on the evolving efforts to establish a verification system, (3) Industry, NGO and government documents referring to plans, activities and outcomes with regard to CLMS and verification systems, and (4) communication between Tulane University with the governments and other stakeholders.

Additional information has been obtained through a series of meetings with representatives of the chocolate/cocoa industry; representatives from the governments of Côte d’Ivoire, Ghana and the U.S.; members of the International Cocoa Verification Board (ICVB); the verifying organizations Fafo AID (Fafo) and Khulisa Management Services (Khulisa); and other stakeholder groups, such as international and local NGOs, academics, and civil society. Tulane team members also participated as observers in relevant conferences, such as the ICVB-sponsored “Independent Verification Briefing[s]” convened in December 2008 and March 2009 and the conference “Knowledge into Action: Balancing the Need to Know with the Need for Change” organized by Verité in May 2009.

### ***The Child Labor Monitoring System***

#### **Key Concepts and Definitions**

ILO Convention 182 presents a paradigm concerning the prohibition and immediate action for the elimination of the worst forms of child labor. The identification of the four (4) types of the worst forms of child labor in Article 3 confers certain rights and freedoms to children throughout the world: the freedom from slavery, the freedom from prostitution and involvement in pornography, the freedom from drug manufacturing and trafficking, and the freedom from work harmful to the health, safety and morals of children. The protection or enforcement of these freedoms requires constraining the actions of others, or permits inaction from the right bearer.

Conversely, Article 7 stipulates measures that member-states should take, including the gender-sensitive interventions of identification, prevention, removal, rehabilitation, social integration, education, and vocational training. Point 2 of Article 7 prescribes rights to children that require action from others (in this case, Government and Industry) or permit action from the right bearer (i.e., the child).

In the context of the Protocol, in order to uphold a child’s rights, structures, mechanisms and agents must be in place in order to enforce the non-action by a possible

transgressor. In other words, concerted effort is required to uphold the rights of at-risk or affected children. Possibly the most comprehensive and systematically preventative action that can be initiated to enforce the rights of children is a Child Labor Monitoring System (CLMS).

Various child labor monitoring designs emerged in the 1990s building on the traditional role and function of labor inspection by expanding that role to respond to labor conditions in the informal market. The purpose of a CLMS is not only to identify victims of WFCL but also to identify vulnerable children. A full-fledged CLMS thus documents labor practices and conditions of children working in a specific geographical area. Most CLMSs have the following basic elements in common: monitors are designated to carry out periodic inspections in the workplace, the school and the community; labor inspectors are trained what to look for; and data is collected and collated into central databases (ILO/IPEC 2005).

Not only working children, but also children who are at risk of exploitative work, are targeted by a comprehensive CLMS. In addition, given its community-based nature, a well-implemented CLMS is by design able to detect potentially hidden populations, such as child trafficking cases. Children prevented from entering exploitative child labor are defined as “children not yet working but who are considered to be at high-risk of engaging in exploitative child labor” (see definition above), for example, siblings of ex-working children. A ‘high-risk’ situation refers to a set of conditions or circumstances (i.e., family environment or situation, vicinity of economic activities prone to employ children, etc.) under which the child lives or to which s/he is exposed. In order to be considered as ‘prevented,’ these children must have benefited or be benefiting from services that are provided by projects funded by the international cocoa industry, the Governments of Côte d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort” (USDOL-Tulane contract 2006).

Efforts to implement a CLMS in Côte d’Ivoire and Ghana were initially carried out from 2002-2006 by the WACAP initiative, funded by USDOL, with Industry contributing 16.6% (US\$ 1 million), and implemented by the International Labor Organization (ILO). WACAP was a pilot project that attempted to develop and test a methodology for understanding labor issues on cocoa farms and the program. WACAP’s fourth main objective was to “establish a credible and cost-effective child labor monitoring system” (KCG 2005). The CLMS, as pioneered by WACAP, was constructed with five essential elements: (a) building awareness about child labor within communities and amongst other key players, such as district and central government officials; (b) mobilizing key players and forming of coordinating groups within communities (such as child labor committees); (c) establishing procedures and developing monitoring tools; (d) creating information recording systems for the collection, input, verification, consolidation and storage of data about the children identified; and (e) reporting this information to relevant authorities, service providers and communities (ILO 2007).

## **Ghana**

In Ghana, the district and community-based CLMS with a special focus on WFCL and school attendance, was successfully launched in 5 districts,<sup>4</sup> thus demonstrating its

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<sup>4</sup> Districts: Amansie West, Atwima Mponua, Kassena-Nankena, Sefwi-Wiaswo and Suhum.

potential. In other words, the model CLMS demonstrated that the issue of WFCL could be better tackled if the necessary mechanisms and responsibilities were placed into the hands of the community and local administrative structures.

In recognizing the importance of the CLMS, Ghana's Labor Department, specifically the Child Labor Unit (CLU) in collaboration with the Employment Information Branch (EIB), has expanded WACAP's 5 original child labor monitoring districts to an additional 20 districts covering 200 communities. Nine of these new districts are in cocoa growing regions of the country. The system is characterized by 2 main components: (1) advocacy and social mobilization on the community level and (2) the database. At the community level, similar to the WACAP model, *Community Child Protection Committees* (CCPCs) raise awareness, remediate and report findings and activities to the DCPC and the central government. The community level monitors administer questionnaires, visit the working sites of children, and liaise with schools, etc. Because the process is administered by civil servants of district assemblies, the system has been designed to achieve sustainability. The MESW has used the reported data to publish child labor monitoring reports.

Ghana's NPECLC has continued to roll out a cornerstone of the CLMS – the district and community-based child protection committees, previously referred to as (b) child labor committees. The NPECLC is scaling up the establishment and training for *District Child Protection Committees* (DCPCs) and CCPCs). By the end of 2008, the NPECLC had trained a total of 156 DCPCs and 1,050 CCPCs in the initial 11 districts. In 2009, the NPECLC is training an additional 47 DCPCs and 525 CCPCs in the cocoa growing regions to protect children from engaging in WFCL. The total committee membership for the 47 DCPCs is 705 people and 3,675 people for the 525 CCPCs. Currently, the NPECLC is developing indicators for the child registry, as well as the software that will be used to collate the data. Furthermore, the NPECLC plans to develop a training curriculum and roll out the actual training of community members by the end of 2009.

The NPECLC plans to cover all the cocoa growing regions of the country with a CLMS. As a blueprint, the NPECLC developed a concept paper proposing a robust data collection system that includes a community register and clear criteria for analysis. The monitoring responsibility at the community level lies with the CCPCs composed of community level leaders. The data collection responsibility of the CCPCs would be executed by a smaller body, the Community Data Collectors. At the district level, the monitoring system will be located within the District Labor Department or Department of Social Welfare (DSW) of the District Assembly (DA); and at the national level, the monitoring system will be located within the NPECLC of the MESW. The firm anchoring of the CLMS in the governmental institutions, such as the district assemblies, reduces overhead and institutionalizes the system into the normal function of local governance (Baah 2009).

Upon the dissemination of the CLMS concept paper, the NPECLC requested stakeholders to provide expert input for the proposed CLMS. In Tulane's opinion, features such as decentralized, upstream data collection and local committees with a sufficient mandate to engage community members on the issue can empower communities, not only to address the issue of WFCL, but also to hold their government more accountable for the provision of national services. However, the system's design could be improved if the CLMS was linked at a higher data management level with

school registration and attendance data (i.e., the Education Management Information System), which is collated by the Ghana Education Service (GES).

One issue between the stakeholders has been the credibility of community-based data collection and reporting. The concern is whether communities would have the competence to accurately collect data; how well they would be able to understand and apply relevant concepts, definitions and laws; and whether a systemic bias could possibly be introduced. However, at the June 2009 expert panel meeting in Accra, the conference concludes in the *Statement of Expert Panel*: “community-based Child Labor Monitoring programs planned in each country will be pursued initially with pilot activities, focusing efforts on assuring that data collection and reporting methods are credible” (Verité 2009).

The NPECLC maintains that the WACAP piloted CLMS demonstrated the viability of the concept and mechanism.<sup>5</sup> No fatal issues were found with the WACAP-led data collection at the community level. The initiative has been critiqued for erring on the side of caution. Its mid-term evaluation stated that the system was overly complex; too many questions were asked in the questionnaire; too many persons at the community, district and national levels were involved in collecting the data; and that it was too costly. With US\$ 518,000 budgeted for the development of the system, the effective cost per beneficiary is in the order of US\$ 525 per person (KCG 2005). In sum, while the pioneered CMLS proved to be very effective in enforcing the rights of children, due in no small part to the transfer of leadership to the community level, the scaled-up model would need to be simplified and streamlined.

Another ongoing issue concerns the ability of communities to collect data on “hidden” phenomena, such as child trafficking. Reaching these populations with child monitoring exercises would present a litmus test for the CLMS. However, a thoroughly sensitized community, the community-wide child monitoring system that would track the movement of children in and out of the community, and an active CCPC as being developed by the Government of Ghana, constitute elements that do have the potential to reach even hidden populations.

Under the Project of Support to the Time Bound Programme implemented between 2004 and 2009, the ILO continued to support to the Government of Ghana to develop its CLMS, in collaboration with the CLU of the MESW. Specifically, it provided capacity building for district and community child labor committees for the implementation of a CLMS, in 200 communities of the 20 districts currently targeted by the government. The government’s CLMS is a work-in-progress, and, according to the ILO, the information provided by the communities is “workable.”<sup>6</sup>

Aside from its cooperation with the multi-stakeholder verification process, and specifically to enhance the quality of its research outcomes, the Government of Ghana implemented an internal verification system during data collection and processing. This

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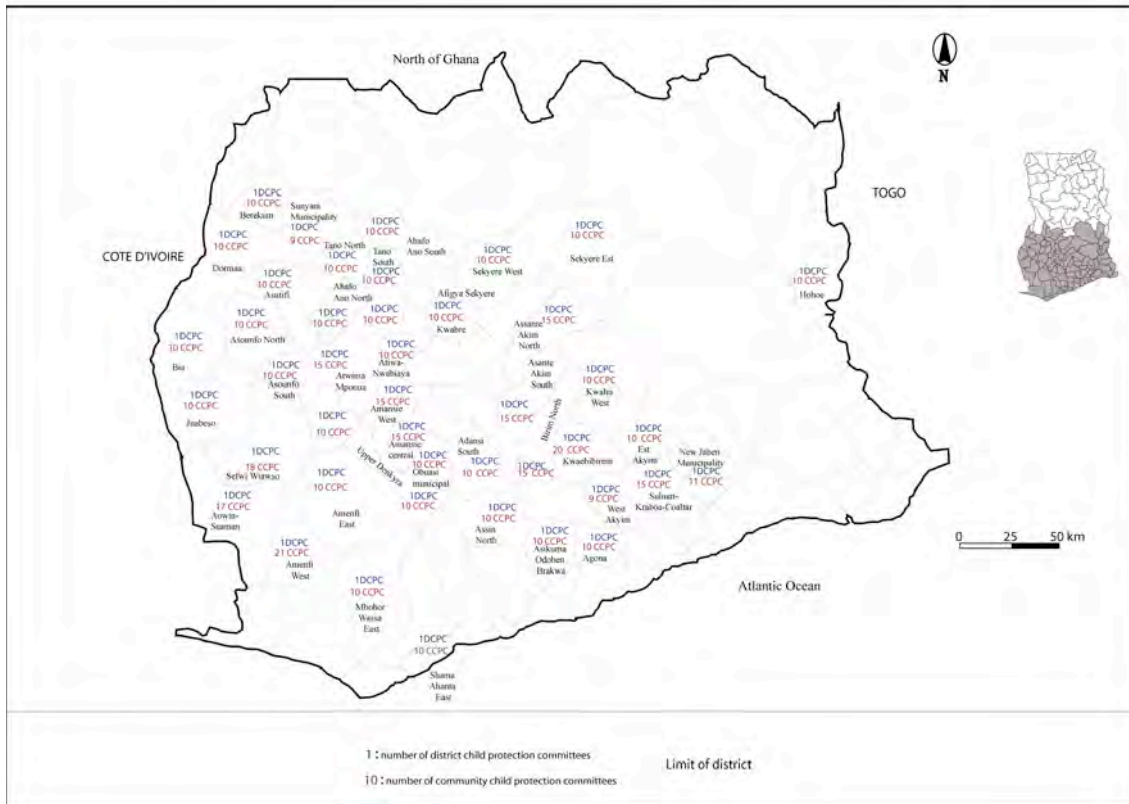
<sup>5</sup> For more details on an assessment of the strengths and challenges encountered when implementing the CLMS in Côte d’Ivoire and Ghana please refer to the following document: International Labour Organization. Rooting out child labour from cocoa farms. Paper No. 4 – Child labour monitoring – A partnership of communities and government. 2007. [www.ilo.org/ipecinfor/product/download.do?type=document&id=6447](http://www.ilo.org/ipecinfor/product/download.do?type=document&id=6447)

<sup>6</sup> ILO/IPEC Ghana. Follow-up Interview. August 2009.



verification system responded to and investigated reported cases of WFCL and FAL as part of the data collection process.

**Figure 2. Child Labor Committees – Ghana**



## Côte d'Ivoire

The WACAP initiative also pioneered the development of a community-based child labor monitoring system in Côte d'Ivoire. To do so, as was reported in Tulane's report last year, ILO/IPEC partnered with the Office of the Prime Minister, represented by a Cocoa Taskforce (CI-CTF) in 2005. The pilot project's objective, as stated by the government, was to efficiently monitor child labor in compliance with the following conditions (SSTE 2009):

1. The monitoring must be in place during the key cocoa production campaign of 2004/2005 and must start by October 2005;
2. The monitoring activities must cover a production zone of a minimum of 20,000 tons of cocoa on an annual basis, with an appropriate number of villages. This zone must have very active organizations of cocoa producers; and
3. The presence of reliable partners, both on the institutional and social level.

The ILO, partnering with 17 governmental and non-governmental organizations for the entire initiative, proceeded to roll out a CLMS in six divisions (*départements*) of the country, namely Abengourou, Adzopé, Daloa, Soubré, San-Pédro and Oumé. Partners working in the field were sensitized on child labor and the importance of a monitoring

system. Other partners were trained in database management. Child Labor Committees were installed in all six divisions. The CLMS was deemed fully operational, and the details of more than 7,000 children were stored in the database by the time the project came to an end (ILO/IPEC 2006). A summary paper published by the ILO documents, “by the end of the WACAP project period, the child labor monitoring system was running without major problems and the collection and processing of data was on going. All the six departmental committees were installed and 24 community child labor monitoring committees were in place. The database managed by the Child Labor Unit at the Ministry of Labor had been simplified considerably” (ILO 2007).

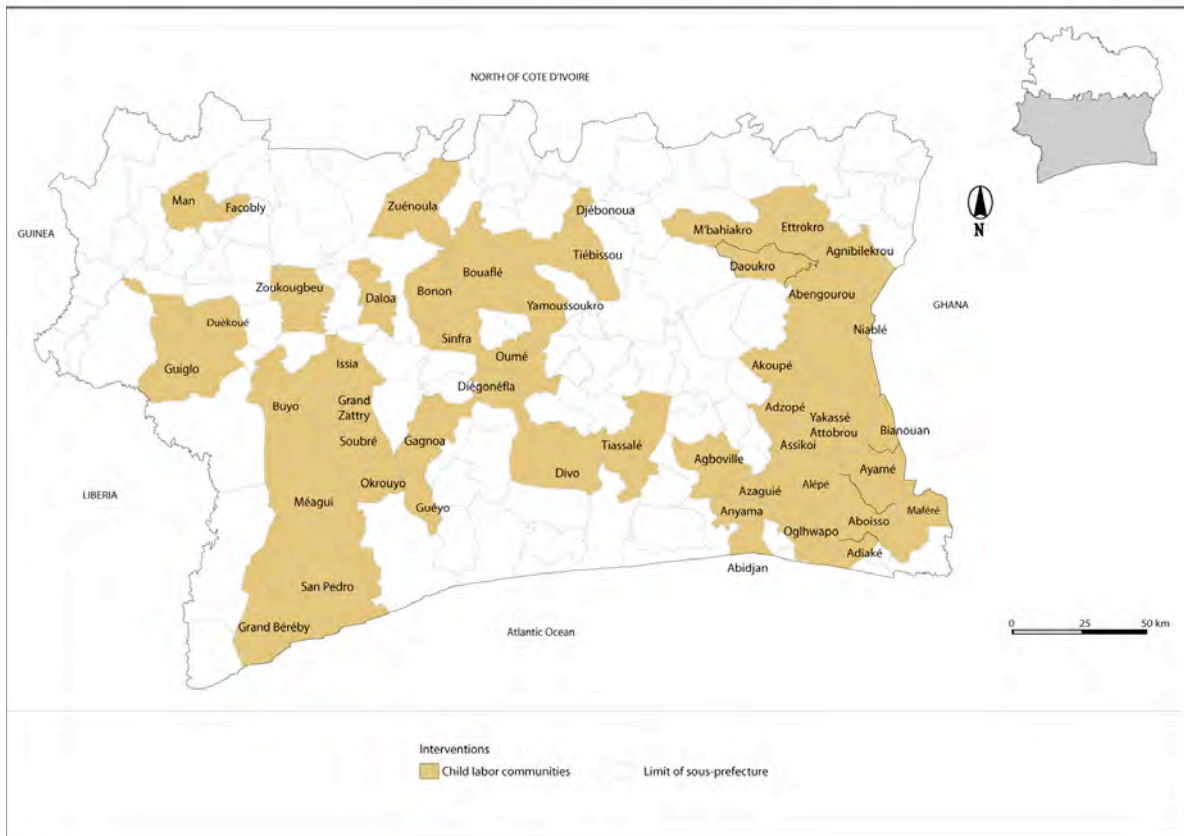
The effort represented the first comprehensive data collection system on child labor in Côte d’Ivoire, complete with effective community monitoring of child labor, verification of data, treatment of cases inventoried as well as database updates. The government of Côte d’Ivoire itself used the data to publish a first report in view of cocoa certification. The pilot CLMS proved to be successful in part because:

- “Community-wide responsibility for the child labor monitoring empowers people to take on the child labor problem in their villages; and
- “The child labor monitoring system has built the capacities of authorities at every level (under the project) to address the problem of child labor” (ILO/IPEC 2007).

The Ministry of Labor, along with other international stakeholders, has worked to extend the life of the project and to expand the CLMS to cover 50% of cocoa producing regions of the country; however, the necessary financial resources have not materialized (ILO 2007).

An important element of a CLMS, the *Committees de Vigilance* (community-based child monitoring committees) continue to be established in various villages around the country as demonstrated in Figure 2. Organizationally, the committees at the community level and at the *sous-préfecture* level work under the direction of the *comité de vigilance* of the *département*. More specifically, GTZ’s LTTE project installed 300 community child monitoring committees which report to 6 child protection committees at the department level (*comités départementaux*) and the WACAP program installed community child monitoring committees in all targeted communities. In 2006, SSTE installed 6 community child-monitoring committees in Oumé.

**Figure 3. Child labor committees – Côte d'Ivoire**



## The Verification System

An essential feature of a credible “certification system” is the design and effective implementation of an independent verification system. This principle appears as a component of voluntary certification systems and is included in public documents on certification produced by Industry and the Governments of Ghana and Côte d'Ivoire. For example, an Industry presentation on certification states “Under this definition [of certification], the model being developed will certify that a system is in place to provide...independent verification of the data collection, reporting and remediation efforts” (Morgan 2007). However, a credible verification system necessitates a framework of clearly defined standards and clearly defined criteria for assessing whether these standards have been achieved.

### *Involvement of Verité*

Verité was hired by Industry in 2007 to develop a “Road Map” to guide the global cocoa industry in creating an independent verification system that would verify the credibility of the process and the results from the certification studies on occurrence of the worst forms of child labor and forced adult labor in Ghana and Côte d'Ivoire. Industry thus signaled its intent to conduct a process verification of the “certification system.”

Based on Verité’s recommendation, Industry established the International Cocoa Verification Board (ICVB) in 2007. In March 2008, the ICVB selected two organizations,

Fafo AID (Fafo) and Khulisa Management Services (Khulisa), to serve as the new verification group.

The verifiers were tasked to evaluate the accuracy of government surveys regarding the scope and nature of the worst forms of child and forced adult labor in Côte d'Ivoire and Ghana. The scope of the verification included both the pilot surveys and the scaled up surveys conducted in Côte d'Ivoire and Ghana. Fafo and Khulisa reviewed methods and data collected as part of the certification surveys. The subsequent reports provided comments as to the strengths found in the surveys and made recommendations for improvements in both countries' surveys.

### **Findings: General**

- The verifiers outlined the high level of cooperation from both governments during the verification process;
- The sub-sample surveys conducted by the verifiers in both countries reaffirm many of the earlier findings of both countries;
- In most cases, the weaknesses found in data capture and analysis can be corrected by additional statistical analysis (and would not require additional data collection in the field at this stage); and
- As relates to child trafficking and Forced Adult Labor, while differences between countries exist, the verifiers stressed the need for strengthening and improving survey instruments and methodologies that appropriately address these concerns. The sub-sample survey, although limited in its scope, confirmed the results of the larger country surveys with respect to the reported incidence of child trafficking and Forced Adult Labor.

### **Findings: Côte d'Ivoire**

- Reported results of the certification studies were supported by the collected data;
- Results and conclusions were consistent with the subsample study;
- There was an over-estimation of percentage of children working in cocoa production;
- Reported results were not weighted and were not representative of all cocoa producing households; and
- ICVB recommended conditional acceptance but called for the Government of Côte d'Ivoire to
  - Improve estimation of percentage of children working in cocoa production activities; and
  - Provide representative estimates using appropriate sample weights.

### **Findings: Ghana**

- Reported results of the certification studies were supported by the collected data;
- Results and conclusions were consistent with subsample study;
- Reported results were not weighted and were not representative of all cocoa producing households; and
- ICVB recommends acceptance but provided the following remark to the Government of Ghana:
  - Provide representative estimates using appropriate sample weights.

The results from this verification exercise will be used to strengthen future data collection activities and, more broadly, future private and public sector interventions aimed at eliminating the WFCL and FAL in both countries.

ICVB members and the independent verifiers discussed their findings at Verité's third Consultative Meeting in Accra, Ghana, on March 3<sup>rd</sup>, 2009. Invited panelists at this meeting included: Dr. Bill Bertrand (Tulane University), Dr. Anne Hatloy (Fafo), Dr. Helene Aiello (Khulisa), Mme. Amouan Assouan Acquah (Vice-Présidente – Comité de Gestion) and Mr. Tony Fofie, Deputy Chief Executive (Ghana COCOBOD and ICVB member), among others. Participants discussed all three surveys (Governments, Tulane and Independent verifiers) with the goal of reaching broad agreement on future strategies to ensure that all efforts are coordinated and that they result in real progress on the ground. At that meeting, general agreement was reached regarding a joint working group to be led by the Countries to carry out a meta-analysis on all of the available data sets. Overall, Tulane agrees with Verité's conclusion that the independent verification process has been successfully launched and significant progress was made in 2008.

## ***Conclusions***

Both the governments of Ghana and Côte d'Ivoire have recognized the need to set up their own CLMS in support of cocoa certification as evidenced by the Ivorian government's pilot CLMS in Oumé and by the Ghanaian government's expanded CLMS in 20 districts. Ghana continues to take measures to roll out a viable CLMS. Only a CLMS covering all the cocoa growing regions of the countries will permit the comprehensive collection of credible data on an ongoing basis. A continuous feed of data from the communities furthermore permits concrete analysis of the child labor situation in the country and provides the basis for summary reports. Importantly, governments can derive a trend and verify if policies, laws and actions against child labor are bearing fruit, and other stakeholders have a means to measure the true impact of interventions. Ultimately, only a CLMS will be able to scientifically demonstrate on an ongoing basis that 100% of the sector is WFCL free.

Certification and verification systems have progressed considerably during the project period and efforts continue to evolve. Initial certification studies have been conducted and have provided valuable initial data. While not nationally representative, these data are clearly indicative of the nature and extent of the problem and have proven to be a catalyst for government-led policy and action. While different certification and verification approaches have been tested, a sustainable, comprehensive system has yet to be established.

Continued progress is anticipated as the independent verifiers are currently working with the full support of all key stakeholders: government, Industry and civil society. The expert panel meeting with key stakeholder groups that was convened in Accra, Ghana in May 2009 provided limited definition as to steps forward. Based on our synthesis of the evolving certification and verification processes, Tulane team members have identified several open questions that need to be addressed in order for effective and sustainable certification and verification systems to be established:

- What will certification certify? Is the current survey methodology adequate to assess progress made?
- Who will assume the burden of responsibility for continued certification: Industry? Governments of Côte d'Ivoire and Ghana? Both? Others?
- Before embarking on the "remediation" step of the certification system, have the government-led efforts set clear objectives and targets with clearly defined indicators?
- What clearly defined evidence-based objectives and targets are in place to ensure that "remediation" activities truly reduce the prevalence of WFCL?
- How exactly, with the current mechanism of certification, can it be scientifically demonstrated that 100% of the sector is WFCL free?
- When it comes to "remediation" activities, what will be verified? Who will verify and who will pay for verification? How will the independence of verification be ensured?
- What standards and criteria will be applied to "verify" that a defined outcome has been achieved?

## ***Recommendations***

1. Establish quantifiable performance objectives against which verification will take place. This may require training a cadre of monitoring and implementation/evaluation specialists who can staff the operation;
2. Address important issues such as the sustainability and the independence of the process of verification to ensure that stakeholders are fairly assessed;
3. Industry, USG and the Governments of Côte d'Ivoire and Ghana should continue to work together to identify self-sustaining mechanisms for verification and certification, including sector-wide CLMS;
4. Anchor CLMS as a critical component in the remediation process, institutionalize it, and scale it up at the country level within existing government structures;
5. There appear to be clear advantages of direct interaction between the Countries at a technical and policy level. Thus, the institutionalization of the Joint Working Groups should be encouraged, particularly on technical issues; and
6. Establish a routine quarterly bulletin, which summarizes and presents to key stakeholders the current status of CLMS activities along with other material related to WFCL. Keep the issue alive in the eyes of policymakers.

## **Second Annual Harvest Season Survey**

As part of the USDOL-Tulane contract, Tulane University is tasked with conducting annual, nationally representative surveys of child labor in the cocoa growing areas of Côte d'Ivoire and Ghana that yield information on household demographics and socioeconomic status; estimated number of children working in the cocoa sector; working conditions of children on cocoa farms; origin and mode of recruitment of hired child labor; and school attendance of children in the cocoa growing areas. Tulane's first survey of child labor in the cocoa growing areas was implemented during the cocoa harvest season 2007 in Côte d'Ivoire and Ghana (Nov 2007-Dec 2007). A second, separate survey followed in the 2008/09 harvest period (Nov 2008-Jan 2009). This chapter describes the survey methodology of the most recent survey research. Survey findings are presented in comparison with the 2007 results.

### ***Definitions***

The following definitions were used by Tulane University when designing the survey instruments and analyzing the survey findings. All definitions are based on the framework developed by the International Labor Organization (ILO) and the relevant ILO and United Nations (UN) conventions signed by the Governments of Côte d'Ivoire, Ghana, and the United States of America. Supplementing the ILO standards, the Governments of Côte d'Ivoire and Ghana have developed their own respective frameworks for hazardous child labor in the cocoa sector together with other local laws and regulations (see Appendix 9a+b).

#### **Child Work**

- "One hour of work during the reference week is sufficient to consider a person as being at work in economic activity during that week." (ILO/IPEC 2006)
- "Children engaged in domestic chores within their own households, however, are not classified as economically active." (ILO/IPEC 2006)

#### **Child Labor**

- "All children under 15 years of age who are economically active, excluding (i) those under 5 years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance. Added to this are children aged 15-17 years, who are involved in hazardous work." (ILO/IPEC 2006)

#### **Forced Labor**

- "The term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily." (ILO Convention 29)
- "Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status." (UN Supplemental Convention on the Abolition of Slavery)
- "Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the

child or young person or of his labor.” (UN Supplemental Convention on the Abolition of Slavery)

#### **Hazardous Work**

- “Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.” (ILO Convention 182)
- “Work which exposes children to physical, psychological or sexual abuse.” (ILO Recommendation 190)
- “Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.” (ILO Recommendation 190)
- “Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.” (ILO Recommendation 190)
- “Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.” (ILO Recommendation 190)

#### **Child Trafficking**

- “The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation” (UN Protocol to Prevent, Suppress and Punish Trafficking in Persons)

#### **Worst Forms of Child Labor**

- “All forms of slavery or practices similar to slavery.” (ILO Convention 182)
- “Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.” (ILO Convention 182)

### ***Survey Methodology and Implementation***

A stratified multi-stage cluster sampling approach was used to select a representative sample of agricultural households in the cocoa-growing areas, and a representative sample of children between 5 and 17 years living in these households. The survey was designed to be representative of all children living in agricultural households in the cocoa-growing areas including children working on cocoa farms in addition to those performing other work and those who are not working. The following sections describe the survey methodology covering sample size and selection of clusters, stratification and selection of respondents, location of selected clusters, the number of interviews completed, informed consent and non-response, ethical approval of the research, data entry, and local implementing partners. An identical approach to survey methodology and implementation was used in Côte d’Ivoire and Ghana.



## Sample Size and Selection of Clusters

The minimum sample size required to generate representative population estimates was calculated to require the selection of approximately 400 households across the cocoa-growing areas using an equal probability sampling technique. The sample size was doubled to 800 households to account for the use of cluster sampling as part of the sample selection process (See Box 1).

For representative household survey research, the selection of no less than 30 clusters and no more than 40-50 households per cluster has been recommended. According to Magnani, “the use of 30 clusters in population-based surveys has become popularized” and “serves as a rough working guideline, representing a figure adequate to ensure that samples of target group members are sufficiently well spread across enough clusters that survey estimates are not unduly influenced by a handful of clusters” (Magnani 2007).<sup>7</sup>

### Box 1. Calculation of sample size

Sample size required to estimate prevalence with 95% confidence limit:

$$N = \frac{1.96^2 \times (P)(1-P)}{d^2} \times \text{deft}$$

1.96 = Z value for  $\alpha = 0.05$  or 95% confidence limits

P = estimated prevalence (varies, set at 0.5)

d = desired precision (0.05 for  $\pm 5\%$ )

deft = design effect = 2 (estimate)

$$N = \frac{1.96^2 \times (0.5)(1-0.5)}{0.05} \times 2 = 768 \text{ (agricultural HH)}$$

N = 768 + 10% allowance for non-response = 844.8 (agricultural HH)

Based on these guidelines, 40 clusters in the cocoa-growing areas were selected in each Côte d'Ivoire and Ghana, with the following target sample size of completed interviews per cluster:

- 20 interviews with agricultural households per cluster;
- 20 head of household interviews (one per household, “most knowledgeable adult”);
- 50 child interviews (all children between 5-17 in the selected household); and
- Interviews with all adult workers in the selected households.

<sup>7</sup> Magnani (2007) adds, “as a general rule, selecting no more than 40-50 households per cluster should be relatively safe. Of course, if resources will not permit clusters of this size, the ‘cluster take’ could be increased, but it should be recognized that this will be at the cost of increased sampling error.”

To complement household interviews, the following interviews were also carried out in the selected clusters:

- Community leader interviews;
- Cocoa shed interviews; and
- Cocoa depots interviews.

A comparison group of 10 clusters located outside the cocoa-growing areas was selected in addition to the representative sample, and is discussed in this report. In these areas, the same interviews were completed using the same methodology, with the exception of cocoa shed and cocoa depot interviews for such locations are unique to cocoa-growing areas. In addition, short infrastructure checklists were completed for each cluster.

### **Stratification and Selection of Clusters**

Census enumeration areas were used as sampling units to select the 40 clusters across the cocoa-growing areas as well as the comparison group of 10 clusters outside of the cocoa sector. Government census data in Côte d'Ivoire and Ghana was accessed for this purpose. The last population census was carried out in Côte d'Ivoire in 1998 (Government of Côte d'Ivoire 1998) while in Ghana the most recent census was implemented in 2000 (Ghana Statistical Service 2002). For sampling purposes, a listing of census enumeration areas was generated for each country. Only rural and semi-urban areas were included in the sampling frame as households in urban areas are not typically involved in agriculture.

**Table 1a. Sampling and stratification, Côte d'Ivoire, 2008/09**

	<b>Côte d'Ivoire</b>		
	% of cocoa production	Total # of census districts/ enumeration area (rural and semi-urban only)	# of census districts/ enumeration areas selected
Strata 1	84.5%	4179	25
Strata 2	15.2%	3761	10
Strata 3	0.3%	2921	5
Total (Strata 1-3)	100%	10861	40
Strata 4	0%	1450	10

**Table 1b. Sampling and stratification, Ghana, 2008/09**

	Ghana		
	% of cocoa production	Total # of census districts/ enumeration area (rural and semi-urban only)	# of census districts/ enumeration areas selected
Stratum 1	56.9%	1178	19
Stratum 2	42.8%	6351	17
Stratum 3	0.3%	389	4
Total (Strata 1-3)	100%	7918	40
Stratum 4	0%	9132	10

The final sampling frame consisted of 17,000 enumeration areas of approximately equal size in Ghana and 12,300 enumeration areas of approximately equal size in Côte d'Ivoire covering the entire cocoa-growing region as well as the rural and semi-urban parts of the two countries that do not produce cocoa. The enumeration areas were stratified based on levels of cocoa production into four strata to ensure that areas with high cocoa production were adequately covered:

- Stratum 1 = High cocoa production
- Stratum 2 = Medium cocoa production
- Stratum 3 = Low cocoa production
- Stratum 4 = No cocoa production (comparison group)

From the final listings, 40 enumeration areas were selected in the cocoa-growing areas with equal probability (strata 1-3). The 10 enumeration areas outside of the cocoa-growing areas were also selected with equal probability (strata 4). Stratum 4 was added to the 2008/9 survey for the purpose of comparing agricultural households in the cocoa-growing areas with agricultural households in the remaining parts of the country.

**Table 2a. Cluster enumeration, Côte d'Ivoire, 2007 & 2008/09**

	Côte d'Ivoire					
	# of census districts/ enumeration areas selected	Total # of households enumerated	Range of households enumerated per census district/ enumeration area	Total # of agricultural households enumerated	% of agricultural households in census district/ enumeration area	Average # of agricultural households enumerated per census district/ enumeration area
<b>Survey 2007</b>						
Stratum 1	30	4062	55-300	3593	88.5	119.8
Stratum 2	8	929	52-262	699	75.2	87.4
Stratum 3	2	304	134-170	149	49.0	74.5
<b>Survey 2008-09</b>						
Stratum 1	25	3785	53-411	2859	75.5	114.4
Stratum 2	10	1559	60-288	1202	77.1	120.2
Stratum 3	5	678	84-194	667	98.4	133.4
Stratum 4	10	1280	27-294	595	46.5	59.5

**Table 2b. Cluster enumeration, Ghana, 2007 & 2008/09**

	Ghana					
	# of census districts/ enumeration areas selected	Total # of households enumerated	Range of households enumerated per census district/ enumeration area	Total # of agricultural households enumerated	% of agricultural households in census district/ enumeration area	Average # of agricultural households enumerated per census district/ enumeration area
<b>Survey 2007</b>						
Stratum 1	21	3041	90-253	2014	68.5	95.9
Stratum 2	18	2601	61-372	2241	88.4	124.5
Stratum 3	2	119	34-85	117	98.3	58.5
<b>Survey 2008-09</b>						
Stratum 1	17	1835	38-297	1321	72.0	77.7
Stratum 2	19	1969	39-207	1682	85.4	88.5
Stratum 3	4	355	56-109	323	91.0	80.8
Stratum 4	10	684	28-91	598	87.4	59.8

While in theory enumeration areas are of approximately equal size, in practice there was some variation. An average enumeration area in both countries consisted of roughly 100-150 households. Since the exact size of the selected enumeration areas was unknown and a current listing of households in the selected areas was not available, a complete enumeration was carried out by our survey teams prior to field data collection in each selected cluster.

### Household Survey

Based on the household enumeration in the selected clusters, 20 households were selected with equal probability.<sup>8</sup> Only households involved in agriculture were included covering both cocoa-producing households and households that carry out agricultural activities but do not produce cocoa. Households were classified as “agricultural households” if at least one member of the household – either adult or child – had performed agricultural at some point during the previous 12 months. The vast majority of households in the selected clusters met this selection criterion.

The surveyors were tasked with interviewing a minimum of 20 households per cluster and at least 50 children among the selected households. Heads of household were interviewed using the “head of household questionnaire,” and children, age 5-17 years, were interviewed using the “child questionnaire.” Additionally, all adult workers in the selected households were also interviewed.<sup>9</sup> Adult workers living in the selected households were interviewed with the “adult worker questionnaire,” while heads of households who were also classified as adult workers, were interviewed using the

<sup>8</sup> A household was defined “as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household” (ILO definition).

<sup>9</sup> “Adult worker” was defined as any adult, 18 years or older, who had been paid in cash or in kind for formal or informal economic activity performed, for any length of time, during the previous 12 months. The ILO definition for economic activity was used (see Box 2 below).

shortened “adult worker questionnaire for heads of households” together with the “head of household questionnaire.”

### **Box 2. Definition of economic activity**

#### **Economic Activity**

“Economic activity” is performed by “individuals who do any of the following activities, even for only one hour:

- (a) Run or do any kind of business, big or small, for himself/herself or with one or more partners? Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining etc.
- (b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.
- (c) Do any work as a domestic worker for a wage, salary or any payment in kind?
- (d) Help unpaid in a household business of any kind? (Don't count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.
- (e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? Examples: ploughing, harvesting, looking after livestock.
- (f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?
- (g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?
- (h) Fetch water or collect firewood for household use?
- (i) Produce any other good for this household use? Examples: clothing, furniture, clay pots, etc.”

*Source: International Labor Organization (ILO), 2007*

### **Community Leaders Interviews**

In each cluster, one community leader interview was conducted. Based on availability, the unit community chair or next highest-ranking official was identified and surveyed using the “community leader questionnaire.” The community leader interview covered questions of child labor, migration and trafficking as well as an assessment of infrastructure, project activities, and general quality of life in the community.

### **Cocoa Shed and Cocoa Depot Interviews**

Cocoa sheds are small village-based cocoa buying stations in the cocoa-growing areas in Côte d'Ivoire and Ghana. From cocoa sheds, the cocoa beans are often transported to the larger cocoa depots, which are, at times, also located in the villages. An individual farmer may sell cocoa beans either to a cocoa shed or cocoa depot depending on the proximity of the different facilities to the farm among other factors. One “cocoa shed interview” was carried out per cluster in the cocoa-growing areas. The cocoa shed was selected with equal probability if more than one facility was located in the selected area. If no cocoa shed was located in the selected area, the cocoa shed closest to the area was selected. A “cocoa depot interview” was also completed, if available to the

community. The cocoa shed and cocoa depot interviews examined potential child labor involvement in cocoa transportation and storage activities.

## Infrastructure Checklist

The infrastructure checklist is a short form that assesses the infrastructure available to the community such as schools, medical facilities, modes of transport, access to electricity, water, cell phone coverage, etc. One checklist was completed per settlement in the selected clusters based on observation and, if needed, interviews with community members.

A copy of all questionnaires utilized for the collection of data in 2008/9 is provided in Appendix 6.

## Location of Clusters

The selected clusters were distributed across Côte d'Ivoire and Ghana (see Figures 4 and 5), most of them located in the cocoa-growing areas in the southern parts of the two countries (strata 1-3). The comparison group of 10 clusters outside of the cocoa-growing areas (stratum 4) were located in the northern parts of the two countries. In some cases, several clusters were found in close proximity, thus the number of locations identified per country on the map below can be smaller than 40 in 2007 and 50 in 2008/9.

**Figure 4. Survey locations in Côte d'Ivoire and Ghana, 2007**



Source: Tulane child labor survey 2007, all strata.

**Figure 5. Survey locations in Côte d'Ivoire and Ghana, 2008/2009**



*Source: Tulane child labor survey 2008/09, all strata.*

In 2007, all household interviews were carried out between November and December (Figure 4). In 2008/09, the household-based interviews started in November 2008 and were completed in early 2009 (Figure 5).

### **Number of Interviews Completed**

The final household survey sample consists of 1,002 households in Côte d'Ivoire and 1,053 households in Ghana including the comparison group of 10 clusters outside of the cocoa growing areas. In the selected households, 7,194 individuals were identified in Côte d'Ivoire and 5,812 individuals were identified in Ghana. In Côte d'Ivoire, 1,002 head of household interviews, 2,734 child interviews, and 175 adult worker interviews were completed in the selected households. In Ghana, 1,053 head of household interviews, 2,582 child interviews, and 541 adult worker interviews were completed. Additionally, 50 community leader interviews were completed in the selected clusters, and over 60 interviews were conducted at cocoa sheds and depots (32 and 31 respectively) in the cocoa-growing areas in Côte d'Ivoire. In Ghana, 55 community leader interviews were carried out in the selected clusters, and over 40 interviews were conducted at cocoa sheds and depots (29 and 17 respectively) during our survey (see Table 3). Finally, 50 infrastructure checklists were completed in Cote d'Ivoire in the selected clusters and 60 checklists were filled out in Ghana.

**Table 3. Number of interviews completed**

	Côte d'Ivoire		Ghana	
	2007	2008/09	2007	2008/09
Household Interview	839 Households	1,002 Households	863 Households	1,053 Households
	6,024 Individuals	7,194 Individuals	5,433 Individuals	5,812 Individuals
Head of household interview	826	1,002	866	1,053
Child interview (household sample only)	2,236	2,734	2,084	2,582
Adult worker interview	n/a	175	n/a	541
Teacher interview	40	n/a	51	n/a
Child interview (school sample only)	727	n/a	832	n/a
Health center interview	34	n/a	40	n/a
Project interview	5	n/a	24	n/a
Community leader interview	n/a	50	n/a	55
Cocoa shed interview	n/a	32	n/a	29
Cocoa depot interview	n/a	31	n/a	17
Infrastructure checklist	40	50	51	60

Source: Tulane child labor survey 2007 & 2008/09, survey count, all strata.

### Changes between the 2007 and 2008/9 surveys

Compared to the 2007 survey, several modifications were made. The adult worker interview, the community leader interview as well as the cocoa shed and cocoa depot questionnaires were added. Cocoa sheds and depots interviews were added to examine possible child labor as part of transportation and storage activities. The community leader interviews were included to provide an additional perspective on child labor as part of agricultural activities, including labor abuse and labor movements, as well as access to services such as educational opportunities and project activities. The adult worker interview looked at labor rights violations experienced by adult workers in the cocoa-growing areas with a focus on forced adult labor. A comparison group of households outside of the cocoa growing areas ("stratum 4") was also added for the purpose of comparing children and adults living in agricultural households in the cocoa-growing areas with a similar population outside of the cocoa-growing areas. Interviews excluded were the teacher interview and the sample of children attending school, the health center interview, and the project interview. In addition, the questionnaires were revised to cover additional subjects and detail, and some sections from the 2007 survey instruments were deleted. The changes were made to collect additional information not covered by the 2007 survey, while keeping the costs of the research within the allocated budget.

### Informed Consent and Ethics Approval

The interviewers were instructed to follow detailed guidelines to ask for consent from adult respondents and assent from child respondents. The guidelines were approved with the survey methodology and the questionnaires by the Tulane Institutional Review Board (IRB) prior to data collection. In addition, local approval to carry out the study was



also obtained by Tulane's partners in Côte d'Ivoire and Ghana. Consent and assent forms are attached to this report as Appendix 6.

## **Non-Response**

The interviewers were trained in how to react to survey and item non-response. When there was no reply from a target household, inquiries were made from neighbors to identify whether the dwelling was inhabited and at what time the residents could be expected to return. If a household was selected, appointments were taken with respondents. Respondents were free to interrupt or discontinue interviews at any point of time. The surveyors spent several days in the community and revisited households more than once if needed.

While adult response rates were close to 100%, the interviewers sometimes were unable to reach all children between 5 and 17 years in the selected households. As part of the 2008/9 survey, a total of 2,218 children between 5 and 17 years were identified in the selected households in Côte d'Ivoire and a total of 2,278 children were identified in Ghana. Among these children, interviews were completed with 2,123 children (95.7%) in Côte d'Ivoire and 2,074 children (91.0%) in Ghana.

## **Data Entry**

The interviews were carried out in a paper and pencil format. Most questions were pre-coded, however, some open-ended questions were also asked. All questionnaires were entered by our local implementing partners into a database using CS Pro in Côte d'Ivoire and Epi Data in Ghana. A double entry method was used for all questionnaires in Ghana. In Côte d'Ivoire, all entered data were double-checked by supervisors. If data entry errors were encountered, they were corrected by the data entry staff after reviewing the original survey instruments. In some cases, the surveyor who had completed the interview was contacted for additional clarification.

## **Implementing Partners**

The survey was carried out in Côte d'Ivoire with collaboration from the École Nationale de Statistique et d'Economie Appliquée (ENSEA) and in Ghana in collaboration with the Institute of Statistical, Social And Economic Research (ISSER). These partnerships in fieldwork have continued since Tulane's first survey of child labor in the cocoa growing areas. The interviews were carried out by small teams of surveyors associated with our local partners. The teams typically included four surveyors and one team leader. Supervisors were responsible for visiting all teams in the field during data collection. Most surveyors and all team leaders and supervisors were experienced in survey research and all were fluent in the relevant local languages. Many of them had previously worked on the 2007 survey research. All field data collection personnel were trained over several days prior to the start of data collection including participation in a pilot testing. ENSEA and ISSER were charged with the logistics of field data implementation. The data entry was also carried out by the two organizations.

## **Survey Results**

The final data sets from Tulane's first and second survey of child labor in the cocoa-growing areas of Côte d'Ivoire and Ghana consist of more than 2,000 indicators. The analysis of results presented in this report focuses on those indicators most relevant to the assessment of child labor and the implementation of the Harkin-Engel Protocol. This covers respondent characteristics, household and farm characteristics, economic activities and household work performed by children, working hours, minimum age, working conditions and hazards, access to education and vocational training, and access to project activities in support of children.

***In order to understand the relative size of the problem, we have projected from the collected interview data the total number of children impacted. Any projection is based upon certain assumptions and the smaller the number of interviews that form the basis for calculating the projections, the less accurate they will be. The small numbers of children reporting exposure to some rare events make the projections presented here only indications of the size of the real population. Further investigation will be required to understand the presence of a relatively rare event in the overall denominator.***

Survey results are reported for (a) all children in agricultural households in the cocoa-growing areas (including both working and non-working children between 5 and 17 years), and (b) children working in cocoa (limited to children between 5 and 17 years who performed work on a cocoa farm in the previous 12 months). It is important to keep in mind that the first population is representative of all children in agricultural households in the cocoa-growing areas while the second is limited to children who have performed work in cocoa agriculture in the 12 months prior to reporting. While the first population includes both working and non-working children, the second is limited to children working in cocoa.

All population estimates and totals are weighted to adjust for sampling method and projected except if otherwise noted. Findings are reported for the cocoa-growing areas (strata 1-3), and do not include the comparison group of households outside of the cocoa growing areas (stratum 4), which is discussed in a separate section. Since several key indicators in this report – children exposed to some of the unconditional WFCL - represent a very small percentage of the survey population and the purpose of this research is primarily descriptive, the calculation of confidence intervals has not been included. In general, responses from children and adults were similar, as were trends over time. Results are reported based on the child's response to the questions, with adult responses included in Appendix 7.

## **Respondent Characteristics**

Most of the interviewed heads of households were male, though by a wider margin in Côte d'Ivoire than in Ghana, and the average ages of these men and women were remarkably uniform (47.1 years in Côte d'Ivoire and 47.9 years in Ghana). The average age of the interviewed children was 10.3 years in Côte d'Ivoire and 10.7 years in Ghana. We encountered more male than female children between 5 and 17 years in the selected households but the disparity was relatively slight. The 2008/09 sample is larger than the 2007 sample since the comparison group of 10 clusters in the non-cocoa

producing areas was added (stratum 4). (Note that the data presented in Tables 4a and 4b describe the sample and the results are not weighted.)

**Table 4a. Respondent characteristics: Heads of household**

	Côte d'Ivoire		Ghana	
	2007	2008/09	2007	2008/09
	(n=839)	(n=1,006)	(n=863)	n=(1,040)
Average age (years)	46.7	47.1	47.9	47.9
Gender	M 733	M 870	M 657	M 770
	(87.4%)	(86.5%)	(76.1%)	(74.0%)
	F 106	F 136	F 206	F 270
	(12.6%)	(13.5%)	(23.9%)	(25.9%)

Source: Tulane household survey 2007 & 2008/09, survey count, all strata.

Note: The 2008/09 sample is larger than the 2007 sample since the comparison group of 10 clusters in the non-cocoa producing areas was added (stratum 4).

**Table 4b. Respondent characteristics: Children, 5-17 years**

	Côte d'Ivoire		Ghana	
	2007	2008/09	2007	2008/09
	(n=2,377)	(n=2,884)	(n=2,445)	(n=2,816)
Average age (years)	10.1	10.3	10.7	10.7
Gender	M 1,302	M 1,564	M 1,324	M 1,496
	(54.8%)	(54.2%)	(54.2%)	(53.1%)
	F 1,075	F 1,320	F 1,121	F 1,320
	(45.2%)	(45.8%)	(45.8%)	(46.9%)

Source: Tulane household survey 2007 & 2008/09, survey count, all strata.

Note: The 2008/09 sample is larger than the 2007 sample since the comparison group of 10 clusters in the non-cocoa producing areas was added (stratum 4).

## Household and Farm Characteristics

The cocoa-growing sector is dominated by small farms, particularly in Ghana. Although the Ivorian farms are larger, the percentage of households involved in cocoa cultivation is nearly the same (between 50-70%). In the 2008/9 survey, fewer households reported performing work in cocoa-production in both countries, consistent with a drop in cocoa production in this period. In Côte d'Ivoire, 60.6% of households reported involvement in cocoa production in 2007. In 2008, this percentage had dropped to 57.0%. In Ghana, the percentage of households involved in cocoa growing changed from 73.0% in 2007 to 62.7% in 2008/9. Similarly, the percentage of households reporting cocoa as their major source of income decreased between the two surveys, however, in both years a majority of households reported cocoa as the major source of income in both countries.

## Economic Activities and Household Work Performed by Children

*Between 2007 and 2008/9, there was a decrease in the percentage of children working on cocoa farms. However, still over 800,000 children in Côte d'Ivoire and almost 1 million children in Ghana report working on a cocoa farm in 2008/9.*

The 2008/9 surveys exhibit a smaller percentage of children involved in agriculture/cocoa work in both countries. There was a significant reduction in the

percentage of Ivorian children who reported to have worked on a cocoa farm in the previous 12 months. This sharp decline, from 41.1% (2007) to 24.1 % (2008/9) is in part reflective of the decrease in both cocoa cultivation and its provision of household income by percentage since 2007. In Ghana as well, we found fewer children working in cocoa production in 2008/9. Fewer children also performed economic activity other than agriculture during this period in Côte d'Ivoire, while the inverse was true in Ghana.

Since fewer children were found working in cocoa in 2008/9 in both countries, this difference is reflected in projections throughout this report, resulting in smaller projected total numbers of children involved in various activities related to cocoa agriculture. At the same time, the percentage of children exposed to hazardous work and other WFCL remained relatively constant.

## Côte d'Ivoire

In Côte d'Ivoire, within the previous 7 days, 37.2% of the children in agricultural households in the cocoa-growing areas had performed work in agriculture, 14.1% had performed work in cocoa farming, and a similar percentage were engaged in economic activities other than agriculture. These numbers decreased 15% on average since 2007. Household chores were reported to have decreased in Côte d'Ivoire as well. More than 80% of the children were involved in household chores in 2007 while less than 70.8% were reported as such in the 2008/2009 survey.

**Table 5. Economic activities and household work performed by Children, 5-17 years, Côte d'Ivoire, 2007 and 2008/9**

Number of children 5 – 17 years	Côte d'Ivoire			
	2007 (n=2,236)		2008/9 (n=2,123)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 months
Performing agricultural work	1,883,523 (52.7%)	2,365,286 (66.2%)	1,264,446 (37.2%)	1,767,875 (52.0%)
Performing work on a cocoa farm	1,066,071 (29.8%)	1,468,528 (41.1%)	479,802 (14.1%)	819,921 (24.1%)
Performing economic activity other than agriculture	928,741 (26.0%)	1,018,448 (28.5%)	443,138 (13.0%)	635,683 (18.7%)
Performing household work	2,879,801 (80.6%)	3,033,166 (84.9%)	2,302,449 (67.7%)	2,409,603 (70.8%)

Source: Tulane child survey 2007 and 2008/9, weighted data, strata 1-3.

## Ghana

In Ghana, we found 60.1% of the children involved in agricultural work in the previous 7 days, and approximately 32.1% were involved in cocoa farming. There were 40.2% of children reportedly working in economic activities other than agriculture up from 22.5% in 2007. As in Côte d'Ivoire, child participation in cocoa and other agricultural work decreased compared to the 2007 survey. While some children appear to have left the agricultural workforce, the data indicate a higher percentage of children reporting non-agricultural labor. Ghanaian household work among children was unchanged during this time. Almost 90% of children reported that they were engaged in household work.

**Table 6. Economic activities and household work performed by Children, 5-17 years, Ghana, 2007 and 2008/9**

Number of children 5 – 17 years	Ghana			
	2007 (n=2,084)		2008/9 (n=2,074)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 months
Performing agricultural work	1,529,986 (66.5%)	1,880,115 (81.7%)	1,297,796 (60.1%)	1,557,280 (72.1%)
Performing work on a cocoa farm	800,479 (34.8%)	1,254,764 (54.5%)	693,049 (32.1%)	997,357 (46.2%)
Performing economic activity other than agriculture	516,975 (22.5%)	722,323 (31.4%)	869,229 (40.2%)	960,149 (44.4%)
Performing household work	2,027,942 (88.2%)	2,009,245 (87.3%)	1,914,803 (88.6%)	1,892,500 (87.6%)

Source: Tulane child survey 2007 and 2008/9, weighted data, strata 1-3.

## Working Hours Performed by Children

*Children working on cocoa farms in Côte d'Ivoire reported working on average 14.5 hours during the last week. Children working on cocoa farms in Ghana reported working on average 5.5 hours. There was little change in hours worked between 2007 and 2008/9 among children working on cocoa farms.*

There was a slight decrease between 2007 and 2008/9 in working hours in cocoa agriculture reported by Ivoirian children involved in cocoa production (15.6 hours compared to 14.5 hours). In Ghana, however, children reported slightly more hours working on cocoa farms during the same time period (5.1 hours compared to 5.5 hours). In addition to work in cocoa agriculture, a majority of children in both countries reports involvement in household work. Many children also continue to perform non-cocoa agricultural activities and economic activities other than agriculture.

### Côte d'Ivoire

In 2008/9, children in Côte d'Ivoire working on cocoa farms reported spending 14.5 hours on cocoa-related activities in the last 7 days, slightly lower average working hours compared to 2007 (15.6 hours). Children working on cocoa farms combined work on farms with other economic activities and worked on average 19.0 hours in all economic activities in the previous 7 days in 2008/9.

**Table 7. Working hours performed by children, 5-17 years, Côte d'Ivoire, 2007 and 2008/9**

Average # of working hours reported by children 5-17 years	Côte d'Ivoire			
	Work in the last 7 days, 2007		Work in the last 7 days, 2008/9	
	(n=2,028)		(n=2,165)	
	All children in agricultural HH	Children working in cocoa	All children in agricultural HH	Children working in cocoa
Performing work on a cocoa farm	5.5	15.6	2.9	14.5
Performing agricultural work (including work on a cocoa farm)	8.0	16.6	5.7	17.4
Performing economic activities other than agriculture	1.9	3.1	2.4	1.6
Performing all economic activities (agricultural work and other economic activities)	9.9	19.7	8.0	19.0

Source: Tulane child survey 2007 and 2008/9, weighted data, strata 1-3.

## Ghana

In Ghana, children working on cocoa farms reported spending 5.5 hours on cocoa-related activities in the last 7 days in 2008/9, compared to 5.1 reported hours in 2007. Children working on cocoa farms combined work on farms with other economic activities and worked on average 10.7 hours in all economic activities in the last 7 days in 2008/9.

**Table 8. Working hours performed by children, 5-17 years, Ghana, 2007 and 2008/9**

Average # of working hours reported by children 5-17 years	Ghana			
	Work in the last 7 days, 2007		Work in the last 7 days, 2008/9	
	(n=1,769)		(n=2,074)	
	All children in agricultural HH	Children working in cocoa	All children in agricultural HH	Children working in cocoa
Performing work on a cocoa farm	2.1	5.1	2.0	5.5
Performing agricultural work (including work on a cocoa farm)	4.1	6.3	4.1	6.6
Performing economic activities other than agriculture	2.6	2.9	3.2	4.0
Performing all economic activities (agricultural work and other economic activities)	6.7	9.2	7.3	10.7

Source: Tulane child survey 2007 and 2008/9, weighted data, strata 1-3. Source: Tulane household and child survey 2008/9, weighted data, strata 1-3.

## Working Hours and Minimum Age

*In 2008/9, there were approximately 263,000 children working on cocoa farms in Côte d'Ivoire working in contravention to the minimum age and minimum hour standards of child work based on ILO Conventions and country laws. In Ghana, during the same time period, there were approximately 270,000 children. In the two countries combined, there were over 400,000 children below the age of 12 years that were working in cocoa farms.*

For statistical purposes, the ILO considers all economic activity carried out by children younger than 12 years as child labor. Similarly, local laws in Ghana and Côte d'Ivoire disallow economic activity performed by these children. According to ILO standards, older children may only work in non-hazardous activities for a specified number of working hours depending on age. Based on these definitions, children performing "child labor" include "all children under 15 years of age who are economically active, excluding (i) those under 5 years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance. Added to this are children aged 15-17 years, who are involved in hazardous work." (ILO/IPEC 2006)

**Table 9. Working hours and minimum age, Côte d'Ivoire, 2008/9**

Number and percent of children performing all agricultural work and other economic activities	Work in last 7 days 2008/9 (n=2,165)	
	All children in agricultural HH	Children working in cocoa
5-11 years, working 1 hour or more per week	717,674 (37.1%)	202,956 (98.1%)
12-14 years, working 14 hours or more per week	193,321 (31.9%)	39,583 (50.2%)
15-17 years, working 43 hours or more per week	55,720 (9.6%)	20,172 (15.4%)
Total	966,714 (31%)	262,710 (63.1%)

Source: Tulane child survey 2008/9, weighted data, strata 1-3.

**Table 10. Working hours and minimum age, Ghana, 2008/9**

Number and percent of children performing all agricultural work and other economic activities	Child reporting, last 7 days, 2008/9 (n=2,074)	
	All children in agricultural HH	Children working in cocoa
5-11 years, working 1 hour or more per week	540,162 (55.4%)	208,524 (95.1%)
12-14 years, working 14 hours or more per week	107,678 (24.7%)	55,775 (32.8%)
15-17 years, working 43 hours or more per week	12,064* (3.2%)	5021* (3.1%)
Total	659,903 (36.9%)	269,320 (48.6%)

Source: Tulane child survey 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

### **Children 5-11 Years of Age**

ILO standards suggest that children under the age of twelve should not be engaged in any economic activity. More than 30% of the children between 5 and 11 years in agricultural households in Côte d'Ivoire performed an hour or more of economic activities in the 7 days prior to reporting. More than 50% of the children between 5 and 11 years in Ghana reported involvement in economic activities in the same period as well (see Table 9 and Table 10). Almost all children between 5 and 11 years working in cocoa performed more than one hour of economic activity in the previous week.

### **Children 12-14 Years of Age**

ILO standards allow children in the 12-14 years old age group to work up to 13 hours of non-hazardous activities weekly. In Côte d'Ivoire, around 32% of the children in agricultural households between 12 and 14 years have worked 14 hours or more in the previous week thus exceeding the ILO recommended maximum number of working hours. In Ghana, approximately 25% of the children in this age bracket in agricultural households exceeded the limit as well. For children working in cocoa, 50% of the children in Côte d'Ivoire and approximately 33% of the children in Ghana worked 14 hours or more.

### **Children 15-17 Years of Age**

Children between 15 and 17 years of age are permitted by ILO standards to work up to 42 hours of non-hazardous labor weekly. Among the oldest group of children, 10% of Ivorian children in agricultural households between 15 and 17 years reported working 43 hours or more in the past week while in Ghana, under 5% of these children reported violation. Among children working in cocoa, approximately 15% exceeded the limit in Côte d'Ivoire and less than 3% in Ghana.

Percentages and totals do not include household chores, which are performed in addition to any economic activity. Comparing child reporting and caregiver reporting indicate that the child working hours reported by the adults are lower than the results obtained from the interviews with the children.

## **Working Conditions and Hazards**

*Over half of all children working on cocoa farms in both Côte d'Ivoire and Ghana reported exposure to injury in the last 12 months. Exposure to injuries decreased in Ghana by over 25% between 2007 and 2008/9. In Côte d'Ivoire there was a slight increase.*

ILO Recommendation 190, which supplements ILO Convention on the Worst Forms of Child Labor, lists activities considered hazardous to children and suggests indicators of hazardous work. Recommendation 190, as well as the ILO child labor questionnaires, provided the basis for developing our child questionnaire and the sections on hazardous child work. The following tables summarize injuries and exposure to potential hazards reported by the children in agricultural households in the cocoa-growing areas. They cover child reported injuries, exposure to heavy loads, operating of tools, and involvement in spraying of insecticides and pesticides.



In addition, the Governments of Ghana and Côte d'Ivoire have specified types of activities considered hazardous within the local context (see Appendix 9a+b) supplementing the ILO Convention on the Worst Forms of Child Labor (C182). Ghana's framework is specific to the cocoa sector, while Côte d'Ivoire's list is broader and covers activities in agriculture in general as well as other potentially hazardous work. Framework specific hazards, as encountered in the cocoa sector, are also discussed in this section.

## Recommendation 190

Exposure to all hazardous conditions studied here was reported to a greater extent by children working in cocoa than by all children living in agricultural households. This is explained by the fact that the second sample is representative of *all* children living in agricultural households, including non-working children. The first sample *only* includes children working in cocoa.

The distribution of hazard among age groups was similar throughout the categories. Typically, the oldest children were most exposed and the two younger groups to a decreasing extent. In Côte d'Ivoire, however, we received more reports of injury from the middle age group (12-14) and, in both countries, exposure to heavy loads was equal among this middle group, with the youngest (5-11) occupying more or less half of that experienced by the older children.

**Table 11a. Working conditions and hazards, Côte d'Ivoire, 2007 & 2008/9**

Number and percent of children 5-17 years	Côte d'Ivoire			
	2007		2008/09	
	All children in agricultural HH (n=2,236)	Children working in cocoa (n=1,176)	All children in agricultural HH (n=2,165)	Children working in cocoa (n=568)
Reporting an injury in agriculture	928,230 (26.0%)	631,234 (43.0%)	891,678 (25.1%)	414,778 (50.6%)
15-17 years	n/a	n/a	39.9%	48.5%
12-14 years	n/a	n/a	41.5%	55.5%
5-11 years	n/a	n/a	17.7%	46.3%
Reporting heavy loads in agriculture	444,989 (12.5%)	282,444 (19.2%)	1,250,029 (35.2%)	654,263 (79.8%)
15-17 years	n/a	n/a	52.8%	83.5%
12-14 years	n/a	n/a	53.5%	81.5%
5-11 years	n/a	n/a	27.2%	77.6%
Reporting operating tools	2,137,343 (59.8%)	1,283,873 (87.4%)	1,797,206 (50.6%)	769,995 (93.9%)
15-17 years	n/a	n/a	77.5%	97.3%
12-14 years	n/a	n/a	74.9%	96.9%
5-11 years	n/a	n/a	38.8%	90.7%
Reporting spraying insecticides, pesticides	10,001* (0.3%)	8,385* (0.6%)	14,120* (0.4%)	11,851* (1.4%)
15-17 years	n/a	n/a	1.1%	2.5%
12-14 years	n/a	n/a	0.5%	1.4%
5-11 years	n/a	n/a	0.1%	0.8%

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 11b. Working conditions and hazards, Ghana, 2007 & 2008/9**

Number and percent of children 5-17 years	Ghana			
	2007		2008/09	
	All children in agricultural HH (n=2,084)	Children working in cocoa (n=1,183)	All children in agricultural HH (n=2,074)	Children working in cocoa (n=1,000)
Reporting an injury in agriculture	1,392,940 (60.6%)	924,633 (73.7%)	810,556 (37.5%)	538,297 (54.0%)
15-17 years	n/a	n/a	51.4%	55.2%
12-14 years	n/a	n/a	47.5%	54.5%
5-11 years	n/a	n/a	28.4%	52.5%
Reporting heavy loads in agriculture	1,163,784 (50.6%)	847,261 (69.1%)	1,000,392 (46.3%)	685,620 (68.7%)
15-17 years	n/a	n/a	61.1%	70.1%
12-14 years	n/a	n/a	61.2%	70.1%
5-11 years	n/a	n/a	34.9%	67.4%
Reporting operating tools	1,708,013 (74.3%)	1,096,062 (89.4%)	1,336,877 (61.9%)	850,132 (85.2%)
15-17 years	n/a	n/a	89.0%	96.3%
12-14 years	n/a	n/a	84.9%	93.4%
5-11 years	n/a	n/a	42.7%	73.6%
Reporting spraying insecticides, pesticides	90,405 (3.9%)	57,589 (4.7%)	21,567* (1.0%)	16,249* (1.6%)
15-17 years	n/a	n/a	2.7%	3.7%
12-14 years	n/a	n/a	1.6%	1.7%
5-11 years	n/a	n/a	0.2%	0.5%

Source: *Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.*

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

### Exposure to Injuries

Around 25% of children in agricultural households in Côte d'Ivoire (51% of children working in cocoa) reported exposure to injury in the last 12 months. In Ghana, approximately 28% of children in agricultural households (54% of children working in cocoa) were exposed. Injuries often reported include wounds and cuts, insect bites, and muscle pains. Other injuries such as burns, back pains and scratches are also common. Reporting on injuries dropped over 25% in Ghana compared to the 2007 survey.

### Carrying Heavy Loads

Many of the children in the cocoa-growing areas reported exposure to heavy loads while performing work in agriculture. This involves activities such as carrying timber and other loads during land clearing, carrying water for spraying, gathering and heaping cocoa pods, carting fermented cocoa beans, and carting dry cocoa beans to the storage shed. Approximately 40% of children (35% in Cote d'Ivoire, 46% in Ghana) in all agricultural

households, and around 75% of children working in cocoa (80% in Cote d'Ivoire, 69% in Ghana) reported carrying heavy loads in the previous year. Reporting on heavy loads increased considerably in Ghana compared to the 2007 survey, most likely due in part to changes made to the survey instruments.

### **Operating Tools**

The tools used most frequently by children in the cocoa-growing areas are machetes and hoes. The vast majority of children working in cocoa in both countries reported using these tools (> 80%), and a majority of all children in agricultural households (> 50%) reported using them as well.

### **Spraying Insecticides or Pesticides**

Involvement in insecticide/pesticide spraying is much less frequently reported by children in both countries, and less than 2% of respondents reported such exposure in either country.

### **Hazardous Child Labor Based on National Framework for Hazardous Activities**

In June 2008, Ghana's Ministry of Manpower, Youth and Employment released a Hazardous Child Labor Activity Framework specifying activities considered hazardous for children working in cocoa in Ghana. Development of this list is obligatory under ILO Convention on the Worst Forms of Child Labor (C182). Similarly, the Ministry of Civil Service and Labor in Côte d'Ivoire had released a list of dangerous child work earlier in March 2005.

#### **Côte d'Ivoire**

*The most prevalent hazard reported by children in contravention to Ivorian national law is carrying heavy loads followed by cutting of trees. Approximately 80% of children working in cocoa report carrying heavy loads, while 60% of children working in cocoa report participating in land clearing.*

According to Côte d'Ivoire's list of hazardous child work, children under 18 years who are working in agriculture should not participate in: cutting of trees, burning of fields; application of chemicals; application of chemical fertilizer; chemical treatment of fields/plants; and carrying of heavy loads.

#### **1. Cutting of trees**

In Côte d'Ivoire, approximately 60% of the children working in cocoa and 14% of all children in agricultural households report involvement in land clearing in the past 12 months. While the percentage of children working in cocoa that reported involvement in land clearing has increased compared to the 2007 survey, the total number of children reporting exposure has decreased due to a smaller percentage of children reporting cocoa-related work in 2008 compared to 2007 (see Table 17a).

#### **2. Burning of fields**

5.0% of the children working in cocoa and 1-2% of all children in agricultural households in Côte d'Ivoire indicate involvement in burning of fields. The total number of children exposed to this activity has remained constant since 2007 (see Table 17a).

### 3. Application of chemicals (insecticides, herbicides, fungicides, etc.)

12.6% of the children working in cocoa in Côte d'Ivoire and 2.9% of all children in agricultural households report carrying water for spraying in 2008/9, and the total number of children reporting exposure increased slightly for the first group but dropped for the second group compared to 2007 (Table 19a). At the same time, very few children indicate involvement in the direct application of insecticides, herbicides, fungicides, and other chemicals (0-2%) (Table 19a).

### 4. Application of chemical fertilizer

According to 2008/9 survey results, 0.4% of the children working in cocoa and 0.1% of all children in agricultural households in Côte d'Ivoire apply fertilizer. The number of children reporting exposure has dropped sharply since 2007 (Table 19a).

### 5. Carrying of heavy loads

80% of the children working in cocoa and 35% of all children in agricultural households report carrying heavy loads as part of work in agriculture in Côte d'Ivoire (Table 10). While the percentage of children reporting heavy loads has increased drastically since 2007, the total number of children implicated has increased less due to a smaller percentage of children in the overall population reporting involvement in cocoa work.

## **Ghana**

*The most prevalent hazard reported by children in contravention to Ghanaian national law is carrying heavy loads followed by the use of machetes/long cutlasses. Approximately 80% of children working in cocoa report carrying heavy loads, while 57% of children working in cocoa report using machetes/long cutlasses.*

Ghana's detailed list of work activities hazardous for children under 18 years in cocoa agriculture covers a large number of hazards: Clearing of forest and/or felling of trees; bush burning; working with agrochemicals; and/or being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying. In addition, children should not be using machetes/long cutlasses for weeding; climbing trees higher than 3 meters (9 feet) to cut mistletoe with cutlass; working with motorized mist blower, knapsack sprayer and/or chainsaw; harvesting overhead cocoa pods with harvesting hook; breaking cocoa pods with breaking knife; and/or carrying heavy load beyond permissible carrying weight. Finally, hazardous child labor activities include working on the farm for more than 3 hours per day or more than 18 hours per week; for children in school, working more than 2 hours/day on a school day; working without adequate basic foot and body protective clothing; a child working alone on the farm in isolation; going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.; a child withdrawn from school during cocoa season to do farm work; and/or working full time on farm and not attending formal/non-formal school.

### 1. Clearing of forest and/or felling of trees

In Ghana, 14% of the children working in cocoa and 7% of all children in agricultural households report involvement in land clearing in the past 12 months. The percentage and total number of children estimated to be involved in land clearing has dropped for both groups since the 2007 survey (see Table 19b).

### 2. Bush burning

The number and percentage of children estimated to be involved in burning activities as part of cocoa-related activities has also dropped to 3.3% of the children working in cocoa and 1.6% of all children in agricultural households in Ghana (see Table 19b).

### 3. Working with agrochemicals, i.e. purchasing, transport, storage, use (mixing, loading and spraying/applying), washing of containers and spraying machine, and disposal

Less than 2.0% of children in agricultural households as well as children working in cocoa in Ghana report involvement in spraying of chemicals in the last 12 months, a sharp drop from the number of children reporting this involvement a year earlier (Table 11). However, 10% of the children working in cocoa still report carrying water for spraying (Table 21b).

### 4. Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying

6.3% of children working in cocoa, an estimated total number of 63,016 children in the cocoa sector, reported being present or working in the vicinity of a farm during pesticide spraying at some time in the previous 12 months, and 3.8% reported re-entering a sprayed farm within less than 12 hours of spraying. In addition, 10.1% of the children working in cocoa and 4.8% of all children in agricultural households report carrying water for spraying. This percentage has decreased since the 2007 survey but remains high.

### 5. Using machetes/long cutlasses for weeding

56.5% of children working in cocoa and 28.8% of all children in agricultural households report involvement in weeding in the past 12 months (Table 21b). Almost all children working in cocoa report using machetes and other tools (>80%) (Table 11).

### 6. Climbing trees higher than 3 meters (9 feet) to cut mistletoe with cutlass

2.3% of children working in cocoa report involvement in mistletoe control in the last 12 months (Table 21b). Approximately 1.9% of children working in cocoa are estimated to have climbed trees higher than 3 meters (9 feet) to cut mistletoe with cutlass in the previous year based on child reporting, and 1.3% report sometimes working at dangerous heights (high up on a trees, etc.).

### 7. Working with motorized mist blower, knapsack sprayer and/or chainsaw

A very small percentage of children, 1.0% of children working in cocoa and 1.6% of all children in agricultural households, report operating a sprayer in the past 12 months (Table 11).

8. Harvesting overhead cocoa pods with harvesting hook

29.5% of children working in cocoa and 14.0% of all children in agricultural households indicate involvement in plucking of cocoa pods in Ghana, results similar to the 2007 survey results (Table 22b).

9. Breaking cocoa pods with breaking knife

43.2% of children working in cocoa and 20.5% of all children in agricultural households report involvement in cocoa pod breaking and fermentation in the last 12 months, a reduction compared to the 2007 survey (Table 22b).

10. Carrying heavy load beyond permissible carrying weight, i.e. above 30% of body weight for more than 2 miles (3 km)

The carrying of heavy loads as part of work in agriculture is reported by 79.8% of children working in cocoa and 23.2% of all children in all agricultural households (Table 11). 69.4% of the children working in cocoa report gathering and heaping cocoa pods in the previous 12 months (Table 22b). The interviewed children had great difficulty estimating the weight of a load, other than stating whether or not they perceived it as heavy.

11. Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or children who have completed school)

The average number of working hours in agriculture performed by children, 5-17 years, in the last 7 days prior to reporting was 6.6 hours for children working in cocoa (Table 7b).

12. For children in school, working more than 2 hours/day on a school day

While school attendance is nearly universal, a percentage of children on any given day reports working hours that exceed the limit of 2 hours per day on a school day. On the Monday prior to reporting, for example, about 5% of the children working in cocoa indicated work in agriculture for 3 or more hours.

13. Working without adequate basic foot and body protective clothing

The interviewed children were asked whether or not they had used any protective clothing or equipment while performing work in agriculture in the past year. 21.3% of the children working in cocoa in the cocoa-growing areas indicated wearing protective shoes and/or clothing.

14. A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult)

1.8% of children working in cocoa reported working alone on a farm in isolation (i.e. beyond visible or audible range of nearest adult) at some point in the 12 months prior to data collection.

15. Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.

Approximately 0.4% of children working in cocoa reported going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. in the 12 months prior to reporting.

16. A child withdrawn from school during cocoa season to do farm work

1.5% of the children working in cocoa indicated having withdrawn from school during cocoa season to do farm work at some point in the previous 12 months.

17. Working full time on farm and not attending formal/non-formal school (applicable to children under 15 years)

The ILO's definition of working "full time" is 43 hours or more in economic activities per week. However, based on ILO standards, children under 15 years are not allowed to work full time regardless of whether or not they are in school. In Ghana, 0.5% of the children under 15 years indicated having worked full time in the previous week.

## **School Attendance and Vocational Training**

*In Ghana, about 90% of children working in cocoa report attending school in the last 12 months. For Côte d'Ivoire, this is 60%. In Ghana, there are no gender differences in school attendance but in Côte d'Ivoire, girls are less likely to attend school than boys.*

In Ghana, about 90% of the children in agricultural households in the cocoa-growing areas were enrolled in school in the past 12 months prior to data collection. In Côte d'Ivoire, the percentage of children in school was close to 60% in the same period (Tables 12a+b). There are few differences in school enrollment rates between the sexes in Ghana. In Côte d'Ivoire, girls are less likely to attend school. Of the three age groups, 5-11 year-olds and 12-14 year-olds exhibit the highest school attendance and the oldest children, 15-17 year-olds, the lowest. Older children are less likely to attend school in both countries than younger children, caused in part by a lack of secondary schools in the rural areas (Tables 12a+b).

**Table 12a. Access to education and school attendance, Côte d'Ivoire, 2007 & 2008/9**

Number and percent of children 5-17 years		Côte d'Ivoire			
		2007		2008/09	
		All children in agricultural HH (n=2,236)	Children working in cocoa (n=1,176)	All children in agricultural HH (n=2,165)	Children working in cocoa (n=568)
Attending school (last 12 months)		2,150,028 (60.2%)	767,272 (52.2%)	2,043,761 (57.6%)	481,555 (58.7%)
Gender of children attending school (last 12 months)		M 62.8 F 57.3	M 55.7 F 47.4	M 58.4 F 56.6	M 67.6 F 45.5
Attending school by age group (in %, last 12 months)	15-17 years	33.2	19.4	38.5	34.5
	12-14 years	75.0	66.3	68.3	66.7
	5-11 years	65.8	58.7	59.5	66.9

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

**Table 12b. Access to education and school attendance, Ghana, 2007 & 2008/9**

Number and percent of children 5-17 years		Ghana			
		2007		2008/09	
		All children in agricultural HH (n=2,084)	Children working in cocoa (n=1,183)	All children in agricultural HH (n=2,074)	Children working in cocoa (n=1,000)
Attending school (last 12 months)		2,077,535 (90.3%)	1,133,032 (90.3%)	1,930,676 (89.3%)	906,635 (90.9%)
Gender of children (last 12 months)		M 90.7 F 89.9	M 91.4 F 88.9	M 89.5 F 89.1	M 90.9 F 90.9
Attending school by age group (in %, last 12 months)	15-17 years	84.4	82.7	85.4	88.0
	12-14 years	93.7	93.5	92.8	92.7
	5-11 years	91.1	91.3	89.3	91.3

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

Even though a majority of children in the cocoa-growing areas are enrolled in school, many children self-report that they cannot read and write. In both countries, around 40% of the children between 5 and 17 years cannot read or write a short simple statement. In addition, approximately 30% of children in agricultural households in Ghana and 40% in Côte d'Ivoire cannot perform simple calculations. However, in both countries reading and writing skills have increased since 2007 (Tables 13a+b). Vocational training opportunities remain limited in the rural areas with less than 5% of the children reporting that they have ever attended a skills training in both survey years.



**Table 13a. Skills and vocational training, Côte d'Ivoire, 2007 & 2008/9**

Number and percent of children, 5-17 years	Côte d'Ivoire			
	2007		2008/09	
	All children in agri- cultural HH (n=2,236)	Children working in cocoa (n=1,176)	All children in agri- cultural HH (n=2,165)	Children working in cocoa (n=568)
Who can read a short simple statement	1,401,649 (39.2%)	612,027 (41.7%)	1,836,098 (51.7%)	488,883 (59.6%)
Who can write a short simple statement	1,404,126 (39.3%)	594,955 (40.5%)	1,806,365 (50.9%)	492,660 (60.1%)
Who can count from 1 to 100	1,558,137 (43.6%)	648,068 (44.1%)	n/a	n/a
Who can perform simple calculations	n/a	n/a	1,961,936 (55.3%)	529,727 (64.6%)
Living in an agricultural HH who have received skills training (any time)	137,783 (3.9%)	27,074* (1.8%)	27,983* (0.8%)	7,312* (0.9%)

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 13b. Skills and vocational training, Ghana, 2007 & 2008/9**

Number and percent of children, 5-17 years	Ghana			
	2007		2008/09	
	All children in agri- cultural HH (n=2,084)	Children working in cocoa (n=1,183)	All children in agri- cultural HH (n=2,074)	Children working in cocoa (n=1,000)
Who can read a short simple statement	1,069,552 (46.5%)	633,727 (50.5%)	1,189,995 (55.1%)	670,840 (67.3%)
Who can write a short simple statement	1,068,034 (46.4%)	638,566 (50.9%)	1,197,558 (55.4%)	670,627 (67.2%)
Who can count from 1 to 100	1,594,336 (69.3%)	951,441 (75.8%)	n/a	n/a
Who can perform simple calculations	n/a	n/a	1,475,983 (68.3%)	779,830 (78.2%)
Living in an agricultural HH who have received skills training (any time)	85,103 (3.7%)	53,564 (4.3%)	36,035 (1.7%)	21,270* (2.1%)

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

## Project Activities in Support of Children

All interviewed children and heads of households/caregivers were asked whether children living in the household have previously participated in any project activities in support of children in the rural areas including educational and vocational training projects as well as remediation efforts. In Ghana, 3.2% of the children in agricultural households in the cocoa sector are estimated to have benefited from a project. In Côte d'Ivoire, approximately 2.4% of the children in the cocoa-growing areas are estimated to

have been project beneficiaries. The information obtained from the caregivers confirms the reporting by the children. Similar results were obtained in 2007 and 2008/9.

**Table 14a. Exposure to project activities of children, Côte d'Ivoire, 2008/9**

Number and percent of children, 5-17 years	Côte d'Ivoire	
	Child reporting, 2008/9 (n=2,165)	
Reporting exposure to project activities	83,656 (2.4%)	

Source: Tulane household and child survey 2008/9, weighted data, strata 1-3.

**Table 14b. Exposure to project activities of children, Ghana, 2008/9**

Number and percent of children, 5-17 years	Ghana	
	Child reporting, 2008/9 (n=2,074)	
Reporting exposure to project activities	68,243 (3.2%)	

Source: Tulane household and child survey 2008/9, weighted data, strata 1-3.

## Comparison Group of Households Outside of the Cocoa Growing Areas

The comparison of children living in agricultural households in the cocoa-growing areas with the comparison group of children living in similar households outside of the cocoa-growing areas indicates some differences with regard to economic activities and household work performed by children. In Côte d'Ivoire, children living in agricultural households outside of the cocoa-growing areas are more likely to work than those children living in the cocoa-growing areas. This appears to be the case with regard to agricultural activities as well as economic activities other than agriculture and household work (see Table 15a). (Note that due to the small sample of children being interviewed outside of the cocoa-growing areas, the sample count is reported and the results are not weighted.)

**Table 15a. Economic activities and household work performed by children, Côte d'Ivoire, 2008/9 (Comparison Group)**

Number and percent of children, 5-17 years	Côte d'Ivoire			
	Adult reporting, 2008/9 (n=666)		Child reporting, 2008/9 (n=569)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 month
Performing agricultural work	387 (58.1%)	521 (78.2%)	305 (53.6%)	428 (75.2%)
Performing work on a cocoa farm	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Performing economic activity other than agriculture	159 (23.9%)	204 (30.6%)	143 (25.1%)	167 (29.3%)
Performing household work	531 (79.7%)	564 (84.7%)	505 (88.8%)	514 (90.3%)

Source: Tulane household and child survey 2008/9, survey count, stratum 4.

In Ghana, children living in agricultural households outside of the cocoa-growing areas appear to be working less often than children living in agricultural households in the cocoa-growing areas; however, they are more likely to work in economic activities other than agriculture (see Table 15b).

**Table 15b. Economic activities and household work performed by children, Ghana, 2008/9 (Comparison Group)**

Number and percent of children, 5-17 years	Ghana			
	Adult reporting, 2008/9 (n=538)		Child reporting, 2008/9 (n=508)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 months
Performing agricultural work	286 (53.2%)	356 (66.2%)	271 (53.3%)	338 (66.5%)
Performing work on a cocoa farm	14 (2.6%)	18 (3.3%)	20 (3.9%)	26 (5.1%)
Performing economic activity other than agriculture	206 (38.3%)	244 (45.4%)	234 (46.1%)	247 (48.6%)
Performing household work	399 (74.2%)	466 (86.6%)	431 (84.8%)	414 (81.5%)

Source: Tulane household and child survey 2008/9, survey count, stratum 4.

At the same time, children living in agricultural households outside of the cocoa-growing areas were less likely to attend school, and they were less likely to be able to read and write and perform simple calculations in both countries.

**Table 16. Access to education and skills training, Côte d'Ivoire and Ghana, 2008/09 (Comparison Group)**

Number and percent of children, 5-17 years	Côte d'Ivoire, 2008/09 (n=569)	Ghana, 2008/09 (n=508)
Attending school (last 12 months)	257 (45.2%)	378 (74.4%)
Who can read a short, simple statement in any language	208 (36.6%)	292 (57.5%)
Who can write a short simple statement in any language	200 (35.1%)	293 (57.7%)
Who can perform simple calculations	258 (45.3%)	324 (63.8%)
Having received a skills training (any time)	4 (0.7%)	4 (0.8%)

Source: Tulane child survey 2008/9, survey count, stratum 4.

In Côte d'Ivoire, only 45% of the children between 5 and 17 years living outside of the cocoa-growing areas that were interviewed as part of the survey had attended school in the previous 12 months compared to 58% of children living in agricultural households in the cocoa-growing areas. In Ghana, 74% of the children between 5 and 17 years living outside of the cocoa-growing areas had attended school, while 89% of children living in agricultural households in the cocoa-growing areas had attended school in the same period. Children living outside of the cocoa-growing areas were just as unlikely to have ever attended a skills training as those living in the cocoa-growing areas.

## **Infrastructure Checklist**

The data collected from the infrastructure checklist indicated that most of the communities surveyed in the cocoa-growing areas are very remote, especially in Ghana, with limited access to modern infrastructure including access to electricity, running water or paved roads. Comparing the villages surveyed in the cocoa-growing areas with the comparison group of villages outside of the cocoa-growing areas, it appears that the communities selected in the cocoa sector tended to be more remote than those in the northern parts of the two countries, and access to infrastructure was better for the comparison group. Overall, however, communities in the cocoa-growing areas and the comparison group outside of the cocoa-growing areas show more similarities than differences and limited access to critical infrastructure – such as schools, health facilities, transportation, etc. - are encountered in both settings.

## ***Conclusions***

The surveys show that a majority of children in agricultural households in the cocoa-growing areas in Côte d'Ivoire and Ghana work in agriculture and between 25-50% work in cocoa. In addition, the vast majority of children perform household work. The average number of working hours performed by children working in cocoa is estimated to be close to 20 hours per week in Côte d'Ivoire and approximately 10 hours per week in Ghana. At the same time, more than 60% of the children between 5 to 17 years in Côte d'Ivoire and 90% of the children in Ghana are enrolled in school including a large number of working children.

The cocoa-growing areas continue to see different forms of child labor as well as some evidence of worst forms of child labor (WFCL). Children in agricultural households in the cocoa-growing areas often start working at an early age. In Côte d'Ivoire, more than 30% of the children between 5 and 11 years performed an hour or more of economic activities in the 7 days prior to reporting, and more than 50% of the children between 5 and 11 years in Ghana reported involvement in economic activities as well. Older children sometimes work long hours. Approximately 50% of children between 12 and 14 years working in cocoa in Côte d'Ivoire and 33% in Ghana report 14 hours or more in economic activity in the previous week. Among 15 to 17 year old children, 15% of the children working in cocoa in Côte d'Ivoire and 3% in Ghana report having worked 43 hours or more in the last 7 days. In addition, children working in the cocoa sector sometimes are exposed to activities classified as hazardous by the Governments of Côte d'Ivoire and Ghana including frequent involvement in land clearing, carrying of heavy loads, and carrying water for spraying.

The comparison of 2007 and 2008/09 survey results shows many similarities. Some trends are also observed including the drop in cocoa production that parts of the cocoa producing areas have experienced in the 2008/09 harvest season. There also is some indication that rates of child labor participation are decreasing in the agricultural areas in general and the cocoa sector in particular.

## ***Recommendations***

1. Develop a specific action plan to address challenges associated with the WFCL most frequently encountered in the cocoa sector, the exposure to hazardous working conditions;
2. Continue work on hazardous child labor frameworks and operationalized definitions and emphasize intervention activities targeted at reducing exposure to hazardous work;
3. Address and refine measurement issues associated with measuring hazardous work and the unconditional WFCL;
4. Target high-risk groups with remediation efforts: working children below minimum age, children working long hours, children out of school, etc. Set coverage and performance targets once baseline data has been collected; and
5. Address educational opportunities in the cocoa growing areas especially for older children including access to secondary education and vocational training. Strengthen the quality of primary education in both countries.

## **Exploitive Child Labor in the Supply Chain**

The following chapter summarizes Tulane’s survey and other research findings relevant to task 5 of the oversight contract, the assessment of exploitative child labor in the cocoa supply chain. Two distinct research activities are carried out under this task: (a) the assessment of child labor in the cocoa supply chain and types of work activities performed by children, and (b) the assessment of labor supply, migration and child trafficking for work on cocoa farms.

### ***Definitions***

#### **Migration**

- “Migration is a form of geographic or spatial mobility involving a change of usual residence between clearly defined geographic units.” “International migration refers to movement across national boundaries” and “‘internal migration’ refers to migration within the boundaries of a given country” (Methods and Materials of Demography, edited by Jacob S. Siegel and David A. Swanson, second edition 2004).

#### **Forced Labor**

- “All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily, and includes indentured labor.” In regards to children, the voluntary nature of the work is irrelevant (ILO Convention 29).
- “Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status.” (UN Supplemental Convention on the Abolition of Slavery)

#### **Child Trafficking**

- “The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation” (UN Protocol to Prevent, Suppress and Punish Trafficking in Persons). The definition used by Tulane does imply that some element of movement of the child is part of prerequisites for identifying the trafficking process.

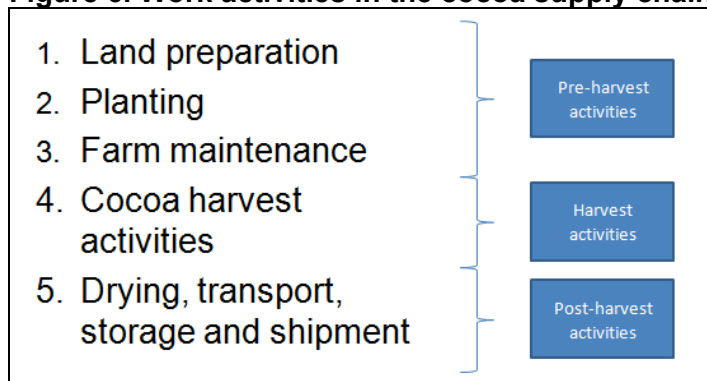
### ***Assessment of Child Labor in the Cocoa Supply Chain and Types of Work Activities Performed by Children***

Tulane’s nationally representative household surveys examined the different work activities performed by children in cocoa agriculture. Results from the surveys, as relevant to the assessment of child labor in the cocoa supply chain, are presented in the following sections. This covers our findings on types of activities performed by children in cocoa agriculture, comparing the 2008-09 survey results with the survey data collected in 2007. In order to supplement information not easily captured from household surveys, we carried out systematic interviews at cocoa storage facilities in the villages, in larger towns along the cocoa supply chain, and in ports.

## Work Activities Performed by Children

The questionnaire administered to the children examined different types of work activities performed in the West African cocoa sector. The listing of work activities was originally based on a draft instrument developed by the Government of Ghana for the country's first certification survey. Work activities in the cocoa supply chain are divided into pre-harvest, harvest and post-harvest activities covering land preparation, planting, farm maintenance, and cocoa harvest activities, and the drying and transport of cocoa beans. The household survey results presented are nationally representative for agricultural households in the cocoa-growing regions, and all survey results are weighted unless otherwise noted. In addition, results from interviews at cocoa storage facilities are reported. These interviews examined potential child labor involvement in transportation and storage activities after the cocoa beans have left the farms, but they are not representative of the population.

**Figure 6. Work activities in the cocoa supply chain**



Source: Tulane child labor survey.

## Pre-Harvest Activities Performed by Children

*In 2008/9, the most common pre-harvest activities of children working on cocoa farms were: land clearing (related to land preparation) and weeding (related to farm maintenance),*

Land preparation activities in cocoa agriculture in West Africa include land clearing, felling and chopping, burning, stumping, stakes cutting, and lining and pegging. Involvement of children in land clearing was found to be considerable in Côte d'Ivoire. Around 15% of the children in the agricultural households and 64% of children working in cocoa in the cocoa-growing areas reported involvement in land clearing in 2008/9. In Ghana, fewer than 8% of the children in agricultural households and around 14% of children working in cocoa reported involvement in land clearing in the same period of time. In both countries, a smaller percentage of children reported involvement in land clearing in 2008-9 than in 2007. Other activities related to land preparation covered by the survey were carried out by a much smaller percentage of children (see Tables 17a+b).

**Table 17a. Child work involved in land preparation, 5-17 years, Côte d'Ivoire, 2007 & 2008/9**

Land Preparation Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,236)		Children working in cocoa (n=1,176)		All children in agricultural HH (n=2,165)		Children working in cocoa (n=658)	
	Total	%	Total	%	Total	%	Total	%
Land clearing	1,220,373	34.2	680,420	46.3	521,663	14.7	521,663	63.6
Felling and chopping	69,491	1.9	44,345	3	32,780	0.9	32,780	4
Burning	66,650	1.9	39,701	2.7	41,353	1.2	41,353	5
Stumping	48,895	1.4	42,660	2.9	25,719*	0.7	25,719*	3.1
Stakes cutting	24,548	0.7	23,229	1.6	40,848	1.2	40,848	5
Lining and pegging	16,972*	0.5	16,048*	1.1	29,754*	0.8	29,754*	3.6

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 17b. Child work involved in land preparation, 5-17 years, Ghana, 2007 & 2008/9**

Land Preparation Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,084)		Children working in cocoa (n=1,183)		All children in agricultural HH (n=2,074)		Children working in cocoa (n=1,000)	
	Total	%	Total	%	Total	%	Total	%
Land clearing	307,562	13.4	206,648	16.5	160,769	7.4	142,958	14.3
Felling and chopping	116,175	5.1	88,754	7.1	42,179	2	41,443	4.2
Burning	282,376	12.3	162,137	12.9	33,609	1.6	32,873	3.3
Stumping	80,125	3.5	49,557	3.9	1,839*	0.1	1,839*	0.2
Stakes cutting	35,846	1.6	26,293	2.1	3,917*	0.2	3,917*	0.4
Lining and pegging	48,883	2.1	25,283	2*	7,466*	0.3	3,917*	0.4

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

The interviewed children were also asked about involvement in planting activities such as the planting of suckers, preparation of seedlings, planting of seedlings, and sowing at stake. The children working in cocoa agriculture in Côte d'Ivoire were most likely to be involved in sowing at stake (around 4% of children in agricultural households, 18% of children working in cocoa). Only a small percentage of children working in agricultural households in Ghana reported involvement in planting activities in 2008/9 (around 5%). In both countries, the percentage of children reporting involvement in planting activities had dropped between 2007 and 2008-09 (see Tables 18a+b).

**Table 18a. Child work involved in planting, Côte d'Ivoire, 5-17 years, 2007 & 2008/9**

Planting Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,236)		Children working in cocoa (n=1,176)		All children in agricultural HH (n=2,165)		Children working in cocoa (n=658)	
	Total	%	Total	%	Total	%	Total	%
Planting of suckers	66,561	1.9	46,527	3.2	32,023	0.9	32,023	3.9
Preparation of seedlings	885,712	2.5	57,447	3.9	103,871	2.9	103,871	12.7
Planting of seedlings	74,036	2.1	50,338	3.4	70,350	2	70,350	8.6
Sowing at stake	584,845	16.4	260,691	17.8	144,735	4.1	144,735	17.7

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.



**Table 18b. Child work involved in planting, 5-17 years, Ghana, 2007 & 2008/9**

Planting Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,084)		Children working in cocoa (n=1,183)		All children in agricultural HH (n=2,074)		Children working in cocoa (n=1,000)	
	Total	%	Total	%	Total	%	Total	%
Planting of suckers	471,432	20.5	281,239	22.4	48,173	2.2	39,971	4
Preparation of seedlings	132,664	5.8	100,460	8	43,585	2	33,609	3.4
Planting of seedlings	333,058	14.5	214,245	17.1	62,370	2.9	55,272	5.5
Sowing at stake	434,004	18.9	226,843	18.1	30,034	1.4	29,299	2.9

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

With regard to farm maintenance activities, the child questionnaire covered involvement in weeding, spraying insecticides, applying fertilizer, applying fungicide/herbicides/other chemicals, carrying water for spraying, sanitation and pruning, and mistletoe control. Weeding, labor-intensive in West African agriculture, was reported by the largest percentage of children. In Côte d'Ivoire, 45% of the children working in cocoa were involved in weeding in the previous 12 months in 2008/9. In Ghana, 57% of the children working in cocoa indicated involvement in weeding as well. Thirteen percent of the children working in cocoa in Côte d'Ivoire were participating in carrying water for spraying. In Ghana, around 10% of the children working in cocoa were involved in the same activity. The children in the cocoa-growing areas were rarely involved in the application of chemicals other than carrying water for spraying (see Tables 19a+b).

**Table 19a. Child work involved in farm maintenance, 5-17 years, Côte d'Ivoire, 2007 & 2008/9**

Farm Maintenance Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,236)		Children working in cocoa (n=1,176)		All children in agricultural HH (n=2,165)		Children working in cocoa (n=658)	
	Total	%	Total	%	Total	%	Total	%
Weeding	1,458,131	40.8	746,401	50.8	365,839	10.3	365,839	44.6
Spraying insecticides	31,923	0.9	30,415	2.1	14,373*	0.4	14,373*	1.8
Applying fertilizer	13,537	0.4*	11,829	0.8*	3,026*	0.1	3,026*	0.4
Applying fungicide/herbicides/other chemicals**	11,921	0.3*	10,140	0.7*	0*	0	0*	0
Carrying water for spraying	199,458	5.6	85,880	5.8	103,356	2.9	103,356	12.6
Sanitation and pruning	74,138	2.1	69,336	4.7	49,170	1.4	49,170	6
Mistletoe control	51,925	1.5	49,000	3.3	63,794	1.8	63,794	7.8

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Small differences between Tables 12a and 20a can be explained by non-response.

**Table 19b. Child work involved in farm maintenance, 5-17 years, Ghana, 2007 & 2008/9**

Farm Maintenance Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,084)		Children working in cocoa (n=1,183)		All children in agricultural HH (n=2,074)		Children working in cocoa (n=1,000)	
	Total	%	Total	%	Total	%	Total	%
Weeding	1,373,896	59.7	865,101	68.9	623,152	28.8	563,602	56.5
Spraying insecticides	50,339	2.2	36,292	2.9	5,750*	0.3	5,750*	0.6
Applying fertilizer	72,929	3.2	51,576	4.1	2,575*	0.1	2,575*	0.3
Applying fungicide/herbicides/other chemicals**	47,309	2.1	39,667	3.2	2,943*	0.1	2,943*	0.3
Carrying water for spraying	389,118	16.9	311,013	24.8	102,887	4.8	100,680	10.1
Sanitation and pruning	57,747	2.5	48,993	3.9	4,718*	0.2	4,350*	0.4
Mistletoe control	42,697	1.9	40,786	3.3	23,264	1.1	22,896*	2.3

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Small differences between Tables 12b and 20b can be explained by non-response.

## Harvest Activities Performed by Children

*In 2008/9, children were frequently engaged in cocoa harvest activities, such as gathering and heaping cocoa pods.*

Children working in cocoa agriculture in Côte d'Ivoire and Ghana are frequently involved in harvest activities such as the plucking of cocoa pods, gathering and heaping cocoa pods, and cocoa pod breaking and fermentation. Between 30-40% of the children working on cocoa in both countries were involved in plucking of cocoa pods in 2008/9. Around 69% were involved in gathering and heaping cocoa pods, and 56% of the children working in cocoa in Côte d'Ivoire and 43% of the children working in cocoa in Ghana were participating in cocoa pod breaking and fermentation (see Tables 20a+b).

**Table 20a. Child work involved in cocoa harvest activities, 5-17 years, Côte d'Ivoire, 2007 & 2008/9**

Cocoa Harvest Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,236)		Children working in cocoa (n=1,176)		All children in agricultural HH (n=2,165)		Children working in cocoa (n=658)	
	Total	%	Total	%	Total	%	Total	%
Plucking of cocoa pods	490,625	13.7	440,384	30	322,953	9.1	322,953	39.4
Gathering and heaping cocoa pods	1,084,719	30.4	959,709	65.4	570,575	16.1	570,575	69.6
Cocoa pod breaking and fermentation	644,986	18.1	584,864	39.8	455,080	12.8	455,080	55.5

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

**Table 20b. Child work involved in cocoa harvest activities, 5-17 years, Ghana, 2007 & 2008/9**

Cocoa Harvest Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,084)		Children working in cocoa (n=1,183)		All children in agricultural HH (n=2,074)		Children working in cocoa (n=1,000)	
	Total	%	Total	%	Total	%	Total	%
Plucking of cocoa pods	378,557	16.5	366,757	29.2	302,688	14	294,486	29.5
Gathering and heaping cocoa pods	956,191	41.6	928,770	74	705,975	32.7	691,803	69.4
Cocoa pod breaking and fermentation	650,874	28.3	633,679	50.5	443,144	20.5	430,658	43.2

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

## Post-Harvest Activities Performed by Children

*In 2008/9, children were frequently engaged in cocoa post-harvest activities.*

Similar to the cocoa harvest activities, a relatively large percentage of children in both countries report involvement in post-harvest activities such as carting fermented cocoa beans, drying cocoa beans, and transporting dry cocoa beans to the storage area. Approximately 30-40% of the children working in cocoa were involved in carting fermented cocoa beans, and a similar number of children were involved in drying cocoa beans, and between 15% and 25% were involved in the transporting of dry cocoa beans to the storage area (see Tables 21a+b).

**Table 21a. Child work involved in drying and transport, 5-17 years, Côte d'Ivoire, 2007 & 2008/9**

Drying and Transport Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,236)		Children working in cocoa (n=1,176)		All children in agricultural HH (n=2,165)		Children working in cocoa (n=658)	
	Total	%	Total	%	Total	%	Total	%
Carting fermented cocoa beans	452,741	12.7	400,271	27.3	305,575	8.6	305,575	37.3
Drying cocoa beans	341,808	9.6	308,626	21	306,090	8.6	306,090	37.3
Carting of dry cocoa beans to shed	217,059	6.1	199,140	13.6	181,528	5.1	181,528	22.1

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

**Table 21b. Child work involved in drying and transport, 5-17 years, Ghana, 2007 & 2008/9**

Drying and Transport Activities	2007 (Last 12 months)				2008/9 (Last 12 months)			
	All children in agricultural HH (n=2,084)		Children working in cocoa (n=1,183)		All children in agricultural HH (n=2,074)		Children working in cocoa (n=1,000)	
	Total	%	Total	%	Total	%	Total	%
Carting fermented cocoa beans	658,836	28.6	640,631	51.1	301,716	14	288,494	28.9
Drying cocoa beans	436,387	19	426,834	34	288,241	13.3	279,303	28
Carting of dry cocoa beans to shed	325,301	14.1	319,233	25.4	171,592	7.9	162,654	16.3

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

## **Transport, Storage and Shipment**

In addition to the 2008-09 survey research, a series of interviews were carried out in villages at cocoa storage facilities; larger towns along the cocoa supply chain; and in the major ports: Abidjan and San Pedro in Côte d'Ivoire, and Tema and Tacoradi in Ghana. Two types of cocoa storage facilities can be distinguished: cocoa sheds and cocoa depots. Cocoa sheds are small cocoa buying stations in rural areas where farmers sell cocoa beans. Cocoa depots are larger facilities usually located in bigger towns.

In Côte d'Ivoire, 32 cocoa shed interviews were completed in villages, and 31 cocoa depot interviews were completed along the cocoa supply chain from the villages to the shipment areas in the ports. No evidence of child involvement in transportation and storage activities at cocoa shed level or cocoa depot level was reported in Côte d'Ivoire.

In Ghana, 29 cocoa shed interviews and 17 cocoa depot interviews were completed. Eleven out of 29 cocoa sheds reported child involvement in carrying cocoa beans to the shed. The average age of these children was reported as being 12-16 years and the gender of the children was reported as being male. In addition, three cocoa sheds reported child involvement in loading cocoa trucks, and the average age of these children was reported as being 12-17 years. There was no evidence of child involvement in transportation and storage activities at cocoa depot level in Ghana.

## ***Assessment of Labor Supply, Migration and Child Trafficking for Work on Cocoa Farms***

Tulane's first and second nationally-representative household surveys of child labor in the cocoa-growing areas of Côte d'Ivoire and Ghana covered indicators critical to the assessment of child labor supply, migration and child trafficking. Migration is relevant to the measurement of child trafficking as the trafficking of children and adults involves an element of migration and may often be disguised and mistaken as ordinary migration. In addition, trafficking may be more likely to take place among labor diasporas and their communities of origin. Questionnaire items relevant to questions of migration and child trafficking include the place of birth and nationality of adults and children in the cocoa-growing areas, the migration history of children and parents, work for pay and payments made to children, debt payments, and forced or involuntary work reported by children. In addition to revised sections on child migration and trafficking, the 2008-09 survey covered forced adult labor, and adult worker interviews were carried out in both countries. Interviews with community leaders were also carried out covering questions of child labor, forced labor and human trafficking, among others. Following the survey research, a separate study of border crossings was conducted and border guards and police as well as community leaders were interviewed at 20 border crossings in each Ghana and Côte d'Ivoire.

## **Place of Birth and Nationality of Respondents**

The surveys show that the immigrant population in the cocoa-growing areas of Côte d'Ivoire is substantial, while the number of immigrants from neighboring countries in Ghana's cocoa sector is much smaller. The high number of immigrant farmers in Côte d'Ivoire can be explained in part by a previous Côte d'Ivoire government policy that encouraged migration from other countries to Côte d'Ivoire, to develop its agricultural

sector, including cocoa. (Note that the data presented in Tables 22a and 22b describe the sample and the results are not weighted.)

**Table 22a. Place of birth and nationality of survey respondents: Heads of household/caregivers, Côte d'Ivoire**

	2007 (n=839)	2008/9 (n=806)
# of heads of households/ caregivers born in		
Côte d'Ivoire	636 (75.8%)	665 (82.5%)
Ghana	9 (1.1%)	1 (0.1%)
Burkina Faso	166 (19.8%)	113 (14.0%)
Mali	6 (0.7%)	16 (2.0%)
Other	22 (2.6%)	11 (1.4%)
No response	0 (0.0%)	0 (0.0%)
# of heads of households/ caregivers with		
Ivorian nationality	601 (71.6%)	622 (77.2%)
Ghanaian nationality	6 (0.7%)	2 (0.2%)
Burkinabe nationality	197 (23.5%)	151 (18.7%)
Malian nationality	11 (1.3%)	21 (2.6%)
Other	24 (2.9%)	9 (1.1%)
No response	0 (0.0%)	1 (0.1%)

Source: Tulane household survey 2007 & 2008/9, sample count, strata 1-3.

**Table 22b. Place of birth and nationality of survey respondents: Heads of household/caregivers, Ghana**

	2007 (n=863)	2008/9 (n=835)
# of heads of households/ caregivers born in		
Côte d'Ivoire	0 (0%)	1 (0.1%)
Ghana	847 (98.2%)	824 (98.7%)
Burkina Faso	1 (0.1%)	0 (0.0%)
Mali	1 (0.1%)	1 (0.1%)
Other	14 (1.6%)	9 (1.1%)
No response	0 (0.0%)	0 (0.0%)
# of heads of households/ caregivers with		
Ivorian nationality	0 (0.0%)	1 (0.1%)
Ghanaian nationality	832 (96.4%)	825 (98.8%)
Burkinabe nationality	1 (0.1%)	0 (0.0%)
Malian nationality	1 (0.1%)	1 (0.1%)
Other	29 (3.4%)	6 (0.7%)
No response	0 (0.0%)	2 (0.2%)

Source: Tulane household survey 2007 & 2008/9, sample count, strata 1-3.

Approximately 20% of the heads of household in the Côte d'Ivoire sample were born outside of the country. In Ghana, fewer than 2% of the heads of households in the sample were born abroad. The vast majority of the heads of households in Côte d'Ivoire that were born outside of the country originated from Burkina Faso (see Tables 23a). Most of the children between 5-17 years in the sampled households in both countries were born in the country in which they were interviewed. Fewer than 2% of the children in the Côte d'Ivoire sample were born outside of Côte d'Ivoire and fewer than 2% of the children in the Ghana sample were born outside of Ghana (see Table 23b).

**Table 23a. Place of birth and nationality of survey respondents: Children, 5-17 years, Côte d'Ivoire**

	<b>2007 (n=2377)</b>	<b>2008/9 (n=2218)</b>
<b># of children, 5-17 years, born in</b>		
Côte d'Ivoire	2295 (96.6%)	2178 (98.2%)
Ghana	3 (0.1%)	4 (0.2%)
Burkina Faso	61 (2.6%)	33 (1.5%)
Mali	2 (0.1%)	1 (0.0%)
Other	16 (0.7%)	2 (0.1%)
No response	0 (0.0%)	0 (0.0%)
<b># of children, 5-17 years, with</b>		
Ivorian nationality	1740 (73.2%)	1808 (81.5%)
Ghanaian nationality	7 (0.3%)	9 (0.4%)
Burkinabe nationality	535 (22.5%)	316 (14.2%)
Malian nationality	33 (1.4%)	56 (2.5%)
Other	62 (2.6%)	29 (1.3%)
No response	0 (0.0%)	0 (0.0%)

Source: Tulane household survey 2007 & 2008/9, sample count, strata 1-3.

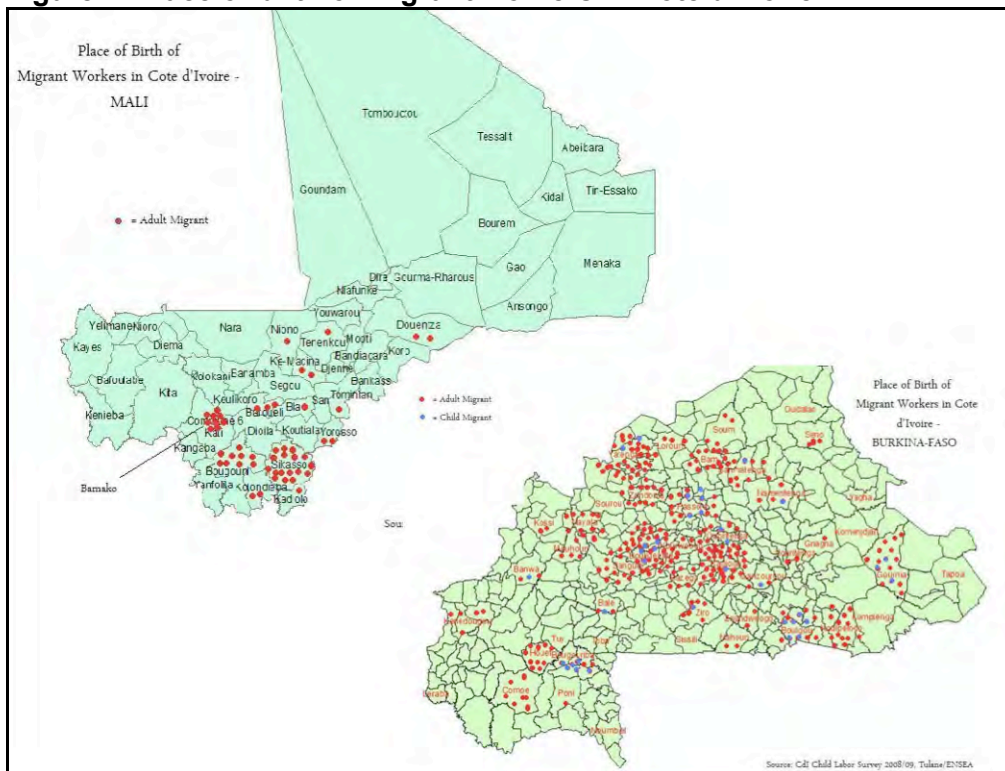
**Table 23b. Place of birth and nationality of survey respondents: Children, 5-17 years, Ghana**

	<b>2007 (n=2445)</b>	<b>2008/9 (n=2278)</b>
<b># of children, 5-17 years, born in</b>		
Côte d'Ivoire	9 (0.4%)	12 (0.5%)
Ghana	2410 (98.6%)	2251 (98.8%)
Burkina Faso	0 (0.0%)	0 (0.0%)
Mali	0 (0.0%)	0 (0.0%)
Other	26 (1.1%)	3 (0.1%)
No response	0 (0.0%)	12 (0.5%)
<b># of children, 5-17 years, with</b>		
Ivorian nationality	5 (0.2%)	1 (0.0%)
Ghanaian nationality	2354 (96.3%)	2257 (99.1%)
Burkinabe nationality	1 (0.0%)	0 (0.0%)
Malian nationality	5 (0.2%)	0 (0.0%)
Other	80 (3.3%)	2 (0.1%)
No response	0 (0.0%)	18 (0.8%)

Source: Tulane household survey 2007 & 2008/9, sample count, strata 1-3.

In Côte d'Ivoire and Ghana, place of birth does not determine citizenship, and individuals born in the two countries do not always have Ivorian or Ghanaian nationality. Côte d'Ivoire in particular is home to a large number of adults and children born in Burkina-Faso. While fewer than 50 of the children between 5 and 17 years in the sampled households were born in Burkina Faso, for example, more than 400 of the children in the sample have Burkinabe citizenship. These children are not considered citizens by the Government of Côte d'Ivoire (see Table 23a).

**Figure 7. Place of birth of migrant workers in Côte d'Ivoire**



Source: Tulane household survey 2008/9, sample count, strata 1-3.

Overall, approximately 25% of heads of households and 20% of children between 5-17 years in the Côte d'Ivoire sample do not have the nationality of the country in which they live and work. In the Ghana sample, fewer than 2% of heads of households and children do not have Ghanaian citizenship (see Tables 23a+b).

### Migration History of Children and Parents

While most of the children in agricultural households in the cocoa-growing areas report living with their biological parents, a substantial percentage has been separated from father and/or mother. Approximately 30% of the children working in cocoa in both Côte d'Ivoire and Ghana are not living with their biological father. The percentage of children working in cocoa who are not living with their biological mother is smaller: around 25% in Côte d'Ivoire and 20% in Ghana. 10-20% of the children live without biological father and mother (see Tables 24a+b).

**Table 24a. Migration history of children in the cocoa-growing areas, Côte d'Ivoire**

	2007 (n=2,236)		2008/9 (n=2,165)	
	All children, 5-17 years, in agricultural HH	Children, 5- 17 years, working in cocoa	All children, 5-17 years, in agricultural HH	Children, 5- 17 years, working in cocoa
# of children not living with biological father	1,171,783 (34.9%)	442,348 (30.1%)	1,269,271 (35.8%)	233,456 (28.5%)
# of children not living with biological mother	992,722 (29.5%)	400,614 (27.3%)	921,492 (26.0%)	209,517 (25.6%)
# of children living with neither biological father not mother	749,157 (22.3%)	286,989 (19.5%)	713,027 (20.1%)	147,740 (18.0%)
# of children who changed their place of residence at least once in their lives	366,093 (10.9%)	164,059 (11.2%)	International: 49,674 (1.4%)  Internal: 800,769 (22.6%)	International: 21,433* (2.6%)  Internal: 194,140 (23.7%)
# of children who moved to a different place of residence without a biological parent	152,102 (4.5%)	84,454 (5.8%)	297,181 (8.4%)	82,448 (10.1%)

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 24b. Migration history of children in the cocoa-growing areas, Ghana**

	2007 (n=2,084)		2008/9 (n=2,074)	
	All children, 5-17 years, in agricultural HH	Children, 5- 17 years, working in cocoa	All children, 5-17 years, in agricultural HH	Children, 5- 17 years, working in cocoa
# of children not living with biological father	849,466 (36.9%)	437,468 (34.9%)	755,440 (35.0%)	293,682 (29.4%)
# of children not living with biological mother	415,809 (18.1%)	251,286 (20.0%)	411,549 (19.0%)	189,288 (19.0%)
# of children living with neither biological father not mother	333,148 (14.5%)	200,188 (16.0%)	304,515 (14.1%)	117,483 (11.8%)
# of children who changed their place of residence at least once in their lives	588,023 (25.6%)	290,914 (23.2%)	International: 25,775 (1.2%)  Internal: 508,911 (23.6%)	International: 16,249* (1.6%)  Internal: 296,263 (29.7%)
# of children who moved to a different place of residence without a biological parent	48,396 (2.1%)	21,892 (1.7%)	157,544 (7.3%)	92,998 (9.3%)

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.



Among the children working in cocoa in Côte d'Ivoire, approximately 25% report having changed their place of residence at least once. Most of these children had moved within Côte d'Ivoire but 1.4% of children in agricultural households and 2.6% of children working in cocoa had moved across international borders. At the same time, 8.4% percent of children in agricultural households, and 10.1% of children working in cocoa report having moved without either of their biological parents. In Ghana, around 25% of all children in agricultural households and 30% of children working in cocoa report having moved to a different place of residence. Fewer than 2% of these children had moved across international borders. At the same time, 7.3% of children in agricultural households and 9.3% of children working in cocoa report that they had previously moved to a new residence without either of their biological parents.

**Table 25a. Reasons for having moved without a parent, Côte d'Ivoire**

<b>Number of respondents, 5-17 years, who report having moved without a parent/primary caregiver...</b>	<b>2007 (n=119)</b>	<b>2008/9 (n=143)</b>
To stay with relatives	47 children (2.1%)	22 children (1.0%)
Because of child's school/training	14 children (0.6%)	17 children (0.8%)
Looking for job	10 children (0.5%)	4 children (0.2%)
Found a job	7 children (0.3%)	5 children (0.2%)
Other/Don't know	20 children (0.9%)	11 children (0.5%)

Source: Tulane child survey, survey count, strata 1-3.

**Table 25b. Reasons for having moved without a parent, Ghana**

<b>Number of respondents, 5-17 years, who report having moved without a parent/primary caregiver...</b>	<b>2007 (n=184)</b>	<b>2008/9 (n=153)</b>
To stay with relatives	13 children (0.6%)	9 children (0.4%)
Because of child's school/training	11 children (0.5%)	59 children (2.8%)
Mother and father could not take care of child	6 children (0.3%)	6 children (0.3%)
Looking for job	2 children (0.1%)	6 children (0.3%)
Other reason	21 children* (1.0%)	27 children* (1.3%)
Don't know	0 children (0.0%)	26 children (1.3%)

Source: Tulane child survey, survey count, strata 1-3.

\* Includes numerous other reasons including work related activities (such as helping to assist a parent or other relative on the farm, with building a house, with buying cocoa beans, to work at a store, etc.), inability of guardians to care for child or too many siblings, joining a parent at a different location, marriage of either caregiver or child, dislike of living arrangement, pregnancy, sickness, vacation, etc.

Children who reported moving to a different place of residence without either of their biological parents were asked for the reasons of this movement. The children most often reported that they were sent to stay with relatives. In other cases, they went in order to attend school, and in a few cases, the children left for work-related reasons (see Tables 25a+b). (Note that due to the small number of children reporting having moved without either father or mother, the sample count is reported but the results are not weighted.)

It has to be emphasized that in West Africa's socio-cultural context, it is common and considered socially protective and culturally acceptable for children to live with relatives other than their biological parents. In addition, in many rural communities, children have to move temporarily in order to be able to attend secondary school since there are very few secondary schools in the rural areas.

### Work Arrangements, Payments Made to Children and Debt Payments

Relatively few of the children working in cocoa are paid for the work they perform. In Côte d'Ivoire, 3.1% of the children working in cocoa had been paid for work performed in agriculture in 2008/9 and an additional 0.6% had been paid for economic activities other than agriculture. In Ghana, 8.3% of the children working in cocoa had been paid for work in agriculture at any point in the same period of time and 7.4% had been paid for economic activities other than agriculture (see Tables 26a+b).

**Table 26a. Work arrangements, payments made to children, and debt payments, Côte d'Ivoire, 2007&2008/9**

	2007 (n=1,176)		2008/9 (n=568)	
	Children, 5-17 years, working in cocoa		Children, 5-17 years, working in cocoa	
	Total	%	Total	%
# of children paid for work in agriculture (past 12 months)	84,454	5.8	25,215	3.1
# of children paid for economic activity other than agriculture (past 12 months)	54,350	3.7	5,043*	0.6
# of children with parents or third person who received payment on their behalf (past 12 months)	14,345*	1.0	8,321*	1.0
# of children with income used for payment of debts (past 12 months)				
Child's debt	0.0*	0.0	2,017*	0.2
Family's debt	3,233*	0.2	2,017*	0.2

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 26b. Work arrangements, payments made to children, and debt payments, Ghana, 2007 & 2008/9**

	2007 (n=1,183)		2008/9 (n=1,000)	
	Children, 5-17 years, working in cocoa		Children, 5-17 years, working in cocoa	
	Total	%	Total	%
# of children paid for work in agriculture (past 12 months)	158,073	12.6	83,099	8.3
# of children paid for economic activity other than agriculture (past 12 months)	119,947	9.6	74,244	7.4
# of children with parents or third person who received payment on their behalf (past 12 months)	26,042	2.1	42,849	4.3
# of children with income used for payment of debts (past 12 months)				
Child's debt	11,236*	0.9	9,241*	0.9
Family's debt	13,483*	1.1	2,510*	0.3

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

It was uncommon in both countries that a parent of a working child or another person had received payment on the child's behalf (1% in Côte d'Ivoire, 4.3% in Ghana). At the same time, very few of the children reported having worked to pay off personal or family debts in the previous year (<1% for both child's debt and family's debt in both countries). The majority of working hours performed by children in the cocoa-growing areas continues to be unpaid and is performed within the family.

### **Forced/Involuntary Work Reported by Children**

As part of the nationally representative household survey, the child respondents were asked whether or not they had been forced to perform work in the last 12 months. If a child reported work against his/her will, a number of follow-up questions were also asked including who forced the child to work, what did the child do, and why did the child not want to do the work he/she was asked to perform. The consequences for refusing to work were also examined.

Some emphasis in the following section is given to children who report having been forced to work by a non-relative since these children may be at greatest risk of having been trafficked. However, this type of abuse is reported only by a small minority of respondents, and there are limits in the ability to draw valid conclusions on the extent of occurrence. Still, we consider this information important in so much as it points to problems and indicates that more research is warranted to seek to determine its extent in the overall population.

**Table 27a. Forced and involuntary work reported by children, Cote d'Ivoire (2007 & 2008/9)**

	2007 (n=1,176)		2008/9 (n=568)	
	Children, 5-17 years, working in cocoa		Children, 5-17 years, working in cocoa	
	Total	%	Total	%
# of children reporting they have been forced to work against their will (last 12 months)	136,468	9.3	159,335	19.4
# of children reporting work against their will in agriculture (last 12 months)	108,384	7.4	n/a**	n/a**
# of children reporting that they have been forced to work against their will in cocoa (last 12 months)	n/a**	n/a**	59,004	7.2
# of children reporting they have been forced to work against their will in agriculture other than cocoa (last 12 months)	n/a**	n/a**	86,236	10.5
# of children reporting that they have been forced to work against their will by someone who is not a family member (last 12 months)	5,960*	0.4	4,034*	0.5

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Modifications to the questionnaires allow for additional breakdowns (cocoa agriculture vs. other types of agriculture) in 2008/9.

**Table 27b. Forced and involuntary work reported by children, Ghana (2007 & 2008/9)**

	2007		2008/9	
	(n=1,183)		(n=1,000)	
	Children, 5-17 years, working in cocoa		Children, 5-17 years, working in cocoa	
	Total	%	Total	%
# of children reporting they have been forced to work against their will (last 12 months)	193,282	15.4	151,129	15.2
# of children reporting work against their will in agriculture (last 12 months)	126,446	10.1	n/a**	n/a**
# of children reporting that they have been forced to work against their will in cocoa (last 12 months)	n/a**	n/a**	53,840	5.4
# of children reporting they have been forced to work against their will in agriculture other than cocoa (last 12 months)	n/a**	n/a**	49,200	4.9
# of children reporting that they have been forced to work against their will by someone who is not a family member (last 12 months)	17,304*	1.4	2,878*	0.3

Source: Tulane child survey 2007 & 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Modifications to the questionnaires allow for additional breakdowns (cocoa agriculture vs. other types of agriculture) in 2008/9.

Around 20% of the children working in cocoa in Côte d'Ivoire and around 15% of the children working in cocoa in Ghana report that they have been forced to work against their will in the previous 12 months in 2008/9. Approximately one third of these children in both countries reported they were forced to perform work in cocoa agriculture. However, almost all of the children indicate that a parent or other family member had given them the orders, and less than 1% of the children working in cocoa in both countries report that they have been forced to perform work against their will by a non-relative (see Tables 27a+b and Tables 28a+b and 29a+b).

**Table 28a. Consequences of refusing to work (2007), Côte d'Ivoire**

If you had refused to work, what would have happened?*	Who forced you to perform work against your will in the last 12 months? **							
	<i>(Children reporting work in cocoa in last 12 months.)</i>							
	Biological father		Biological mother		Other family relative		Non-relative	
	Total	%	Total	%	Total	%	Total	%
I would receive insults	51,420	37.7	49,489	36.3	21,922*	16.1	1,616*	1.2
I would be beaten	28,690	21.0	28,387	20.8	13,840*	10.1	2,425*	1.8
I would not have anything to eat	4,849*	3.6	8082	5.9	4,041*	3.0	0.0*	0.0
I would not get paid	0.0*	0.0	0.0*	0.0	0.0*	0.0	808*	0.6
I would have no money to go to school	1,616*	1.2	808*	0.6	808*	0.6	0.0*	0.0
I would have been punished	8,890*	6.5	10,506*	7.7	1,616*	1.2	0.0*	0.0
I would have been given harder work	0.0*	0.0	808*	0.6	0.0*	0.0	0.0*	0.0
Other	4,343*	3.2	4,344*	3.2	2,728*	2.0	2,728*	2.0

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Projected number and percentage among all children reporting forced labor. Multiple responses allowed.

Source: *Tulane child survey 2007, weighted data, strata 1-3.*

**Table 28b. Consequences of refusing to work (2007), Ghana**

If you had refused to work, what would have happened?*	Who forced you to perform work against your will in the last 12 months? **							
	<i>(Children reporting work in cocoa in last 12 months.)</i>							
	Biological father		Biological mother		Other family relative		Non-relative	
	Total	%	Total	%	Total	%	Total	%
I would receive insults	37,356	19.3	47,339	24.5	32,784	17.0	6,742*	3.5
I would be beaten	44,622	23.1	54,644	28.3	19,175*	9.9	6,405*	3.3
I would not have anything to eat	8,316*	4.3	13,820*	7.2	8,425*	4.4	0.0*	0.0
I would not get paid	0.0*	0.0	1,911*	1.0	3,821*	2.0	1,911*	1.0
I would have no money to go to school	337*	0.2	2,247*	1.2	4,158*	2.2	0.0*	0.0
I would have been punished	337*	0.2	0.0*	0.0	1,911*	1.0	1,911*	1.0
I would have been given harder work	1,911*	1.0	0.0*	0.0	337*	0.2	0.0*	0.0
Other	337*	0.2	5,168*	2.7	5,732*	3.0	6,405*	3.3

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Projected number and percentage among all children reporting forced labor. Multiple responses allowed.

Source: *Tulane child survey 2007, weighted data, strata 1-3.*

When asked what would have happened to them if they had refused to work, the children report different types of punishments and threats and other sanctions including insults, beatings and denial of food. Most of the punishments were threatened and/or carried out by caregivers and sometimes by other relatives. Very few children report having been threatened or harmed by a non-relative (see Tables 28a+b and 29a+b).

**Table 29a. Consequences of refusing to work (2008/9), Côte d'Ivoire**

If you had refused to work, what would have happened?*	Who forced you to perform work against your will in the last 12 months?**(Children reporting work in cocoa in last 12 months.)							
	Biological father		Biological mother		Other family relative		Non-relative	
	Total	%	Total	%	Total	%	Total	%
I would receive insults	58,998	37.0	82,700	51.9	44,379	27.8	3,026*	1.9
I would be beaten	44,626	28.0	43,869	27.5	18,911*	11.9	1,009*	0.6
I would not have anything to eat	12,860*	8.1	14,877*	9.3	12,860*	8.1	1,009*	0.6
I would not get paid	1,009*	0.6	0*	0.0	0*	0.0	0*	0.0
I would have been punished	9,077*	5.7	10,086*	6.3	11,851*	7.4	0*	0.0
I would have been given harder work	0*	0.0	0*	0.0	0*	0.0	0*	0.0
I would have lost my job	0*	0.0	0*	0.0	0*	0.0	0*	0.0
Other	4,344*	1.9	4,344*	1.9	2,728*	0.0	2,728*	0.0

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Projected number and percentage among all children reporting forced labor. Multiple responses allowed.

Source: Tulane child survey 2008/9, weighted data, strata 1-3.

**Table 29b. Consequences of refusing to work (2008/9), Ghana**

If you had refused to work, what would have happened?*	Who forced you to perform work against your will in the last 12 months?**(Children reporting work in cocoa in last 12 months.)							
	Biological father		Biological mother		Other family relative		Non-relative	
	Total	%	Total	%	Total	%	Total	%
I would receive insults	41,894	27.7	66,500	44.0	18,760*	12.4	2,142*	1.4
I would be beaten	53,704	35.5	53,317	35.3	13,804*	9.1	736*	0.5
I would not have anything to eat	9,454*	6.3	8,415*	5.6	2,142*	1.4	0*	0.0
I would not get paid	0*	0.0	0*	0.0	0*	0.0	0*	0.0
I would have been punished	1,839*	1.2	1,839*	1.2	736*	0.5	2,142*	1.4
I would have been given harder work	0*	0.0	0*	0.0	0*	0.0	0*	0.0
I would have lost my job	0*	0.0	0*	0.0	0*	0.0	1,775*	1.2
Other	368*	0.2	2,142*	1.4	368*	0.2	0*	0.0

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

\*\* Projected number and percentage among all children reporting forced labor. Multiple responses allowed.

Source: Tulane child survey 2008/9, weighted data, strata 1-3.



## Forced/Involuntary Work Reported by Adult Workers

A few cases of forced adult labor, fewer than 10 cases in both Cote d'Ivoire and Ghana, were also reported by adults in the survey population, a majority of them working in cocoa. Among the identified individuals, forced work took place in a variety of ways. Several women reported having been forced to work by their husband. Other adult respondents report having been forced to work by their parents. Of men forced to work, one respondent was also forced by his brother and another respondent explained that his "master" forced him to work. One third of adult workers reporting forced labor in the cocoa-growing areas in Cote d'Ivoire and two thirds of adult workers reporting forced labor in the cocoa-growing areas in Ghana were forced to perform work by a non-relative (see Table 30). *(Note since the sample of interviewed adult workers as well as adult workers reporting forced labor was small, the sample count is reported and population totals are not projected.)*

**Table 30. Forced and involuntary work reported by adult workers (2008/9)**

	Côte d'Ivoire				Ghana			
	2008/09				2008/09			
	Adult Worker		Adult Cocoa Worker*		Adult Worker		Adult Cocoa Worker*	
	(n=152)		(n=5)		(n=441)		(n=161)	
	Total	%	Total	%	Total	%	Total	%
# of adults reporting that they have been forced to work against their will (past 12 months)	5	3.3	4	2.6	9	2	7	2.2
# of adults reporting that they have been forced to work against their will in cocoa agriculture (past 12 months)	5	3.3	3	2	6	1.4	6	1.9
# of adults reporting that they have been forced to work against their will in agriculture other than cocoa (past 12 months)	0	0	0	0	1	0.2	0	0
# of adults reporting that they have been forced to work against their will by someone who is not a family member (past 12 months)	2	1.3	1	0.7	7	1.6	4	1.3

\* Adult workers reporting work in a cocoa farm in the last twelve months.

Source: Tulane adult worker survey, sample count, strata 1-3.

## Interviews with Border Guards and Police

Because of the difficulty in capturing data through household surveys on hidden and illicit activities, such as trafficking and forced labor, additional interviews were conducted to investigate migration and trafficking across international borders to Ghana and Côte d'Ivoire. For this study, a listing of official border crossing was first obtained from the governments of both countries. In Côte d'Ivoire, the government was able to provide a

listing only for the government-controlled areas, and the listing of border crossings in the northern part of the country had to be obtained from representatives of the *Force Nouvelle*. From the listings of official border crossings, 20 border crossings were selected per country including all border crossings between Côte d'Ivoire and Burkina-Faso and Mali, and all border crossings between Ghana and Burkina-Faso. The sample among the remaining border crossings was selected with equal probability. One border guard interview was completed per border crossing. In addition, a border police interview was completed if a police station was located in proximity of the border. Findings from these interviews are descriptive and reflect the views of a relatively small number of respondents reporting on a limited number of documented cases. They point to problems but cannot be expected to be representative of the population.

**Table 31a. Selected border crossings in Côte d'Ivoire**

Border to Liberia 1. Tabou 2. Djiroutou 3. Toulepleu 4. Danane  Border to Guinea 1. Gbapleu 2. Sipilou 3. Sirana 4. Ouaninou 5. Minignan	Border to Mali 1. Tiefinzo 2. Nigouni 3. Pogo  Border to Burkina-Faso 1. Lalerabe 2. Kafolo 3. Doropo	Border to Ghana 1. Nianda 2. Soko 3. Takikro 4. Niable 5. Noe
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**Table 31b. Selected border crossings in Ghana**

Northern Region 1. Tatale  Upper East Region 1. Paga 2. Pulimankom 3. Kulungugu 4. Bawku-Missiga 5. Mognori 6. Namoo	Upper West Region 1. Hamile 2. Tumu  Volta Region 1. Aflao 2. Batume Junction 3. Lekelebi Kame 4. Menuku 5. Nyive 6. Yawgu	Brong Ahafo Region 1. Sampa 2. Atuna  Western Region 1. Jaway Wharf 2. Elubo 3. Half Assini
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**Figure 8. Selected border crossings, Burkina-Faso and Mali**



*Source: Tulane border crossing study 2009.*

In Côte d'Ivoire, 29 interviews with border guards and police were completed. Among these, 9 interviewed officers reported to have at any point of time been involved in intercepting cases of child trafficking. Overall, 13 cases of child trafficking were reported in the period of the previous 10 years. The officers reported an average age of these children that ranged from 10 to 15 years, with the youngest child reported having been 7 years at the time. Most of the recorded cases of child trafficking were boys, with 9 children being male and 2 children being female. The nationality of the intercepted children was diverse and included children from Mali (7 cases), Burkina-Faso (2 cases), Nigeria (2 cases), Togo (1 case), and Côte d'Ivoire (1 case). In addition to the reported cases of child trafficking, 2 out of 29 border and police officers reported having been involved in intercepting cases of trafficking of adults. Overall, 3 cases of trafficking of adults were reported in the last 10 years. The victims were both male and female and ranged in age from 20 to 30 years. Two of them were from Ghana and one was an individual from Mali.

At the selected border crossings in Ghana, a total of 34 interviews with border guards and police were completed. Among the interviewed individuals, 16 officers reported having previously been involved in intercepting cases of child trafficking. A total of 36 cases of child trafficking were reported by the interviewed officers. The intercepted children were both male and female, and the average age of the children ranged from 4 to 13 years. The youngest child was reported being 3 years old at the time of interception. A range of nationalities of the child victims of child trafficking was also reported including children from Burkina-Faso (4 cases), Togo (3 cases), Benin (2 cases), Côte d'Ivoire (1 case), Nigeria (1 case), and Liberia (1 case). In addition, it was reported that 11 of the intercepted children originated from Ghana, and in another 13 cases the nationality of the intercepted children was not known to the official interviewed. Cases of human trafficking of adults were also reported by 4 out of 34 interviewed

border and police officers in Ghana. The officers who reported cases of trafficking of adults recalled a total of 15 cases in the last 10 years. The gender of the victims was both male and female and the estimated age ranged from 17 to 20 years. Several nationalities were reported. Individuals originated from Ghana (4 cases), Burkina-Faso (2 cases), Togo (2 cases), Benin (2 cases), and Côte d'Ivoire (1 case). In four cases, the nationality of the intercepted adults was unknown.

It should be noted that, while a few cases of human trafficking were recorded in both Côte d'Ivoire and Ghana, these individuals were not necessarily being trafficked to the cocoa-growing areas. In fact, the destination of the victims of human trafficking is often unknown to both the trafficked individual and the intercepting officer. Intermediaries, meanwhile, are rarely questioned by the police.

## **Interviews with Community Leaders**

Community leader interviews were carried out in rural areas as part of the 2008/9 child labor survey, and at border crossings as part of the study of migration and trafficking to Côte d'Ivoire and Ghana. In the survey area, 50 community leader interviews were conducted in Côte d'Ivoire, and 55 interviews were carried out in Ghana. At the border crossings, 20 community leader interviews were completed in both countries. Since the size of the sample was relatively small, findings are illustrative but not necessarily representative of the population.

### **Community Leader Interviews in Villages**

Migration was reported most frequently in the cocoa sector, where 65% of community leaders in the villages observed that migrants are involved in cocoa production sometimes, often or very often. Children who arrived without their parents were reported in numbers four times greater in cocoa producing areas than in other areas queried. A third of community leaders reported that none of the migrant children are attending school and that the youngest children working are aged 5-11 years while roughly a fifth of leaders explained that children sometimes drop out of school to work for their family or an employer. Skipping school during the harvest season occurs in the cocoa sectors of both Ghana and Côte d'Ivoire according to about 40% of community leaders.

Among all the leaders interviewed in both countries, only one reported knowledge of projects targeted at preventing forced labor or helping victims of forced labor, and similarly, only one knew of any projects or activities in the community targeted at preventing the trafficking of children or helping trafficked children. When asked their idea of the most effective interventions for eliminating the trafficking of children and forced labor of children and adults, most suggested education. Development within the communities and accountability among those guilty of such crimes were also emphasized as fundamental to prevention.

### **Community Leader Interviews at Border Crossings**

Parallel to the interviews with border guards and police, interviews with community leaders were carried out in the selected border communities. While being aware of the problem of child trafficking from neighboring countries, none of the community leaders interviewed in Côte d'Ivoire reported having heard of a case of child trafficking in the community. However, three community leaders had heard of at least one case of forced

child labor and two community leaders had heard of at least one case of forced adult labor. At the same time, no community leader reported a case of debt bondage, and only one community leader reported having heard of a case of a child having to work to pay off debts. In Ghana, 4 out of 20 community leaders at the border crossings reported having heard of at least one case of child trafficking in the area. None of the community leaders reported knowledge of any case of forced child or forced adult labor in the area. They also were not aware of cases of debt bondage, and only one community leader had heard of a case of a child that had to work to pay off debts.

## ***Conclusions***

The activities in cocoa agriculture most often performed by children include weeding, cocoa harvest activities, and transportation of cocoa on the farm and to the cocoa shed. Children in the cocoa growing areas are rarely involved in spraying but they carry water for spraying in some cases. Children generally do not participate in the transportation and shipment of cocoa beans once the cocoa has left the village.

Migration is substantial in Côte d'Ivoire and a large minority of farming households in the cocoa-growing areas originates from neighboring countries. Very few children were born outside of the country but around 20% of children and 25% of heads of household do not have Ivorian citizenship. In Ghana's cocoa sector, only about 1% of children and heads of household do not have citizenship of Ghana and very few were born outside of the country. Children in agricultural households in the cocoa-growing areas in both countries often are not living with mother or father and 10-20% are living without any of their biological parents. Around 25-30% of children working in cocoa in both countries have changed their place of residence at least once, most often without crossing an international border, and approximately 10% have moved without a biological parent.

About 5% of children in agricultural households in the cocoa-growing areas in Côte d'Ivoire and more than 10% in Ghana work for pay but cases of debts and the need to work to pay off debts are very rare. While some children report having been forced to perform work against their will in the previous year, orders generally were given by a caregiver or relative. Very few children, less than 0.5% of children in agricultural households as well as children working in cocoa, report having been forced to perform work by a non-relative.

The interviews with community leaders suggest that children in the cocoa growing areas are more likely to migrate without their parents, to not attend schools, and to skip school during harvest season. The interviews with border guards and community leaders also suggest that some cases of trafficking of children and adults are observed in Côte d'Ivoire and Ghana. It however continues to be difficult to identify cases of trafficking using an interview technique and to quantify the number of cases, and further investigation would be required to obtain certainty about individual cases.

## ***Recommendations***

1. Focus remediation efforts on children exposed to high-risk activities such as the physically-demanding tasks and spraying of chemicals;

2. Identify and test strategies to reach vulnerable children including victims of child trafficking and other children exposed to unconditional WFCL;
3. Emphasize regional and cross-border approaches and interventions to eliminate child trafficking for work on cocoa farms;
4. Strengthen law enforcement at border crossings, in communities of origin, and in destination communities;
5. Address underlying development factors such as the lack of economic prospects in the Sahel countries. Educate children about the dangers associated with child trafficking;
6. Continue to refine through assessment and study operational definitions of WFCL for country legal use; and
7. Continue to test and refine methodologies for capturing hidden forms of work.

# School Enrollment, Retention and Vocational Training Programs

## *Key Concepts and Definitions*

ILO Convention 182 stipulates in the second point of Article 7 that: “Each member shall, taking into account the importance of education and in eliminating child labor, take effective and time-bound measures to: ... (c) ensure access to free basic education, and, whenever possible and appropriate, vocational training, for all children removed from the worst forms of child labor.”

School enrollment has been defined as: official registration - and regular attendance of a child between 5 and 17 years - in an accredited primary or secondary school corresponding to his/her official school age.<sup>10</sup> Primary school education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music (UNESCO 2006). Secondary school education completes the provision of basic education that began at the primary level and aims at laying the foundations for lifelong learning and human development by offering more subject- or skill-oriented instruction using more specialized teachers (UNESCO 2006). School retention has been operationally defined as the continuous enrollment and school attendance of the student until the successful completion of either primary school or secondary school.

Basic literacy education or non-formal education is characterized by enrollment in a transitional, levelling or literacy classes so that the child may either be mainstreamed into formal education and/or participate in vocational training activities.

Vocational Training has been operationally defined by Tulane as formal instruction and supervised practice in a skill, trade, or profession that has revenue generating potential for the trainee.

The first differentiation made between the numerous initiatives in response to WFCL in cocoa is based on the target population. An intervention is considered a *Direct Intervention* if it directly targets children between the ages of 5 and 18 years (who thus constitute *Direct Beneficiaries*) providing them with goods and services relevant to the elimination of WFCL. An intervention that indirectly targets children through intermediary structures, organizations or agents working or living with children between the ages of 5 and 18 years is considered an *Indirect Intervention*. The input of resources, obtaining ownership in part or in whole, with the intention of rendering an outcome more favorable and/or profitable in the medium- to long-term is considered an *Investment*. Both interventions and investments relevant to child labor are important contributions that sooner or later may affect the lives of children.

*Direct Beneficiaries* constitute children in the cocoa growing regions who themselves benefit from mitigation, remediation, rehabilitation, reinsertion, education and/or vocational training interventions. This operational definition therefore includes “children who, as a result of a project funded by the international cocoa industry, the Governments

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<sup>10</sup> The official school age is based on the International Standard Classification of Education 1997.

of Côte d'Ivoire and Ghana, or organizations with whom they may be partnering in this effort, are withdrawn or prevented from entering exploitative child labor" (USDOL 2006).

Goods and services rendered directly to children that relate to school enrollment, retention and vocational training include:

- Schooling of children;
- Distribution of go-to-school kits (education) or equipment/tool kits (vocational training);
- Uniforms and/or shoes (education and vocational training);
- Scholarships/payment of school fees (education) or payment of apprenticeship fees (vocational training); and
- School feeding (education) or feeding at vocational training centers (vocational training).

## ***Methodology***

As described in Tulane's Second Annual Report, our approach to assessing school enrollment, retention and vocational training programs was to conduct a process evaluation. In classical evaluation terms, a process evaluation seeks to validate and verify the existence of activities proven or hypothesized to be part of the solution to a problem. As there was no prior benchmark against which to measure progress to date, this assessment is intended to provide a baseline against which future progress can be measured.

A clear distinction needs to be made between validating a process and measuring the impact of such a process. Tulane's assessment of the existence of interventions did not assess the efficacy or impact of those interventions with any metric except that of coverage. Only a long-term longitudinal information and evaluation system with known baseline values could effectively evaluate the impact of such interventions.

The principal objective of the assessment is to provide a comprehensive baseline overview, classification, and description of the various interventions that aim to have an immediate impact on the lives of children at risk, who are, or who were child laborers in the cocoa sectors of Côte d'Ivoire and Ghana. The data obtained from the surveyed stakeholders were compiled into an Intervention Database (ID), which, upon publication, is intended to provide stakeholders better symmetry of information and serve as a tool to decision-makers.

Tulane partnered with the WAHO, an ECOWAS institution specialized in public health, to conduct the baseline assessment. The following ten (10) steps were followed to obtain the relevant data for this report and to develop the Intervention Database:

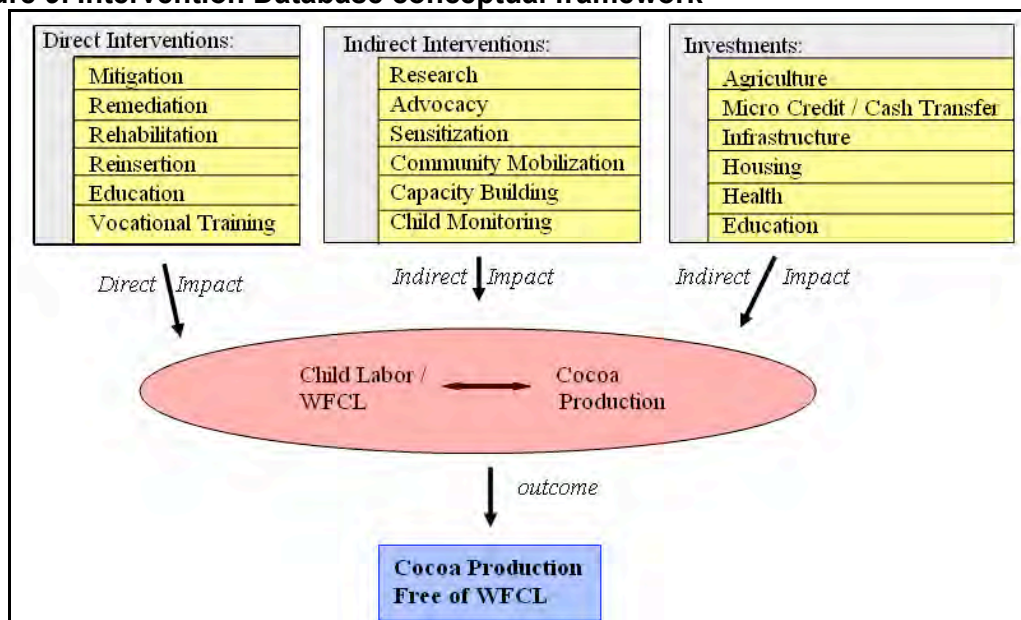
1. Conceptualized methodology and scope of research;
2. Collated information on relevant interventions based on the available literature and on Industry submissions to Tulane;
3. Devised conceptual framework to classify various interventions and investments initiated by stakeholders;
4. Developed Terms of Reference (TOR) and survey instruments;
5. Obtained authorization from the national governments to conduct research;



6. Hired and oriented four (4) research assistants – two (2) in Côte d'Ivoire and two (2) in Ghana;
7. Obtained critique and validation of TOR and survey instruments from the Government of Ghana;
8. Carried out data collection in Côte d'Ivoire and Ghana;
  - a. Established initial contact with stakeholders to determine eligibility;
  - b. Invited participation in Intervention Database and identified; appropriate respondent(s);
  - c. Requested appointments;
  - d. Conducted interviews;
  - e. Entered and cleaned data; and
  - f. Returned questionnaires to the respondent(s) for revision and validation
9. Analyzed data and drafted summary report; and
10. Developed html-based database including search functions and GIS.

A conceptual framework is needed given the multitude of diverse types of responses that have been launched to address WFCL in cocoa production. In both countries, the same conceptual framework has been applied, with its components illustrated below in Figure 9. Under the framework, the surveyed interventions and investments were classified according to the specific goods and services provided to affected children. These terms are operationally defined in Appendix 8.

**Figure 9. Intervention Database conceptual framework**



Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

Stakeholders were invited to participate in the Intervention Database according to the following criteria:

- They (1) directly funded, (2) themselves implemented, or (3) received funding from Industry to implement interventions;

- The interventions directly targeted children in the cocoa growing regions of Côte d'Ivoire or Ghana; and
- The interventions occurred since 2001.

The eligible and surveyed stakeholders are listed in Appendix 10. The data were collated by type of stakeholder as shown in Table 32 below.

**Table 32. Intervention database eligible stakeholders, by type**

	Ghana		Côte d'Ivoire	
	Eligible	Surveyed	Eligible	Surveyed
Government	5	5	7	7
Industry	8	5	10	7
NGOs	26	25	22	21
International agencies and others	8	8	5	5
<i>Total</i>	<i>47</i>	<i>43</i>	<i>44</i>	<i>40</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

## Context

### Côte d'Ivoire

Côte d'Ivoire's net primary school enrollment rate increased by 15 percentage points between 1991 and 2002/03, rising from 45% in 1991 to 61% in 2002/03 (World Bank 2005), and decreased to 56% in 2004 (World Bank 2006) and in 2005 (World Bank 2005). In 2000, primary school attendance differed between children in urban areas (66.5%) and rural areas (48.5%), as well as between boys (61.4%) and girls (51.8%) (Government of Côte d'Ivoire 2000). Primary education is tuition-free in Côte d'Ivoire, however, not compulsory. The government abolished uniforms for primary schools, and, in principle, students did not have to pay for books or fees (USDS 2009). The state of Côte d'Ivoire does, however, require a secondary school enrollment fee of CFA 5,000 (~US\$ 11.44).<sup>11</sup>

As discussed in the section on the Second Annual Harvest Season Survey, Tulane's 2008/09 Survey of Child Labor in the Cocoa-Growing Areas in Côte d'Ivoire found that 56.2% of all children (5-17 years of age) in agricultural households, and 59.2% of children specifically working in cocoa reported having attended school in the last 12 months. The Youth Literacy Rate (% aged 15-24) is 60.7% in the country according to national literacy estimates from 1995-2005 (UNDP 2008).

### Ghana

In Ghana, primary and junior secondary school attendance is compulsory and free (USDS 2009). The net primary school enrollment rate was 54% in 1991; increased to 63% in 2002/03; dipped to 58% in 2004 (World Bank 2005); and increased to 69% in 2005 (World Bank 2007) and 72% in 2007 (World Bank 2009). The net secondary school enrollment rate showed an increase from 33% in 2002/03 (World Bank 2005) to 45% in 2007 (World Bank 2009).

<sup>11</sup> Oanda. Exchange Rate: USD 1 = CFA 436.79, January 12, 2009. [www.oanda.com](http://www.oanda.com)

The Youth Literacy Rate (% aged 15-24) is 70.7% in Ghana according to national literacy estimates from 1995-2005 (UNDP 2008). Therefore, the findings of Tulane's 2008/09 Survey of Child Labor in the Cocoa-Growing Areas in Ghana are encouraging, which suggest that 89.2% of all children (5-17 years of age) in agricultural households, and 90.6% of children (5-17 years of age) working in cocoa reported having attended school in the last 12 months.

## ***Industry-Supported Interventions***

This section concerns interventions and investments by Industry stakeholders, including those investments that Industry has provided funding for and directly implemented. Industry partners have applied a range of approaches to the issue of eliminating the WFCL in Côte d'Ivoire and in Ghana.

### **Côte d'Ivoire**

In Côte d'Ivoire, Industry actors and NGOs supported by Industry include ICI [with its implementing partners: Femme Action Développement (FEMAD), Caritas, and Renforcement de Capacité (RENFCAP)], WCF [with its implementing partners, Winrock and International Foundation for Education and Self Help (IFESH), Sustainable Tree Crops Program (STCP)], and Mars [with its implementing partners: IFESH, STCP, GTZ, Rainforest Alliance, and ICI (AIECA)]. Other Industry actors operating in Côte d'Ivoire such as Cargill, Barry Callebaut, Nestlé and Armajaro also funded activities to combat child labor independently of ICI or WCF.

### **Direct Interventions**

Hybrid educational programs become all the more important to provide a future for non-mainstreamed children in a context of low enrollment, coupled with the limited opportunities for agricultural or vocational training. By expediting the pedagogical transition from theory to practice and from knowledge into skill, hybrid education bridges formal and informal education. Meriting closer attention are 4 hybrid education models that are currently being implemented, including: (1) by Winrock International, with support from WCF; (2) IFESH, with support from Mars; (3) *Plateforme des Ecoles Agricoles Familiales (PEFACI)*, supported by Cargill; and (4) the *Service Autonome d'Alphabétisation (SAA)* (see Table 33 below). SAA, a government institution that has not received funds from Industry, is added to the table for the sake of model comparison. By offering essential educational services, all 4 programs positively intervene in the life of the developing child.

The *Empowering Cocoa Households with Opportunities and Educational Solutions* (ECHOES) program, a model developed by Winrock in consultation with the Ministry of National Education, focuses on imparting cocoa-production specific knowledge and skills to primary and secondary school children. Winrock works primarily through existing formal education structures, mainly targeting primary and secondary school students already in school and provides them with agriculture training, specifically focusing on cocoa production. As the majority of these children later join the family farm, the Winrock model seeks to invest in the sustainability and viability of the country's agricultural and cocoa sector.

Family Field School students mainly constitute school drop-outs between the ages of 14 and 30. After a 3-year basic literacy education and training in general agronomy, these students earn a certificate and enter the workforce with a well-rounded education in agriculture. The main difference in approach between ECHOES' and PEFACI's educational models is that ECHOES primarily works within the formal school system, whereas PEFACI sets up a hybrid structure to reach children lost in the gap between formal education and child labor. PEFACI's graduates furthermore receive a diploma in agriculture.

The SAA is a public institution with a mandate to implement the government's literacy policies. With agents covering the majority of the country's territory, its target is to help lower the illiteracy rate by 35%, which currently stands at 63%, from 2010 – 2020 for the population between 15 and 45 years of age. In Côte d'Ivoire, SAA and IFESH's missions dovetail in the sense that both seek to promote the education, specifically basic literacy, of children and adults who have not had access to primary education. IFESH strives to reach out-of-school children and provide them with transitional classes in order to reinsert them into formal education.

**Table 33. Hybrid educational models – Côte d'Ivoire**

Implementer		Winrock	PEFACI	IFESH	SAA
Name of Intervention		ECHOES	Family Field Schools	iMPACT	WACAP
Sponsor		WCF, Cloetta Fazer, ED&F Man, Hershey, Kraft Foods, Mars, Norwegian Association of Chocolate Manufacturers, Olam, Starbucks	Cargill	Mars	USDOL & Industry and implemented by the ILO
Year		2007-2009	2006 to 2007	2008-2011	2004-2006
Children reached		3,091	600	243 (in 2009)	2,357
Target Population		Mainly (1) primary and secondary school students as well as (2) out-of-school youths	School drop-outs between the ages of 14 to 30	Children	1,085 children who were withdrawn from the WFCL in cocoa production
Type of Education		In-school vocational agricultural training with a focus on cocoa production	3-year basic literacy and training in general agriculture (specific to local agricultural resources available in each region) with 50% theory, 50% practice	Transitional, in order to mainstream children into formal schooling	Basic Literacy Education
Agents		3 field agents plus two local shadow instructors per village	65 community-based field agents (30 operating in cocoa growing areas) trained by ANADER	<ul style="list-style-type: none"> <li>o 7 volunteer teachers from the US</li> <li>o 72 national volunteers</li> <li>o 29 community-based field agents</li> </ul>	375 field agents plus community volunteers
Learning Objectives		(1) (cocoa-specific) functional literacy skills; (2) Hands-on agricultural training utilizing model cocoa plots and school gardens	Technical skills in agriculture; specialized to grow many of the country's agricultural products.	Basic literacy: reading and writing skills	Basic literacy, i.e. able to read and write
Educational Outcome		3,091 primary and secondary school students received this training	600 children received a special diploma in agriculture	345 children were able to read and write and were inserted into formal education in 2009	2,357 children were able to read and write
Other Investments		<ul style="list-style-type: none"> <li>o 899 teachers trained</li> <li>o 130 scholarships awarded</li> </ul>	Construction of a Training Center in Yamoussoukro <i>Centre National Pédagogique Technique</i> for both the students and new field agents	<ul style="list-style-type: none"> <li>o 6 school shelters being constructed in 2009-2010</li> <li>o 3 conventional schools being constructed in 2009-2010</li> </ul>	<ul style="list-style-type: none"> <li>o 450 children benefited from apprenticeship training</li> <li>o construction of school shelters</li> </ul>
Locations	Départements	Daloa, Adzopé, and Alépé	Soubré, Guiglo, Daloa, Man, Sinfra, Zuenoula, Yamoussoukro and Toumodi	Soubré	Abengourou; Sankadiokro, Oumé, Diégonéfla, San-Pedro, Soubré, Grand Zattri, Divo
	Sous-préfectures	Zoukougbeu, Affery, Alepé	Bonon	Méagui; Grand-zattri	Grand Zattri, Diégonéfla, Sankadiokro

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

Mars, taking into account the three pillars of sustainable development (environmental, economic and social), developed a multi-dimensional approach primarily directed at

eliminating child labor. Partnering with GTZ, IFESH, Rainforest Alliance, ICI (AIECA), STCP and Africare, in Côte d'Ivoire the *Mars Partnership for West African Cocoa Communities of Tomorrow* (iMPACT) is working in 7 communities in the *département* of Soubré, Bas-Sassandra region. Project activities began in 2008 and are scheduled to last until 2010 (see Appendix 11, Tables 1, 2 and 4).

Another notable direct intervention funded by Industry includes go-to-school kits, which usually include basic school supplies such as uniforms, textbooks and stationary. Parents struggling financially may not have sufficient funds to pay for school inputs, such as fees, lunch, uniforms or basic school supplies for their children. Essentially, any material reason to prevent school enrollment can be counteracted through provision of relevant goods and services to school-aged children. Table 1 in Appendix 11 documents what various industry organizations have provided.

Some Industry stakeholders also make in-kind donations, for example, Archer Daniels Midland Company (ADM) and Nestlé. In 2004, ADM donated 89 metric tons of soy Textured Vegetable Protein (TVP®), to a school lunch program in Côte d'Ivoire organized by the World Food Program (WFP). The high protein supplement added to the school lunch program of 257 primary schools reaching 81,000 students mainly in Bouna and San Pédro, enhanced the nutritional status of these children as well as helped alleviate hunger (ADM 2004). Since 2006, Nestlé's *Vive l'Ecole* project, in collaboration with the *Direction des Cantines Scolaires*, donates its product "Milo" to schools. Some 16,000 children have so far benefited from this donation, which was reportedly worth CFA 100,000,000 (US\$ 181,740<sup>12</sup>).

### **Indirect Interventions**

The ICI was established in 2002 by Industry in response to the Protocol's call for the establishment of a "joint international foundation to oversee and sustain efforts to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products." The foundation spearheads community-based programs in cocoa growing regions to promote awareness and behavioral change with regard to the WFCL. ICI partners with locally based organizations, which in the case of Côte d'Ivoire are NGOs that previously worked on ILO/IPEC's WACAP initiative. In fact, ICI did not develop its strategy without first analyzing WACAP's impact and lessons learned. The new approach adopted by ICI was to build the capacity of a cohort of locally based NGOs who are able, in turn, to reach out to communities.

ICI engages communities through a four-step strategy, beginning with sensitization and community dialogue (Stage 1). Applying Participatory Learning and Action (PLA)<sup>13</sup> techniques, communities are then guided through Stage 2, the process of developing their own Community Action Plans (CAP). Thereafter ICI facilitates and contributes financially to the implementation to the realization of the CAP, while encouraging communities to themselves raise the bulk of the necessary funds (Stage 3). Stage 4 involves monitoring and evaluation. ICI's approach thus constitutes an endogenous

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<sup>12</sup> Oanda. Exchange Rate: USD 1 = CFA 541.45, January 2, 2006. [www.oanda.com](http://www.oanda.com)

<sup>13</sup> PLA: Participatory Learning and Action constitutes a method that elicits the full participation of the target population(s) so they themselves can identify their needs and devise solutions and opportunities to address them.

mechanism to eliminate the WFCL: with clearly stated goals, each targeted community in cocoa production – with its particular needs, traditions and ambitions – elects the means to achieve those goals with the appreciation that the onus of community development lies with them.

ICI's initiatives thus achieve sustainability by (1) allowing for the community to own the process of change and (2) by affecting behavioral change by appealing to the moral compass of a community and its members. Popularly known as the 'aha' experience, a paradigm shift occurs in the community once a critical mass of community members realize the impediment and danger certain forms of child labor pose to a child's development and future in general. New norms, sometimes legalized in the form of community by-laws, are thereafter enforced, notably by the CCPC, child labor monitors, teachers, and other community opinion leaders.

In Côte d'Ivoire, ICI's *Projet de lutte contre les Pires Formes du Travail des Enfants et du Travail Forcé (PFTE/TF) dans la Cacaoculture* is carried out by FEMAD, RENFCAP, Caritas and AIECA. AIECA's funds, however, originate from Mars. ICI's activities, *inter alia*, promote education and vocational training in 50 communities in the *départements* of San Pedro, Tiassalé, Adzopé and Alépé. ICI's implementing partners report having sensitized communities on the importance of sending children to school or enrolling them in vocational training. The particular parameters of these activities are noted in Appendix 11, Table 2. Based on the data provided, in terms of operational funds, ICI's implementing partners in Côte d'Ivoire have received a ballpark figure of US\$ 571,901.17 (excluding AIECA and FSL) between 2004 and 2009. Six out of six organizations that received funds from ICI attributed their funding to the Protocol.

An independent evaluation of ICI conducted in May 2009 suggests that its principal community sensitization and mobilization strategy also has an impact on education in beneficiary communities: "preliminary findings show increased enrollment and attendance rates in primary schools, combined with fewer dropouts for both boys and girls. Preliminary data analysis shows significantly improved school performance and highlights that the importance of education is better understood" (ICI 2009).

WCF also sponsors indirect interventions, implemented in Côte d'Ivoire by IFESH and STCP, which target adults in the form of sensitization, Farmer Field Schools and basic literacy training for adults (see Appendix 11, Table 3).

Individual companies such as Cargill, Barry Callebaut, Nestlé, Outspan and Armajaro also carry out various types of sensitization activities, usually in relation to their respective supplying cooperatives. Sensitization messages discouraging child labor and encouraging school attendance are furthermore delivered through seminars with the leadership of the cooperatives. These leaders are then charged with disseminating the message to every community where the cooperative has members.

## **Investments**

Investments pertinent to education and vocational training may be broken down into the provision of human, material and financial resources. Aside from brick and mortar investments (see Appendix 11, Table 4), stakeholders, for example, implement programs to modernize cocoa production practices, teach Revenue Generating Activities

(RGA) to farmers helping them to diversify their income, offer micro-credit schemes, or improve the content and pedagogy of national education services.

The Sustainable Tree Crops Program (STCP), with funding from USAID, the World Cocoa Foundation (WCF) and Mars, makes investments pertinent to cocoa production in the form of instruction rendered to adult cocoa farmers on best practices in cocoa production. STCP argues that, by increasing the yield of quality cocoa beans and thus the revenue of farmers, poverty is alleviated as farm families are helped to improve their standard of living, including sending their children to school.<sup>14</sup> STCP's Farmer Field Schools target adult cocoa farmers who are taught best practices in cocoa production through an advanced curriculum administered by a trained facilitator. The curriculum however, also includes modules sensitizing the farmers on WFCL. In the overall equation, STCP's contribution may thus be considered an investment to strengthen the human capital inputs to cocoa production.

The ECHOES program, funded by USAID and WCF and implemented through Winrock International, also awarded family support scholarships to 130 parent-child pairs in Côte d'Ivoire since 2007, which constitute a grant equivalent of three years of the child's school-related expenses. One-third of the grant is used to pay the current school year's expenses, while the other two-thirds is used by the parent(s) to further develop a business that generates sufficient income to support the child's continuing education (WCF 2009). Also through the ECHOES project, Winrock has established and outfitted 4 community education resource centers as well as trained 899 pre-service and in-service teachers in improved teaching methodologies in Côte d'Ivoire.

In order to promote education in rural settings, IFESH, with funding from WCF, also helped beneficiary communities build 7 basic, functional school shelters and provided basic literacy education for 1,709 adults between 2007 and 2008.

In collaboration with the Red Cross, Nestlé contributed to the *Participatory Hygiene and Sanitation Transformation* project by financing the repair of 50 hydraulic pumps in various villages in the regions of Agneby, N'zi comoé and the Lagunes in 2007. Nestlé has also built a school cafeteria and one classroom in Côte d'Ivoire (Appendix 11, Table 4).

## Ghana

### Direct Interventions

Industry stakeholders reported implementing and funding interventions that encouraged school enrollment and retention. Among the organizations that have implemented direct interventions in Ghana are Care International, Winrock International and Ibis West Africa (IBIS) with funding from Cargill, World Cocoa Foundation (WCF) and Toms Confectionery, respectively (Appendix 11, Table 5). Through the Yen Daakye ("Our

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<sup>14</sup> To what extent is debated. Although the STCP claims it raises cocoa yields of participating farmers by as much as 40%, more inputs such as labor and fertilizer are required. Due in part to the higher volume of cocoa entering the market, some argue that a 30% increase in yields only nets a 23% increase in revenue, a reduction of 7% in revenue (ILRF 2006), while others maintain that the impact of the scheme on international prices is relatively minor, between 1% - 5% per annum (LMC 2004).



Future”) project, ICI’s implementing partners PDA, Codesult and SCMPP also assisted children to access education.

WCF’s ECHOES program is being rolled out from 2007 to 2009. The ECHOES model features teaching in-school and out-of-school youth basic literacy education and agricultural (cocoa-specific) theory, as well as good cocoa farming techniques using a training curriculum and demonstration plots. Some 484 in-school students in three schools and 165 out-of-school youth have received this type of instruction from 2007 to 2009. Students hone hands-on agricultural skills utilizing model cocoa plots and school gardens. Agricultural Extension Officers, each shadowed by two local mentees, serve as the community-based knowledge workers. The children are encouraged to educate their parents, in turn, on good cocoa farming practices. Thus, the ECHOES model features both an educational and vocational training component. ECHOES furthermore provided scholarships to children to address educational needs such as school fees, levies, and uniforms. According to WCF, 120 children were awarded such scholarships in Ghana.

Industry has supported other activities encouraging school retention, for example through the supply of school aid such as exercise books, syllabi, text books, library books and other learning aids. Organizations that implemented such interventions were: Care with funds from Cargill, and IBIS with funds from Toms Confectionary. Care’s Rural Education Program, implemented from 2010 with funding from Cargill, has reportedly reached 14,000 children and farmers with learning materials and exercise books since 2006 in the cocoa growing region.

### **Indirect Interventions**

In Ghana, Industry-funded indirect interventions targeting child labor in the cocoa sector abound. ICI, having contracted Participatory Development Associates (PDA) to implement the pilot phase of the *Yen Daakye* project in 2004, scaled up its activities with the contracting of eight local community based NGOs, namely Community Development Consult (Codesult), Support for Community Mobilization Project and Programme (SCMPP), Global Responses Initiative, Hope for Humanity, Project Planning and Management Network (PROMAG), Rural Environmental Care Association (RECA), Save Life for All Foundation and Help Advance Community Opportunity Goals (HACOG). While Oasis also constitutes an ICI partner, as it is funded by Mars, it is grouped with Mars iMPACT partners.

ICI’s principal strategy involves the use of Participatory Learning and Action (PLA) tools to encourage community members to first recognize the adverse effects of child labor and then to change attitudes towards labor and education. As a result, communities are, for example, rehabilitating school buildings, establishing School Management Committees (SMC) and forming Parent Teacher Associations (PTA) (Appendix 11, Table 6). ICI’s total annual budget was US\$ 2,741,000 for 2008, which also covered activities in Côte d’Ivoire. Based on Tulane surveys, ICI’s implementing partners in Ghana reported having received approximately US\$ 648,432 to implement the *Yen Daakye* Project between 2004 and 2010. Furthermore, ICI provided an additional US\$ 133,714 to COCOBOD and *Future Resource Development* (FURDEV) for sensitization and capacity building exercises. Seven out of nine ICI partners attributed their funding to the Protocol.

ICI also funded Ghana's COCOBOD to conduct radio sensitization, as well as FURDEV to conduct capacity building for law enforcement branches, such as the Social Welfare, Police and Judiciary. A total of US\$ 133,714 was received by these two organizations contracted by ICI in Ghana.

Other organizations receiving funds from Industry to strengthen the educational sector in the form of indirect interventions are Care, with funds from Cadbury and Cargill; IBIS, with funds from Toms Confectionery; Winrock, with funds from WCF; and World Vision, with funds from Cadbury (Appendix 11, Table 7). A common approach taken involves: (a) sensitization of community members and opinion leaders on the importance of education and vocational training through the media, *durbars*<sup>15</sup> and community gatherings, (b) forming girl and after-school clubs, and (c) establishing and/or building the capacity of School Management Committees (SMC) and Parent-Teacher Associations (PTA) to demand more accountability from teachers. WCF's ECHOES initiative, for example, has sensitized 7,854 children on child labor, HIV/AIDS and malaria. Care's Rural Education Project, with sponsorship from Cargill, has notably formed 70 youth clubs that undertake excursions, peer education, and community drama and has sensitized over 14,000 farmers. Most of these organizations were also involved in helping communities set up child labor monitoring and child protection committees.

## **Investments**

Mars' iMPACT program works on a range of economic, health and environmental issues in 19 communities in the Central and Western Region of Ghana with its partners Africare, GTZ, ICI (Oasis), IFESH, Rainforest Alliance, and IITA/STCP. iMPACT, a US\$ 4.5 million program being implemented from 2008-2010, is intended to demonstrate the increased benefits of synergized development interventions and investments. While the interventions target 12,625 community members in Ghana, the number of actual children reached will be available in 2010 (Appendix 11, Table 8).

IFESH, partnering with Mars and WCF's ECHOES program, executes the Teacher Training Program in Ghana and Côte d'Ivoire, with support from USAID. In Ghana, the program strengthens the educational system by drawing "on the experience and resources leveraged from the U.S. in the form of qualified, volunteer teachers and the supply of quality didactic materials." Specifically with regard to child labor, "IFESH is sensitive to the issue and incorporates child labor concepts in the curriculum of training colleges (for application by teachers who are posted to cocoa-growing communities). In addition, by facilitating the human resource capacity of teachers and donating educational materials, IFESH improves the quality of education in Ghana, and thus indirectly encourages school attendance."<sup>16</sup>

While IFESH claims it benefits approximately 40,000 children annually in both countries, this figure is primarily based on the ongoing instruction school children receive by teachers who have benefited from training on pedagogical methods and enhanced didactical content. As IFESH sensitizes future opinion leaders in the educational sector on the issue, improves the technical capacity of these teachers, and equips teacher training colleges with resource centers, the thrust of the organization's contributions in Ghana are comprised of indirect interventions and investments in its educational sector.

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<sup>15</sup> Durbar: a large public gathering often convened for an official purpose

<sup>16</sup> IFESH Ghana. Tulane Management Questionnaire. December 16, 2008.

Through the ECHOES program, 6,316 pre-service and in-service teachers were trained in improved teaching methodologies (Appendix 11, Table 9). Winrock's micro credit facility provides family support scholarships to mothers of direct beneficiaries, who in turn provide one third (1/3) of that amount to cover school fees and use the remaining two thirds (2/3) to fund Revenue Generating Activities (RGA). A total of 120 children benefited from this scholarship scheme, whose mothers also benefited from RGA training. In addition, two community education resource centers with computer labs were built and one was rehabilitated, and three libraries were built through the ECHOES program.

Other Industry stakeholders or NGOs supported by Industry also either directly funded or partnered with NGOs to make investments pertinent to the Protocol (Appendix 11, Table 9). They include Armajaro, Care, IFESH, PDA, CODESULT, SCMPP, Winrock and IBIS. Investment focused mainly on human resources and infrastructure/materials. Example programs included pre-service teacher and in-service training, Teacher Resource Centres, micro-credit and loans, Untrained Teacher Diploma in Basic Education (UTDBE) courses, and training of GES circuit supervisors on effective supervision and gender sensitive issues. Cadbury, for example, provided funding through Codesult to build 2 libraries and provided 2,150 children with library books in 12 cocoa growing communities. SCMPP was also funded by Cadbury to provide library books for 515 school children in the cocoa growing areas.

## ***Government-Supported Interventions***

### **Côte d'Ivoire**

#### **Direct Interventions**

##### **Existing National Programs**

In order to appreciate the pertinent programs and interventions in place addressing school enrollment, retention and vocational training programs, aside from surveying the SSTE, Tulane also surveyed the Ministry of Education and the Ministry of Teaching and Professional Training. At an institutional level, the SSTE is charged with addressing issues surrounding WFCL.

Côte d'Ivoire's national plan (*Plan National de Lutte contre la Traite et les Pires Formes du Travail des Enfants*), addressing the issue of trafficked children and WFCL in all economic sectors, was developed principally by the Ministry of Public Service and Employment and the Ministry of Family and Social Affairs, in consultation with stakeholders, in particular the ILO. Taking into account all the country's sectors in which children work, especially agriculture, the overarching objectives – which are further broken down into specific objectives, activities, stakeholders and costs and timelines – of the National Plan of Action are:

- Reinforcement of the judicial framework;
- Diagnosis of the actual situation regarding trafficking and child labor;
- Prevention of trafficking and child labor and protection of child victims;
- Strengthening of the educational system in the fight against child labor;
- Implementing a trafficking and child labor monitoring system; and

- Monitoring and evaluation of activities featured in the National Plan.

Although implementation of the 3-year plan was envisioned to start in September 2007, the Ministry of Labor to date awaits funds to carry out the planned activities.

The Ministry of Education is mandated to ensure the quality of educational services and the training of teachers. Furthermore, the Ministry is responsible for rolling out the *cantine scolaire* (school feeding) program, as well as authorizing the construction of school and community school shelters.<sup>17</sup> As Table 34 below depicts, free primary education was offered to 2,179,801 children in 2006/07. Secondary school education, with a nominal enrollment fee of about US\$ 11, was offered to 781,126 children in 2006/07. In spite of the socio-political crisis, which presented a challenge to the country's expanding educational sector, Côte d'Ivoire is on its way to regain its pre-crisis educational levels with the strengthening of its private education sector.

**Table 34. Primary and secondary education – Côte d'Ivoire**

		2001 / 2002			2006 / 2007			% change (total)
		Public	Private	Total	Public	Private	total	
Schools	Primary	8,050	925	8,975	7,702	958	8,660	96.49
	Secondary	218	392	510	230	475	705	138.23
Didactic Groups <sup>18</sup>	Primary	44,218	6,832	51,050	43,800	6,774	50,574	99.06
	Secondary	7,623	6,150	13,773	7,730	7,782	15,512	112.62
Teachers	Primary	44,663	8,062	52,725	43,072	10,089	53,161	100.82
	Secondary	12,547	9,989	22,536	11,702	16,433	28,135	124.84
Students	Primary	1,872,856	240,980	2,113,836	1,924,550	255,251	2,179,801	103.12
	Secondary	412,342	270,119	682,461	463,321	317,805	781,126	114.45

Source: Ministère de l'Éducation Nationale. *Évolution des Effectifs dans l'enseignement Prescolaire, Primaire et Secondaire de 2001/2002 à 2006/2007. Mai 2009.*

One of the most effective interventions to increase the rate of school enrollment and retention is to provide school feeding.<sup>19</sup> The first school feeding program in Côte d'Ivoire started out as a joint initiative between the government and the WFP in 1989. When in 1998 the government, with support from UNDP and WFP, declared the policy objective

<sup>17</sup> *abris écoles* (French): a "school shelter" is a semi-permanent structure built to permit a facility for education while providing basic protection from the elements

<sup>18</sup> Didactic Groups (*Groupes Pédagogiques*): a group of teachers offering course(s) for a limited duration

<sup>19</sup> While school feeding is not the only factor to ensure that all children receive a primary education, it has emerged as a critical factor. In the rural areas, children are obliged to walk many kilometers to and from school. In the absence of school feeding, many children would walk home for lunch. Even if they are able to eat lunch (around mid-day parents are often in the fields/farms), returning for afternoon classes is problematic, as children often show up too tired to concentrate in class if they return at all. Furthermore, children in the rural areas are more at risk to be under- or malnourished (causing other health complications), which can be offset by providing them a nutritious, hot meal per day. In addition, school feeding reduces absenteeism. The Ivorian government estimates that school feeding increases enrollment by 15% in participating primary schools.

The international Global Food for Education (GFE) program, funded by the USDA from 2001 to 2003, resulted in a 10.4% increase in overall school enrollment for the 4,000 schools that participated (USDA 2004). The greatest increases in enrollment are commonly documented in areas with serious food deficits and previously low enrollment levels.

of “one school – one cafeteria” (“une école = une cantine”) in order to encourage families in rural areas to enroll their children, and girls in particular, primary school enrollment in the implementing areas rose by almost 40% as a result (UNDP 2003). The school feeding program has been a cornerstone of the government’s educational system ever since and has steadily evolved. According to the *Direction des Cantines Scolaires*, in 2004, roughly 4,000 primary schools, 50% of the country’s primary schools, offered school feeding. In the school year 2007-2008, 5,046 schools were enrolled in the school feeding, program providing meals for an estimated 1,000,400 school children. The program is currently financed by the state, in collaboration with private stakeholders and bilateral aid.

The National Agency of Professional Training (*Agence Nationale de la Formation Professionnelle, AGEFOP*) was created in 1992 with the objective to offer an alternative to out-of-school youth by providing them with vocational training – training that would specifically facilitate their future employment and insertion into society. AGEFOP’s program targets out-of-school youth between the ages of 13 and 24, providing them with an apprenticeship in dressmaking, baking, catering, hairdressing, auto repair, etc. Thus far, the government project has trained more than 10,000 youth in these various professions. In addition, AGEFOP has initiated a mobile vocational training program, which consists of sending the instructors to provide training for youth in remote areas where training centers do not exist.

Specifically with regard to agriculture, the government-run school of agriculture located in Bingerville (Lycée Agricole de Bergerville) provides a formal secondary school degree in agriculture (Brevet de Technicien en Agriculture).

#### New National Programs

The SSTE, established in 2007, officially launched its 3<sup>rd</sup> stage of the “certification” cycle – the “Pack Self Help Village” – on the 22<sup>nd</sup> of July 2009 in Adiaou in the *département* of Aboisso (CICG 2009). These remediation activities are scheduled to be completed by 2011. Thirty villages were chosen among cocoa growing areas of the country that were found to lack educational, health and water infrastructure. Community members of the villages are to benefit from sensitization, construction of schools, health centers and revenue generating activities. The justification provided by the government for this approach is that child labor is due to poverty, which the remediation activities seek to address.

A total of CFA 900 million (US\$ 1,988,687<sup>20</sup>), roughly CFA 30 million per village, has been budgeted by the government for this purpose. Recently, SSTE awarded contracts to ICK, ASA, FEMAD, Caritas, AIECA, RENFCAP, Fraternité Sans Limite and AICD to serve as implementing partners for the “Pack Self Help Village.” The initiative however has yet to specify targets for its activities, including projections of how many children will benefit, directly or indirectly, or what impact the actions might have on the elimination of WFCL. While this constitutes a laudable effort on the part of the Ivorian government, thorough evaluations will be required to gauge the specific impact of the efforts.

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<sup>20</sup> Oanda. Exchange Rate: USD 1 = CFA 452.55, July 7, 2009. [www.oanda.com](http://www.oanda.com)

## **Indirect Interventions**

With sponsorship from Industry, SSTE, through its implementing partner FSL, sensitized and provided health care services to approximately 2,000 children from the ages of 5 – 17 in the *département* of Tiassalé. Reportedly, 30 cases required disinfection and bandages and 100 prescriptions were issued. FSL's unique approach to sensitization involves explaining and illustrating the health effects of WFCL in cocoa production – a particularly effective method to prompt behavior change.

The partners also launched a rural radio mass sensitization in Tiassalé and its surrounding area (within a radius of 80 km). Twenty-two child protection committees were established and training was provided for 20 committee members (*Pairs-éducateurs*). Many cocoa producing families were sensitized on the importance of education for children and of vocational training for the older children.

The SSTE has also worked with the Ministry of Public Service and Employment to issue a decree (*Arrêté 2250 du Ministère de la Fonction Publique*) forbidding certain kinds of work under the age of 18 years, including dangerous work performed in the production of cocoa (see section *Rehabilitation of Children Withdrawn from Exploitative Child Labor* for more detail).

## **Investments**

To date, the government has invested in the country's education and vocational training sectors through mainstreamed government programs such as described above. To what extent the government will further invest in relevant infrastructure through the SSTE depends on baseline studies to be conducted by SSTE.

It could be argued that other kinds of broader development investments may have an effect on child labor. While this may be true, the subject of the Intervention Database research and the principal purpose of this report remain focused on actions that explicitly seek to eliminate the WFCL in the cocoa sector.

## **Ghana**

### **Direct Interventions**

#### *Existing National Programs*

In order to properly contextualize additional interventions and investments the Government of Ghana is making with respect to educational and vocational training activities, ongoing and mainstreamed national programs executed by Government institutions must be mentioned. The Free, Compulsory, Universal, Basic Education (FCUBE), Capitation Grant, School Feeding, COCOBOD Scholarships and Livelihood Empowerment Against Poverty (LEAP) are examples of national programs with intrinsic legal mandates, and are largely not associated with foreign governments.

In fulfillment of the 1992 constitutional requirement, the FCUBE policy mandates that primary education be universally accessible and compulsory. The FCUBE policy is principally implemented by the Ghana Education Service (GES), which is charged with implementing pre-tertiary education policies of government. The GES seeks to provide a

quality education for all children of school going age from grades 1 to 9. In addition to the free provision of tuition, another financial mechanism employed to achieve the FCUBE policy is the Capitation Grant, which commenced in the 2005/2006 academic year. This Grant aims to increase access to education by awarding 3 Ghanaian Cedis (GHC) per girl-child and GHC 2.5 per boy-child to cover extra-curricular school activities including culture (GHC 0.3), sports (GHC 0.6) and school's internal development (GHC 2.1). The grants have been credited with significantly increasing the gross enrollment ratio at the basic education level. By the 2006/07 academic year, an increase in enrollment of 16.6% was recorded at the national level and 14.7% in the cocoa growing regions (Kyei-Frimpong 2006). Table 35 below indicates the number of children that were enrolled in school during the academic year of 2008/09.

**Table 35. Schools and student enrollment, academic year 2008/9 – Ghana**

		Public	Private
Schools	Primary School	13,510	4,371
	Junior High School (JHS)	7,656	2,557
	Senior High School (SHS)	493	71
Students	Primary School	3,041,895	668,752
	Junior High School (JHS)	1,064,088	221,489
	Senior (SHS)	441,324	49,010

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

Empowering children to become change agents in society instead of victims, the ILO-developed SCREAM methodology is implemented by the Basic Education Division (BED) of the GES within 40 districts of the country. SCREAM stands for *Supporting Children's Rights through Education, the Arts and the Media* and features an education pack administered by teachers that enables young people to express themselves through different forms of artistic media, such as drama, creative writing, music and visual arts. Grouping students into SCREAM clubs, participating youth gain skills and the confidence to relay messages concerning child rights to their families, friends, neighbors, local communities and authorities. In addition, the BED incorporates a *Peer-to-Peer Accountability* component that allows peers to hold each other accountable for attending school. Recently, the NPECLC has requested a proposal from GES in view of scaling-up SCREAM activities to target children in the country's cocoa growing regions. In 2009, about 100 school-based SCREAM clubs, with about 50 students per club, are reaching out to roughly 5,000 pupils in Ghana, 21 of which are in the cocoa growing regions of the country.

One reason commonly cited as to why some kids do not attend school is that they can only obtain a meal with their parent(s) on the farms. In order to attract children to school and improve their nutritional status, the GES' ongoing school feeding program was launched in 2005. As of May 2007, 975 schools with 440,000 pupils were being fed – a figure that includes pupils in the cocoa growing regions of Ghana.

The COCOBOD scholarship scheme is another government intervention targeting children of cocoa farmers. Since 2001, COCOBOD has reached at least 2,000 secondary school children per year directly through its scholarship program, thus exceeding 16,000 sponsored children to date. The criteria for the award of a scholarship are financial need, as well as academic achievement. In 2008, COCOBOD's budget for this activity was US\$ 2 million.

LEAP is a cash transfer program being implemented by the Department of Social Welfare (DSW) to provide a subsistence allowance to poor families in very deprived communities, including in the cocoa growing regions of the country. Conditions however are attached to access the grant; the children of the beneficiaries must attend school and beneficiaries are barred from accessing the grant if their child(ren) engage(s) in child labor. Currently, the Department of Social Welfare is implementing LEAP in 54 districts reaching 20,000 households, including 5.32% of households in the cocoa growing areas of the country. In view of its potential to reach the poorest and thus provide the most basic of means to disengage children from child labor and permit school attendance, the NPECLC is planning on purposefully linking its beneficiaries with social services such as LEAP.

Specifically with regard to improving Ghana's technical and vocational education and training (TVET) sector, the Government has (1) progressively revised the school curriculum to feature more vocational content; (2) initiated the Integrated Community Centers for Employable Skills (ICCES), a three-year pre-employment vocational training program in the late 1980s; and (3) launched the Skills Training and Employment Placement (STEP) program in 2001, which is being implemented within the Ghana Poverty Reduction Strategy (GPRS) framework.

According to the MoESS' Education Sector Performance Report of 2008, there are 130 public and 143 private TVET institutions, comprised of 25 GES Technical Institutes, 21 National Vocational Training Institute (NVTI) Centers, 35 Integrated Community Centers for Employable Skills (ICCES), 13 Social Welfare Centers, 9 Leadership Training Institutes, 1 Opportunities Industrialization Centre (OIC), 22 Community Development Centers, 1 Agriculture Training Institute, and 4 Gratis Foundations. Enrollment levels in the Technical Training Institutes (TTIs) have slightly increased from 17,934 trainees in 2001/02 to 18,432 trainees in 2006/07 (MoESS 2008). However, the largest private provider of skills training remains the informal apprenticeship system, which accounts for well over 200,000 youth (MoESS 2008).

#### New National Programs

As mentioned above in *The Certification System* section of the report, the NPECLC was established in 2006 with the overall goal "to eliminate the worst forms of child labor in the cocoa sector by 2011 and to other sectors by 2015" (NPECLC 2009). The NPECLC collaborates with NGOs and District Assemblies to implement direct and indirect interventions. Five NGOs<sup>21</sup> were initially contracted by the NPECLC to implement remediation activities. As with the District Assemblies, Memoranda of Understanding were signed between the NGOs and the MMYE.<sup>22</sup>

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<sup>21</sup> The 5 NGOs were: Project Planning and Management Network (PROMAG) working in the Sefwi Wiawso and Bia Districts, Take Care Africa Foundation (T-CAF) working in the Aowin Suaman District, Rural Environmental Care Association (RECA) working in the Wassa Amenfi West District, Center for the Development of People (CEDEP) working in the Atwima Mponua, Amansie West, Amansie Central and Asante Akyem North Districts, and Child Rights International (CRI) working in the Suhum-Kraboia-Coaltar, Kwaebibirem and Asante Akyem South Districts.

<sup>22</sup> In 2009, the Ministry of Manpower, Youth and Employment (MMYE) became the Ministry of Employment and Social Welfare (MESW).



Some 122 communities in the initial 11 districts were targeted by the NPECLC in 2007/08 with remediation activities. Since, the NPECLC's remediation scale-up has targeted an additional 36 districts in which cocoa is produced, raising the number of communities reached to 525 in 47 cocoa growing districts of the country. In order to achieve this new benchmark, the NPECLC has partnered with 13 more NGOs<sup>23</sup> in 2009. The NPECLC plans to expand remediation activities to cover 17 outstanding cocoa growing districts by 2010.<sup>24</sup>

Among its achievements thus far, the NPECLC's five initial partner NGOs have reportedly supported the enrollment of 1,148 children through the provision of school gear such as school uniforms, shoes, exercise books, notebooks, pencils, pens, math sets and drawing boards (see Appendix 11, Table 10). Some 193 children were provided with vocational training.

The NPECLC's decentralized approach to remediation also includes empowering communities to develop their own Community Action Plans (CAPs) with a focus on eliminating child labor. Some 85 CAPs have been developed by the initial 11 districts. The NPECLC not only supports the CAP development process, it also funds the communities to implement activities outlined in the CAPs such as community meetings (sensitization and community dialoguing) as well as child identification and placement by CCPCs in schools and training centers. To further promote the realization of the community-developed CAPs, and specifically to implement bigger projects identified by the community, the NPECLC links communities to partners who can provide resources to communities such as construction of classroom blocks, boreholes, libraries, etc. For example, the NPECLC has linked Duase, a community in the Asante Akyim North Municipality, to WCF to fund the construction of a community library. The NPECLC's strategy also includes providing counterpart funding to communities to pursue such projects – which however depends on the funding availed by partners to the program. This year for instance, the NPECLC signed an MOU with the Department of Cooperatives to mobilize women in 15 districts to pursue alternative livelihood activities. The NPECLC has furthermore formed a joint committee with the Cocoa Research Institute (CRIG) to provide technical assistance to women to use cocoa by-products for livelihood activities.

Since 2007, roughly US\$ 3.6 million has been provided to the NPECLC by its donors, namely the Danish Embassy, UNICEF, WCF, Government of Ghana/COCOBOD and GIG/NCA. In 2007, US\$ 367,834 was used for training and indirect interventions, while in 2008 and 2009, roughly US\$ 2.3 million was spent on direct and indirect remediation activities (see Appendix 11, Table 11). The funds dispersed by the NPECLC to its 5 initial NGO partners for direct and indirect remediation activities amounts to US\$ 111,553.90 (see Appendix 11, Table 10).

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<sup>23</sup> The 13 new NGOs which have been contracted by NPECLC are: Hope for Humanity, Window of Hope Foundation, Rural Development and Youth Association (RUDEYA), Aid for Change, Ghana, Environmental Protection Association of Ghana (EPAG), Codesult Network, Mentoring and Supporting Rural Youth and Children (MASRYAC), Challenging Heights, Sustainable Community Livelihood Initiative (SCOLIN, Ghana), Development Fortress, HACOG, Centre for Strategic Partnership, Vision Care.

<sup>24</sup> There are 64 administrative cocoa growing districts in Ghana.

## **Indirect Interventions**

In total, the NPECLC estimates that it has sensitized about 66,000 children thus far. Furthermore, through its five partner NGOs, the NPECLC has progressively sensitized community members and leaders to enroll all children in school and eliminate WFCL (see Appendix 11, Table 12). For example, in 2007, 4,600 district actors and traditional rulers in 46 districts participated in district sensitization workshops. In 2008, 110 communities were sensitized, reaching an estimated 11,700 people. The NPECLC's NGO partners also use drama and media programs to educate the target communities.

To mobilize the community's children on the issue, Occupational Safety and Health (OSH), Child Rights Clubs, and/or Child Development Clubs were formed. In 2008, 56 school clubs were formed in schools in the 11 districts, with a total of 2,800 members.

## **Investments**

In line with its objectives, the NPECLC also provides material resources to partners. To improve community- and district-level monitoring efforts in project districts, 1,000 bicycles were given to CCPCs and 47 District Social Welfare and Labor officers were supported with computers, printers and motorbikes. Also, the Employment Information Branch (EIB) of MESW was provided with a pick-up truck for the coordination of the CLMS, and the Department of Co-operatives was provided with computers, and accessories, a motorbike and funds.

Investments are also made at the district level through the engagement and empowerment of the District Assemblies. By first enabling the districts to draft District Action Plans (DAPs) on the elimination of WFCL in cocoa production, and secondly supporting the implementation of these plans, the central government holds the District Assemblies responsible for coordinating all DAP activities at the district and community levels as well as the commitment of funds (GOG 2009).

## ***Interventions Supported by other Stakeholders***

### **Côte d'Ivoire**

#### **Direct Interventions**

Other stakeholders, apart from government or industry stakeholders, have implemented actions that seek to overcome WFCL in Côte d'Ivoire, notably ILO/IPEC through its WACAP program<sup>25</sup> and the *Gesellschaft fuer Technische Zusammenarbeit* (GTZ) through its GTZ-LTTE project. In addition, there are organizations such as the *Fondation Aman-International* that execute relevant interventions, which are not however supported by the Ivorian state or Industry.

The WACAP project, led by ILO/IPEC and funded by USDOL as well as the Global Issues Group (GIG), constituted one of the first relevant responses to WFCL in the

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<sup>25</sup> As ILO's LUTRENA intervention generally targets trafficked children to all sectors of the country, the intervention was not surveyed

cocoa sector and was conducted in five countries, including Côte d'Ivoire and Ghana.<sup>26</sup> The program's design involved multi-stakeholder consultations and featured five mutually reinforcing components: capacity building, social protection, child labor monitoring system, awareness raising/social mobilization and knowledge base and information. While WACAP's mission was to prevent and eliminate hazardous child labor in cocoa and other agricultural industries in West Africa, it was meant to supplement, not fulfill, Industry's commitments under the Protocol.

With a total expenditure of US\$ 1,150,950 in Côte d'Ivoire from 2002 to 2006, the program mobilized 17 governmental and non-governmental organizations<sup>27</sup> to directly reach 7,478 beneficiaries. By establishing non-formal schools in 70 villages in 10 *départements*, the program was able to provide basic literacy education to 6,304 children. Some 990 children were enrolled in formal education, and 284 children received vocational training in the following disciplines: sewing, hairdressing, masonry, mechanics, carpentry, and electricity. Some 1,174 children received books and school supplies. To present a snapshot of what one of WACAP's implementing partners accomplished, between 2004 and 2006, FEMAD was able to cover the apprenticeship fees for 214 youth, rehabilitate 190 schools, provide RGA seed money to 200 families and train 20 teachers on literacy instruction (Appendix 11, Table 13 provides more detail with respect to WACAP's direct interventions).

Upon signing the Protocol, the Ivorian government solicited assistance from various countries to formulate a proper response such that the required certification could be obtained. The German government, through GTZ, responded favorably to this request, and, upon mapping out the project (*Projet GTZ-LTTE*) in 2002, the crisis erupted. This development prompted the partners to reorient the objective of the project to address the protection of children more generally. With a cohort of NGOs,<sup>28</sup> for the first two years the project mainly operated in urban areas working for the protection of children. In 2005, the security and political climate in Côte d'Ivoire was such that GTZ could return to the project's primary objective of sensitizing, identifying, withdrawing and reinserting children exposed to work in the cocoa sector.

What made the GTZ approach unique is the manner in which the project engaged governmental structures on all levels, in particular setting up district-level committees (*comités départementaux*: *Comité LTTE*) as well as community-level committees (*comités sous-préfectoraux*) and empowering them to carry out remediation activities. Each *comité départemental* was led by the *Préfet* and a local coordinator (an ex-civil

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<sup>26</sup> Cameroon, Côte d'Ivoire, Ghana, Guinea and Nigeria

<sup>27</sup> Africaine de Prévention, Alliance Internationale pour la Coopération et le Développement Durable (AICD), Agence Nationale d'Appui au Développement Rural (ANADER), Association Nationale des Producteurs de Café et de Cacao de Côte d'Ivoire (ANAPROCI), Afrique Secours et Assistance (ASA), Cabinet Bergain, Confédération des Syndicats Libres de Côte d'Ivoire (DIGNITE), Forum for African Women Educationalists (FAWE), Femme Action Développement (FEMAD), Kedesch, Lève-toi Afrique, Ministère du Travail, de la Fonction Publique et de la Réforme Administrative, Ophir Imprim, Quimy images, Renforcement des Capacités (RENFCAP), Service Autonome de l'Alphabétisation Ministère de l'Éducation (SAA), Union des Lagunes, Confédération des Producteurs ivoiriens de Café Cacao (UCL-COPICO) Union Générale des Travailleurs de Côte d'Ivoire (UGTCI)

<sup>28</sup> Fondation Amigo, ASA, BICE, Communauté ABEL, ORPHAT, Notre Dame de Yamoussokro, EMSF, UMADESM, Case des Enfants, Koro, Grenier de Dieu, Côte d'Ivoire Prospérité, Hyrie, Remar, DON BOSCO, Mouvement du Nid

servant). The local coordinator was responsible for the daily implementation and reported back to the *comité départemental*. A total of 616 children received basic literacy education throughout the period while 178 were provided with vocational training. The CFA 3 billion project (US\$ 4,054,164<sup>29</sup>), which started in 2002 and ended in 2008, mainly operated in 5 cocoa producing *départements* of Aboisso, Abengourou, Oumé, Sinfra and Soubré. Appendix 11, Table 14 enumerates more specifically GTZ's contributions to education and vocational training.

For the children who were identified by GTZ's implementing partners as suffering from the WFCL in cocoa production, the GTZ-LTTE program established a contingency mechanism for these children to be referred to *Fondation Amigo's* rehabilitation center in Abidjan. Between 2002 and 2006 a total of 22 such children were thus cared for and were provided education and vocational training (e.g., in livestock rearing, carpentry, ironwork and agriculture).

In Côte d'Ivoire, some NGOs also sourced funding independently to carry out direct interventions, notably the *Fondation Aman-International* and Caritas. Aman was able to provide 75 uniforms and 3,000 go-to-school-kits, as well as pay the apprenticeship fees for 400 children. Caritas provided go-to-school-kits for 420 children (see Appendix 11, Table 15).

### **Indirect Interventions**

Between 2002 and 2006, ILO's WACAP implementing agencies carried out sensitization activities in 6 *départements* of the country: Abengourou, Adzopé, Daloa, Soubré, San-Pédro and Oumé. By organizing local and mass sensitization activities with community involvement using sketches, local radio, national television, drawing competitions, a children's march, and OSH demonstrations, WACAP's implementing agencies were able to sensitize over 30,000 people, many of them children, who were reached with OSH messages and protection strategies (see Appendix 11, Table 16). Six out of six WACAP implementing agencies surveyed stated they had been funded due to the Protocol.

GTZ's LTTE project sensitized a total of 45,568 option leaders and adults between 2005 and 2008 (see Appendix 11, Table 17). Aman, also working without Industry or government funding, has been sensitizing community members in the *département* of Ayaman and Duekoué since 2003 (see Appendix 11, Table 18).

### **Investments**

WACAP's 17 implementing agencies in Côte d'Ivoire were also able to make investments pertinent to education and vocational training, notably the construction of training centers, provision of sewing machines, seed money for – and training in – RGA for adult family members of the beneficiaries, agricultural productivity training, and rehabilitation of schools (see Appendix 11, Table 19). In addition, the capacity of about 667 officials of the Government, employer organizations, trade unions and civil society was strengthened.

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<sup>29</sup> Oanda. Exchange Rate: USD 1 = CFA 739.97, January 1, 2002. [www.oanda.com](http://www.oanda.com)

GTZ was also able to make pertinent investments (see Appendix 11, Table 20). Through its implementing partner HYRIE, two schools were built in the *département* of Zuénoula in 2005. Training was furthermore provided to 3,280 district-level committee members (*Comité LTTE*) and five military personnel. In addition, a vehicle was provided to each local coordinator.

## Ghana

### Direct Interventions

In Ghana, WACAP teamed up with 25 governmental and non-governmental actors<sup>30</sup> to target five districts in all.<sup>31</sup> Some 598 children in Ghana were withdrawn and 418 children were prevented from engaging in exploitative labor, a total of 1,016 children. Some 869 of these children were thereafter placed in formal education, and the other 147 were provided with vocational training (see Appendix 11, Table 21). In addition, 824 were provided books and supplies, and 246 were provided with uniforms. The project spent US\$ 812,795 over its lifetime in Ghana.

Other stakeholders, notably AMPCAN,<sup>32</sup> CRADA, World Vision Ghana and Rescue Foundation, also intervened to support the educational or vocational opportunities for children (see Appendix 11, Table 22). These interventions generally involved the provision of school uniforms, bags, shoes and learning materials, as well as covering the associated stipends or fees in order to encourage school enrollment and retention.

### Indirect Interventions

WACAP, notably through implementing partners Environmental Protection Association of Ghana (EPAG), General Agricultural Workers' Union (GAWU) and CEDEP, trained many representatives of public and private agencies in methods of combating child labor e.g. by holding Training of Trainers (TOT) workshops. Farmers were trained by the STCP on the detriments of child labor using the WACAP-developed Farmers' Training Manual. The Training Manual for Education Practitioners, also developed by WACAP, was administered in collaboration with the Ministry of Education and Sports and district

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<sup>30</sup> Africa Centre for Human Development (ACHD); Centre for the Development of the People (CEDEP); Ministry of Manpower, Youth and Employment, Child Labour Unit (CLU); Department of Food and Agriculture Suhum District; District Assembly Amansie West; District Assembly Atwima Mponua/Nwabiagya; District Assembly Sefwi Wiawso; District Assembly, Kassena Nankana; District Labour Office, Amansie West; District Labour Office, Atwima; District Labour Office, Kassena Nankana; District Labour Office, Sefwi Wiawso; District Labour Office, Suhum Kraboa / Coaltar; Ministry of Manpower, Youth and Employment, Employment and Information Bureau (EIB); Environmental Protection Association of Ghana (EPAG); General Agriculture Workers Union (GAWU); Ghana Cocoa Board; Info Decision System Ltd.; Ministry of Education and Sports, Basic Education Division; Ministry of Education and Sports, Non-Formal Education Division; Ministry of Health, Occupational and Environmental Health Unit, National Drama Company; Team Consultancy; STCP, Ghana; University of Ghana, Department of Sociology

<sup>31</sup> Suhum Kraboa Coaltar District in the Eastern Region, Atwima Mponua in the Ashanti Region, Amansie West in the Ashanti Region, Kasena Nankana District in the Upper East Region and Sefwi Wiaso District in the Western Region

<sup>32</sup> The *African Movement for the Prevention of Child Abuse and Neglect (AMPCAN)* was formerly the *African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN)* - Ghana

education officers from WACAP's five districts to improve the quality of education delivery and sensitize those working in education on child labor issues. In all, over 10,000 Ghanaians were sensitized. Furthermore, 266 adult family members of beneficiary children, especially women, were trained in income generating activities and provided with start-up tools.

Many other organizations, including Care, AMPCAN, CRADA and Rescue Foundation, also work on the issue of WFCL – e.g. by forming girls clubs, labor youth clubs, strengthening of SMCs and PTAs and establishing a child helpline (see Appendix 11, Table 23).

## **Investments**

Based on the surveyed stakeholders who invest in the country's educational or vocational sector independent of government or Industry support, Africare needs to be highlighted.

Africare sinks wells in needy communities, including 12 in the cocoa growing regions of the country (see Appendix 11, Table 24). For roughly US\$ 3,000 a piece, and with active community participation such as the formation of a Water and Sanitation Committee and the provision of labor for digging the well, Africare's *Water for Cocoa Farmers* project sponsored by the African World Foundation brings potable water close to the communities through a sturdy well. Eight of these wells were also outfitted with a hydraulic pump. In addition, Africare also constructed two Kumasi Ventilated Improved Pits (KVIPs) in the school of two communities. Not only does Africare provide the "hardware," it also concerns itself with the often more crucial "software" component of projects: Knowledge, Attitude and Practices (KAP) of its target population. Its Behavior Change Communication Program sets up Water and Sanitation (WATSAN) Committees to educate community members on water and sanitation.

As Africare explains, women and children, especially girls, are customarily charged with fetching water for the family's water needs. For communities without ready access to an improved water source, long distances are covered every morning in search of water. Depending on how far the water source is, the children could miss school hours. Access to an improved water source furthermore reduces the disease burden of children, i.e., morbidity and loss of days enrolled in school. Africare thus credits this intervention in targeted communities with increasing the enrollment of girls in school, preventing disease and improving the hygiene by significantly increasing water consumption per capita, and providing extra income through backyard gardens watered with the well's runoff.

Africare furthermore has pioneered a sustainable scholarship fund at the community level in the form of a revolving fund to students. Through the *Alavanyo Community Development Project*, 58 children have thus far benefited from the loans that they repay after graduation. Prudent management of the scheme by community members themselves is credited with enabling a repayment rate of 98%.

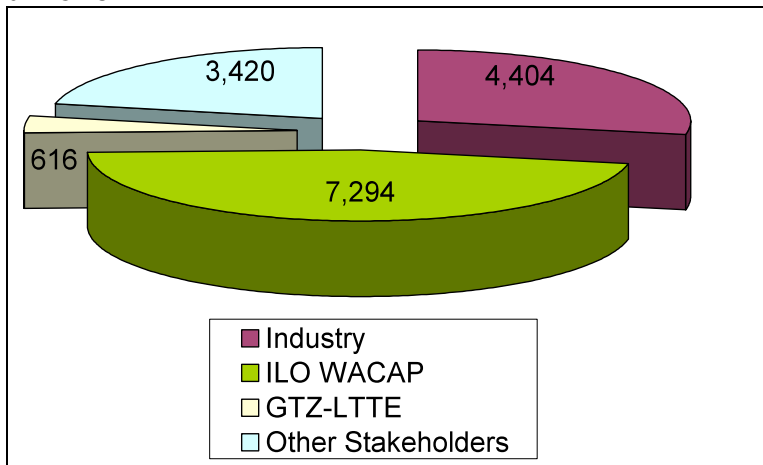
## Analysis

### Côte d'Ivoire

Although the Ivorian government does provide ongoing services addressing educational and vocational training needs of children, based on the data obtained, Tulane did not find that there were any new additional government-led interventions or investments concerning educational or vocational training since 2001. That being said, the SSTE has just recently embarked on its “remediation” activities.

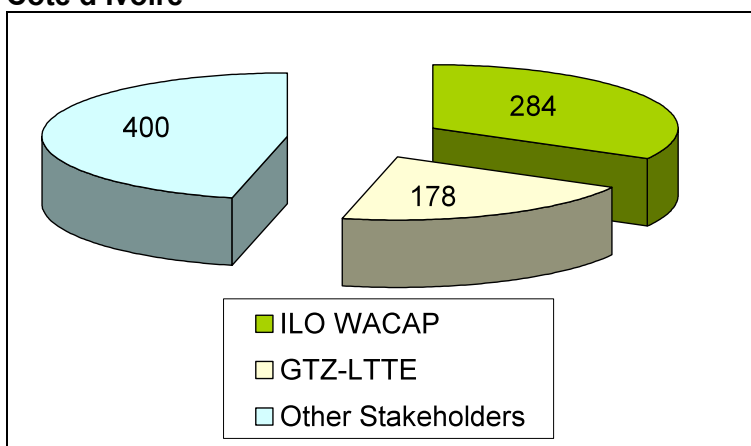
The initiative enrolling the most children in school remains ILO’s WACAP program, followed by Industry funded interventions, notably WCF’s ECHOES program, as well as independently funded stakeholders Aman International and Caritas (Figure 10).

**Figure 10. Children enrolled and/or retained in schools since 2001 – 2009, Côte d'Ivoire**



With respect to vocational training, independently funded Aman reached the most children, followed by WACAP and GTZ LTTE (Figure 11).

**Figure 11. Children enrolled and/or retained in vocational training, 2001 – 2010, Côte d'Ivoire**



Industry stakeholders surveyed were also posed the question whether they had provided funding, and all other surveyed stakeholders were asked whether they had received funding after 2001 because of the Protocol. Table 36 tabulates the responses in Côte d'Ivoire. About half of the organizations responded that they had provided or received funding since 2001 because of the Protocol.

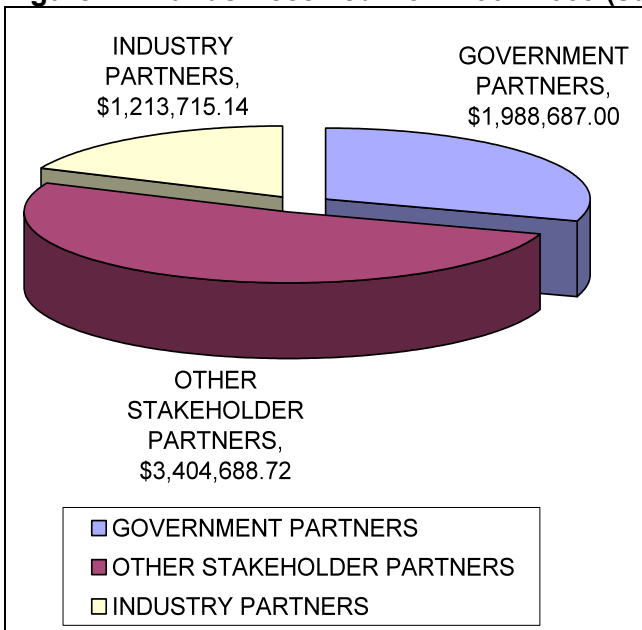
**Table 36. Provided/received funding since 2001 because of Harkin-Engel Protocol, Côte d'Ivoire**

Respondent type	Yes	No	Don't know/ No answer/ No idea	Yes and No	<i>total</i>
Industry	3	2	1	2	8
Government	1	6	0	0	7
NGOs	13	8	0	0	21
Other Stakeholders	1	3	0	0	4
<i>total</i>	18	19	1	2	40

Surveyed organizations were also asked how much money they had received from key stakeholders since 2001. Reportedly, US\$ 1.2 million was received from Industry, US\$ 3.4 million was received from other stakeholders, and the government recently released almost US\$ 2 million for its "Pack Self Help Village" initiative (see Figure 12, based on calculations in Table 25, Appendix 11). Based on the data provided, a chart may be drawn showing which organizations financially supported others (see Figure 21). The financial support tree illustrates how a multitude of stakeholders at the donor, technical and implantation levels collaborate on the issue.



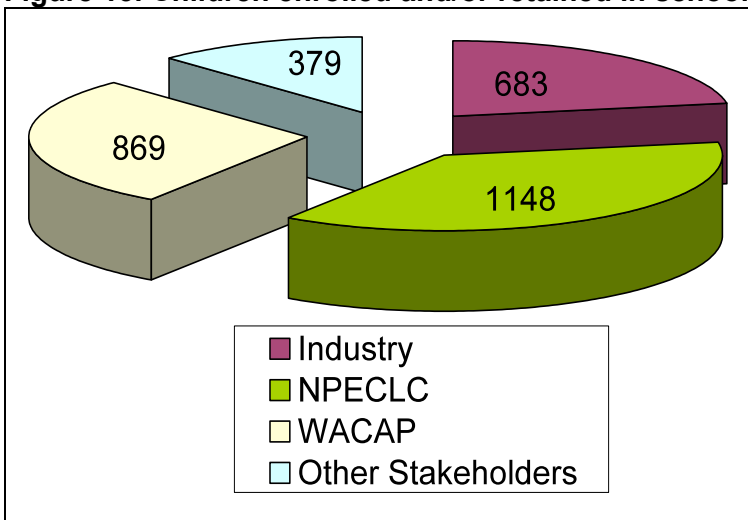
**Figure 12. Funds Received from 2001-2009 (surveyed organizations), Côte d'Ivoire**



**Ghana**

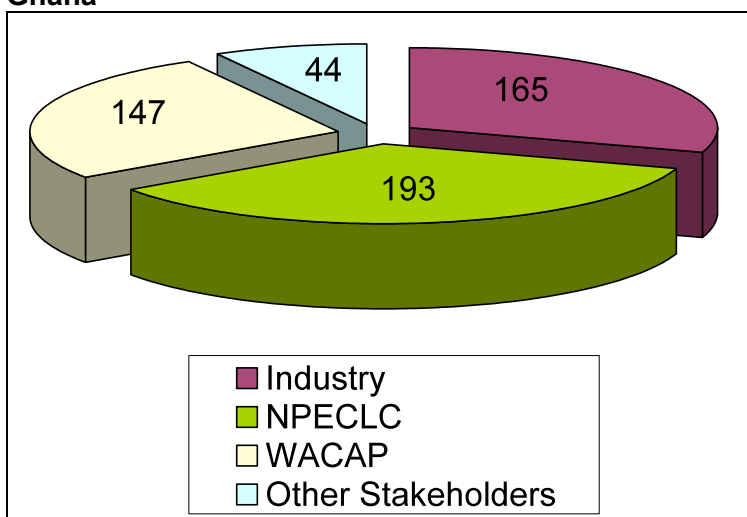
In Ghana, the NPECLC has contributed the most in terms of enrolling or retaining children in school. Yet, WACAP, Industry-funded and other stakeholder interventions have also been instrumental in boosting enrollment and retention (see Figure 13).

**Figure 13. Children enrolled and/or retained in schools since 2001-2009, Ghana**



In terms of extending vocational training to children, the NPECLC has thus far been able to reach 193 children, followed Industry-funded interventions with 165 children and the WACAP initiative with 147 children (see Figure 14).

**Figure 14. Children enrolled and/or retained in vocational training since 2001-2009, Ghana**



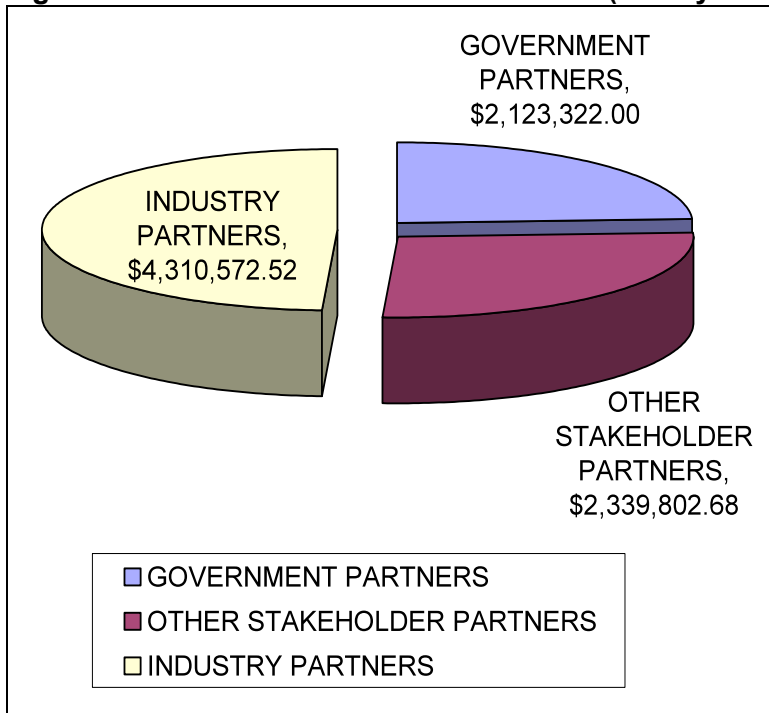
Organizations surveyed in Ghana were also asked whether they had provided or received funding after 2001 because of the Protocol. As Table 37 depicts, 25 organizations answered affirmatively, while 13 organizations did not see a relationship. Based on these responses, it appears the Protocol has had a significant impact on funding being provided to implementing agencies.

**Table 37. Provided/received funding since 2001 because of Harkin-Engel Protocol, Ghana**

Respondent type	Yes	No	Don't know/ No answer/ No idea	<i>total</i>
Industry	4	2	/	6
Government	3	2	/	5
NGOs	13	9	3	25
Other Stakeholders	5	0	2	7
<i>total</i>	25	13	5	43

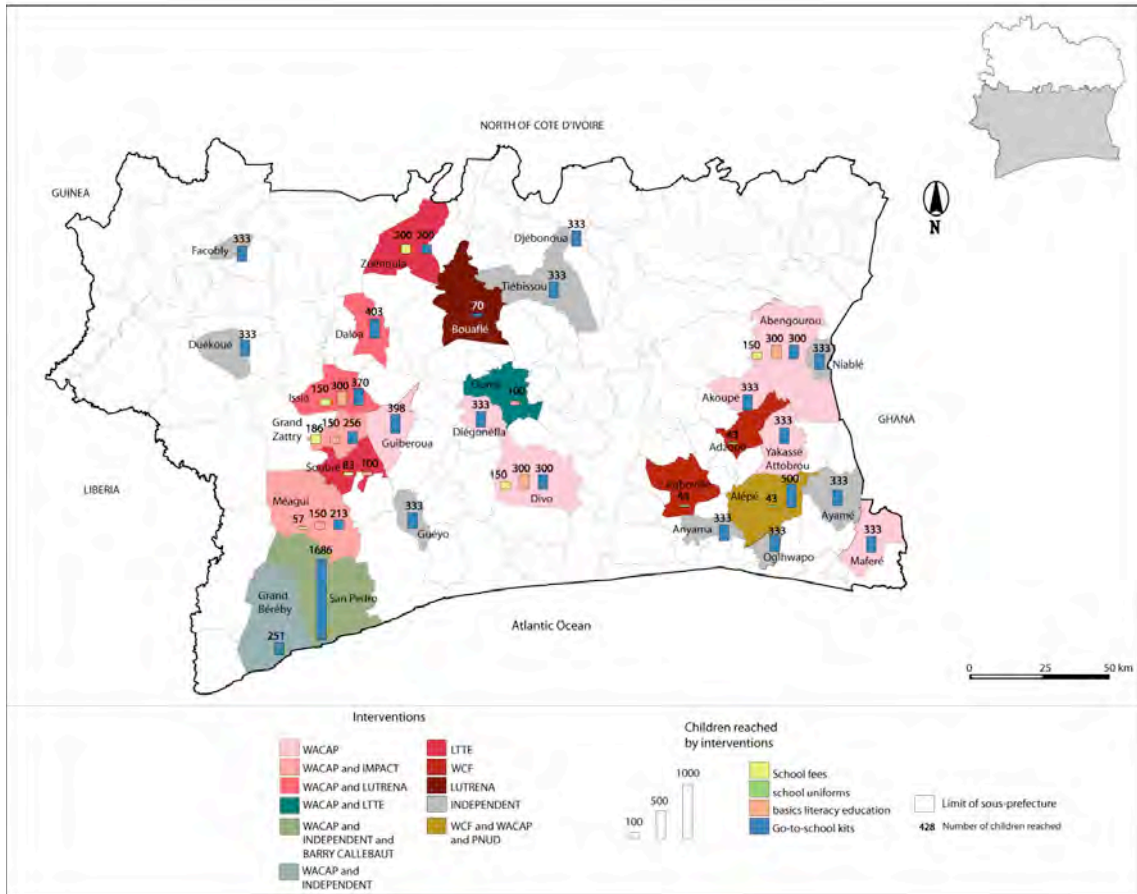
Surveyed organizations were furthermore asked how much money they had received from key stakeholders since 2001. As Figure 15 illustrates, based on calculations in Table 26, Appendix 11, funds reportedly received by implementing partners from Industry to date amounted to US\$ 4.3 million. Funds reportedly received by the NPECLC from the Government of Ghana amounted to US\$ 2.1, and funds received by other stakeholders came to US\$ 2.3 million. How these stakeholders relate to each other financially is mapped in Figure 20. The financial support tree demonstrates how many stakeholders closely collaborate on the issue, and which Government, Industry and other stakeholders support a cadre of implementing partners.

**Figure 15. Funds Received from 2001-2009 (surveyed organizations<sup>33</sup>), Ghana**

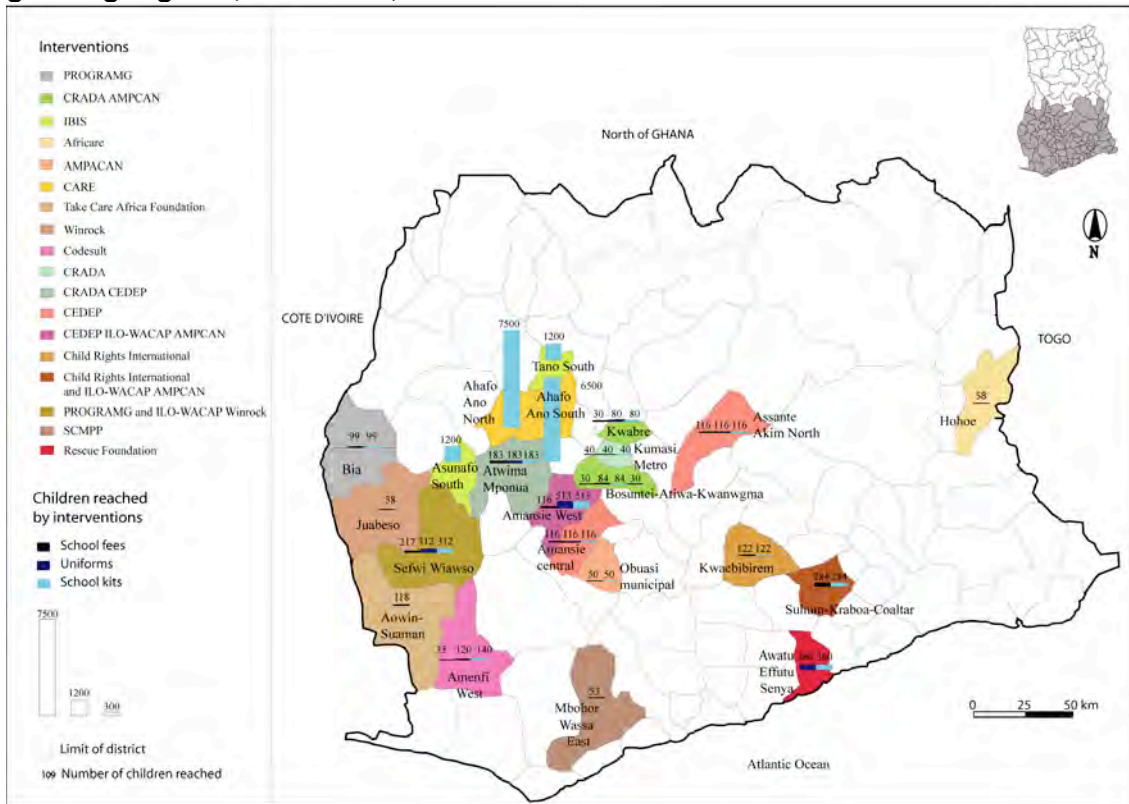


<sup>33</sup> Industry funds received by STCP, IFESH and Rainforest Alliance from Mars were not disclosed to Tulane and are therefore not included in the summation.

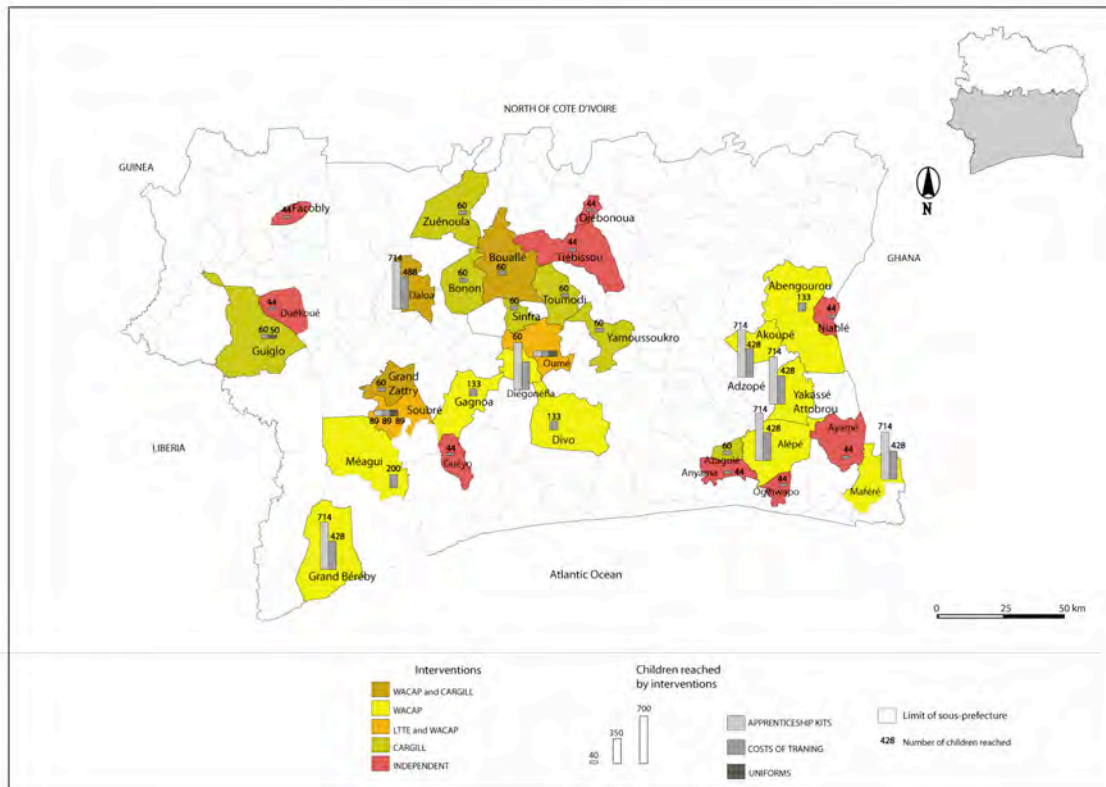
**Figure 16. Education – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Côte d'Ivoire**



**Figure 17. Education – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Ghana**



**Figure 18. Vocational training – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Côte d'Ivoire**



**Figure 19. Vocational training – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Ghana**

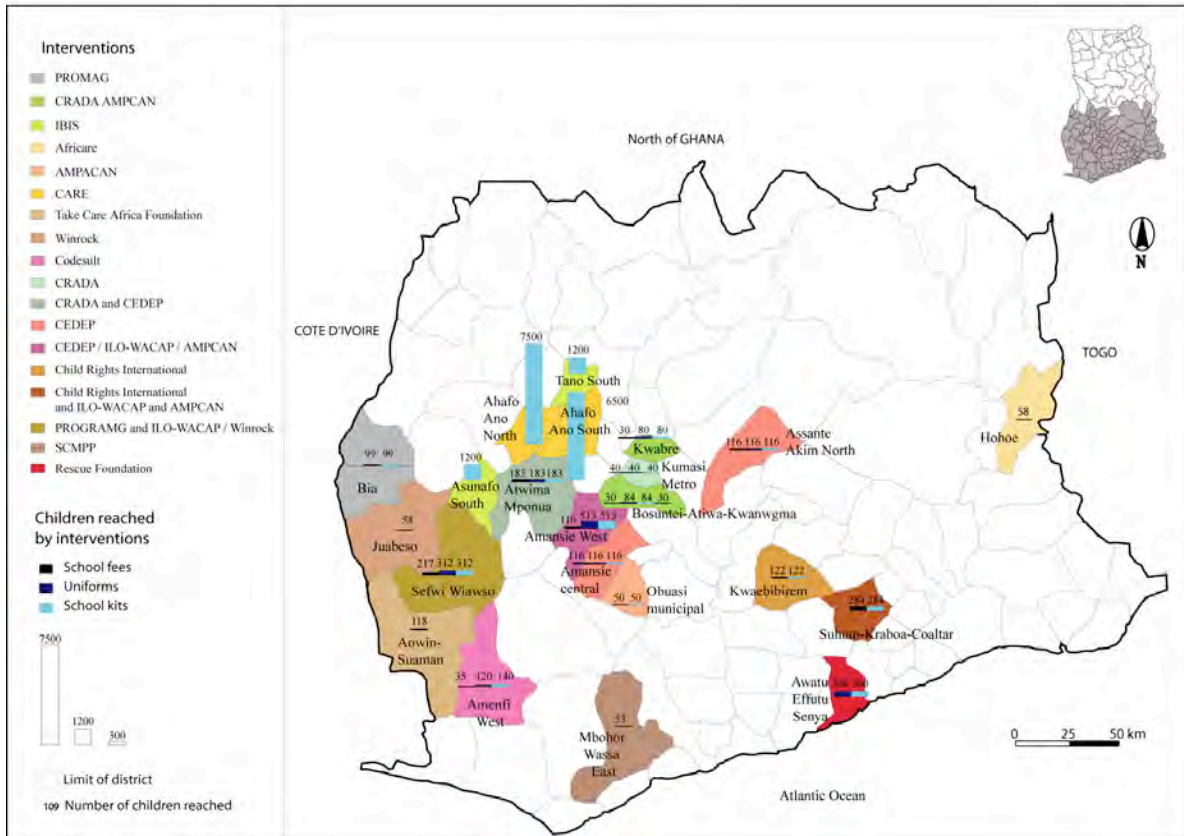
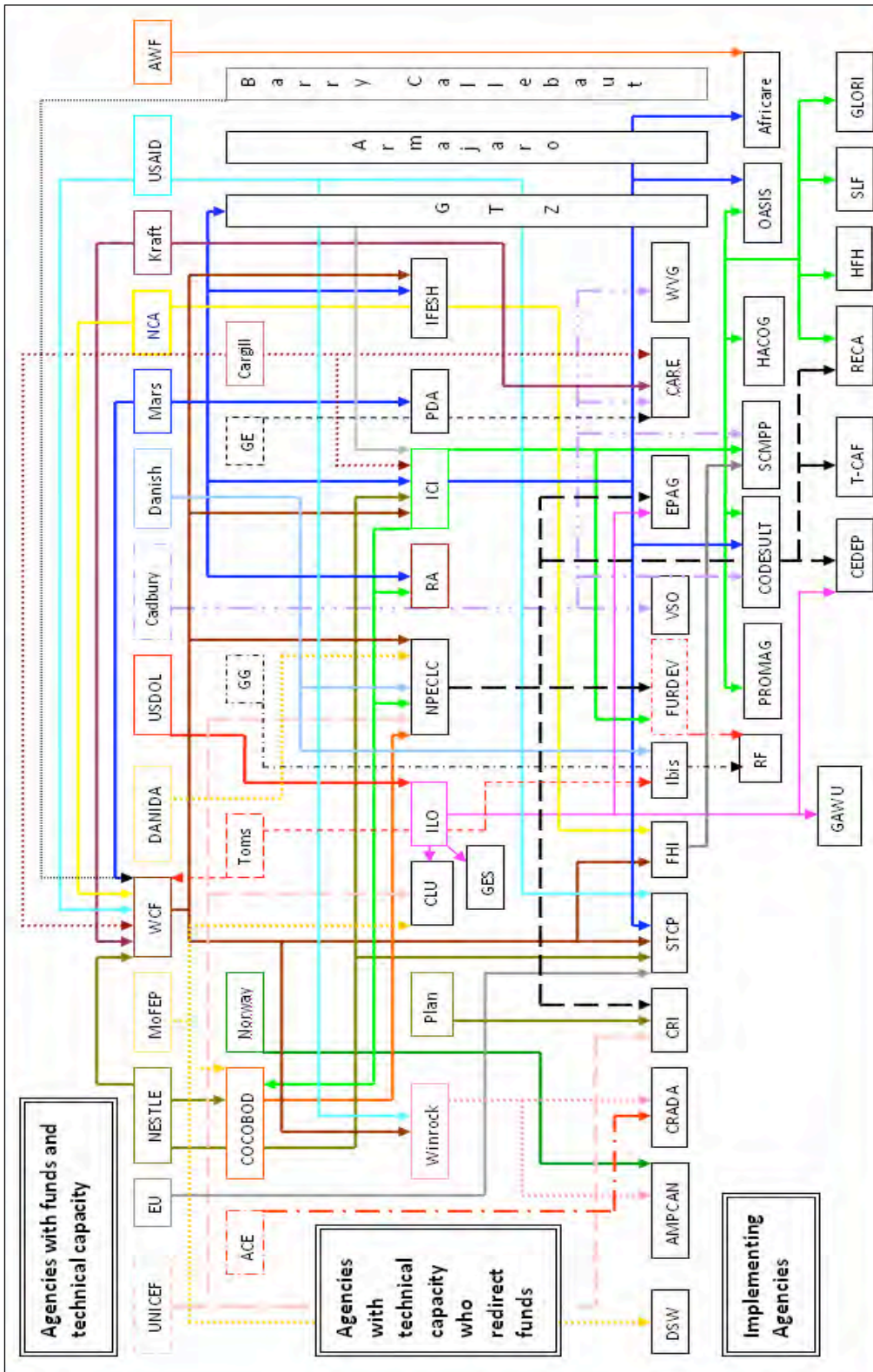


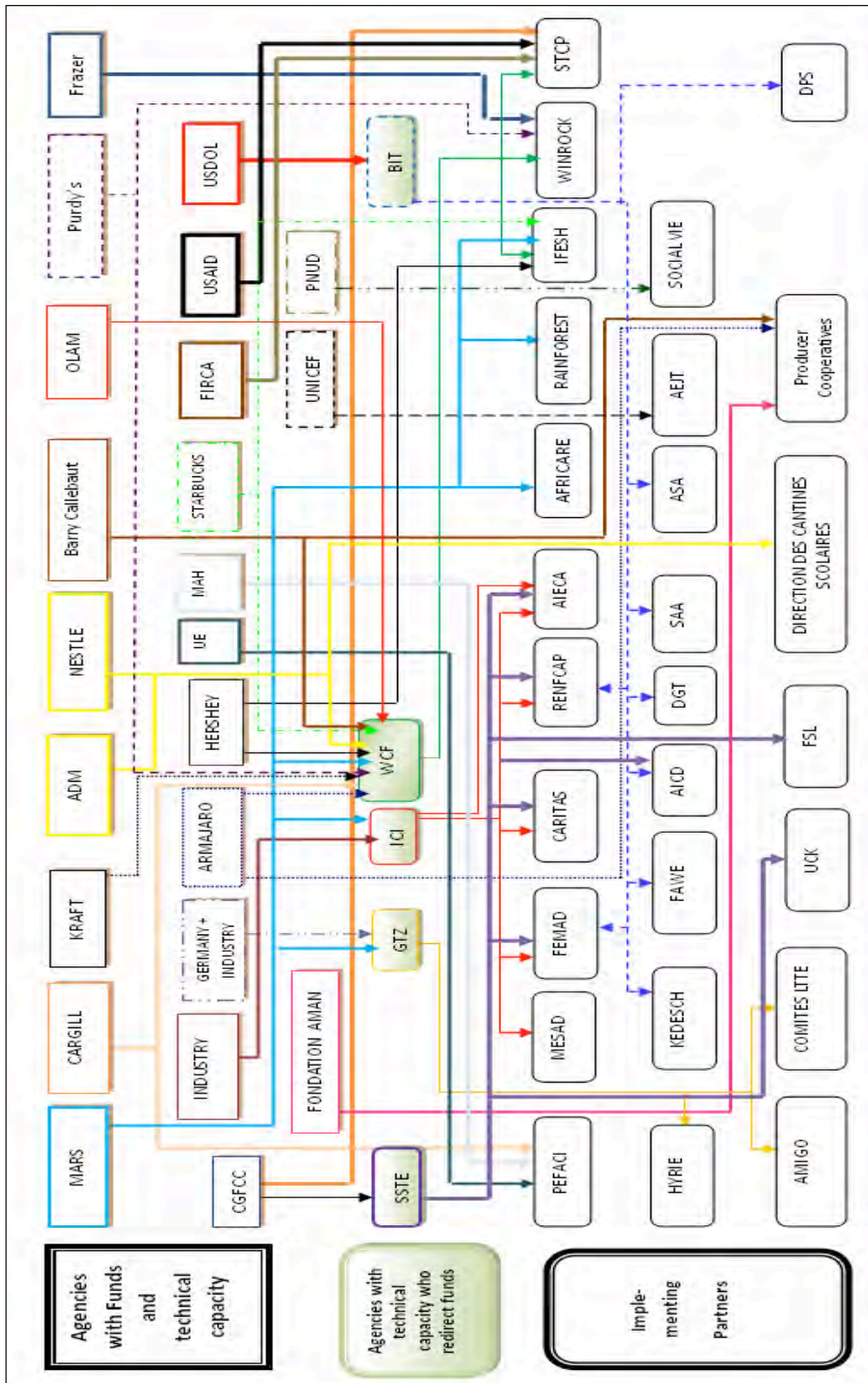
Figure 20. Financial Support Tree – Ghana



NOTE: See Appendix 12 – Financial Support Tree – Acronyms



Figure 21. Financial support tree – Côte d'Ivoire



NOTE: See Appendix 12 – Financial Support Tree – Acronyms

## **Recommendations**

1. Standardize, amongst stakeholders and service providers, the definitions and indicators used to measure the process and delivery of relevant sensitization and prevention services to children;
2. Validate, formalize and mainstream hybrid educational models such as PEFACI in Côte d'Ivoire to absorb a great number of out-of-school and unemployed youth with general agricultural training as well as technicians specialized in the agricultural production of a particular region or *department*;
3. Form Public–Private Partnerships between stakeholders where objectives overlap, e.g. in Côte d'Ivoire between IFESH and Service Autonome d'Alphabétisation (SAA);
4. Take additional measures to help reach the unmet demand for vocational training, e.g. by scaling up AGEFOP's mobile vocational training units in the cocoa growing regions;
5. Decentralize formal agricultural training programs for youth and young adults to the rural areas and strengthen the curriculum based on local agricultural production;
6. Reinforce the educational reform policy of national free primary education and distribute complete student kits including books, pens, etc. to all children engaged in the agricultural sectors; and
7. Strengthen the formal education sector, by *inter alia* scaling up the national school feeding programs to cover cocoa-growing regions by:
  - a. providing truly nutritious and well-balanced meals (from a technical perspective and also taking into consideration locally available primary food products);
  - b. standardizing the product and quality control;
  - c. drawing upon local markets to reduce cost, encourage sustainability and enhance local ownership of such programs;
  - d. hiring qualified cooks; and
  - e. auditing the program.

# Rehabilitation of Children Withdrawn from Exploitative Child Labor

## *Key Concepts and Definitions*

Rehabilitation is also featured in the ILO Convention 182, with the second point in Article 7 stipulating that: “Each member shall, taking into account the importance of education and in eliminating child labor, take effective and time-bound measures to: ... (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration.”

Concerning the subject of the rehabilitation of withdrawn children, the key indicators in question are the number of children withdrawn from exploitive work, the number of children that were rehabilitated, and also the number of children reinserted into society. In theory, children who are found to be trafficked are also withdrawn, rehabilitated, and repatriated or reinserted. As in some cases one or more of these services can be rendered to the same child, it is helpful to refer to the act of a service rendered as “cases.”

According to the USDOL-Tulane contract, children withdrawn from exploitative work are:

*those children who were found to be working in exploitative child labor and no longer work under such conditions as a result of a direct project intervention. This category includes: a) children who have been completely withdrawn from work, which is required by ILO Convention 182 for unconditional worst forms of child labor, and b) children who were involved in exploitative or hazardous work (Article 3(d) of C.182) or work that impedes their education (ILO Convention 138) but who are no longer working under such conditions due to improved working conditions (i.e. fewer hours or safer workplaces) or because they have moved into another acceptable form of work. To be considered as withdrawn from exploitative child labor, each child must have benefited or be benefiting from services that are provided by projects funded by the international cocoa/chocolate industry, the Governments of Côte d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort (USDOL-Tulane contract 2006).*

We note that existing interpretations of the term *withdrawn* vary. In a setting where smallholder cocoa farms are commonly family-run operations and where social issues are commonly dealt with communally, the act of *withdrawal* is commonly understood in both Côte d’Ivoire and Ghana as withdrawing a child from the WFCL on the cocoa farm. The act of withdrawal is generally not understood as entirely withdrawing the child from his/her family and community and placing him/her in a specialized rehabilitation center. This act of complete withdrawal, while in some cases is applied, e.g. in the case of a trafficked child, is rare. The more common approach is to correct the practice on-site, inspire behavior change, offer rehabilitation services and thereafter provide schooling or vocational training services.

Tulane's operational definition of rehabilitation is to provide safety and basic necessities of life (i.e. food, shelter, clothing, etc.), and restore to good health and condition, through nutrition, therapy and education, a former child laborer. Pertinent goods and services provided to child victims thus include: nutrition, shelter, physical rehabilitation, and psychological counseling when appropriate.

Tulane has operationally defined *reinsertion* as physically reinserting a child into his/her original or a new community causing as little stress or other anguish to the child and providing him/her to access to services such as healthcare and school or vocational training.

## ***Methodology***

The same methodology was applied to address this section as was applied to the section *School Enrollment, Retention and Vocational Training Programs* above. Relevant organizations were surveyed as a part of the umbrella Intervention Database research initiative.

## ***Industry-Supported Interventions***

### **Côte d'Ivoire**

Based on the data provided to Tulane, one activity pertinent to rehabilitation received direct support from Industry. MESAD, partnering with Caritas, runs a rehabilitation center in Abidjan and was funded by ICI to rehabilitate children. The initiative focused on street children in Abidjan, some of whom may have worked in the cocoa sector, and in 2007, MESAD rehabilitated 22 children.<sup>34</sup>

### **Ghana**

The data obtained through Tulane's surveys of 44 stakeholders in Ghana suggests that one withdrawal-related intervention was supported with Industry funds. SCMP, an ICI implementing partner working on the Yen Daakye Project rescued 12 trafficked children in 2008 from the Ateiku community in Mpohor Wassa East District in the Western Region of Ghana through regional collaboration and support from the Sekondi Domestic Violence and Victims Support Unit (DOVVSU) as well as the Rescue Foundation. The 12 children were housed and nourished for a day and then sent to the Department of Social Welfare's shelter in Osu where they were handed over to the Government for further rehabilitation and reinsertion. In 2006, two victims were also rescued in the same district and underwent a similar process.

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<sup>34</sup> MESAD - CI. Tulane Management Questionnaire. April 7, 2009.

## ***Interventions Supported by the Governments***

### **Côte d'Ivoire**

The data provided to Tulane suggests that to date the Government of Côte d'Ivoire has not withdrawn or provided rehabilitation services to children working in the cocoa sector of the country in the sense of the definition provided by USDOL. While state structures played an important role in implementing ILO's WACAP and LUTRENA projects, as well as GTZ's LTTE initiatives, these initiatives were not funded by the government. SSTE's vision is to ensure that cocoa is produced without WFCL and its remediation activities, scheduled to begin being implemented later this year, could include pertinent actions.

The Government of Côte d'Ivoire does however legally recognize that WFCL comprises dangerous work and through a ministerial decree issued by the Ministry of Public Service and Employment (Arrete n° 2250 of March 15, 2005) has identified and forbidden the following dangerous types of work performed under the age of 18:

- Felling large trees;
- Field clearing using fire;
- Using chemical products;
- Working in a plant nursery;
- Spreading fertilizer; and
- Carrying heavy loads.

### **Ghana**

Findings from the pilot survey conducted by the NPECLC into labor practices in cocoa production necessitated the institution of remediation activities in the cocoa-growing districts of Ghana. Eleven cocoa growing districts<sup>35</sup> were selected for the remedial action. Six of these districts were involved in the NPECLC pilot survey, four of these districts have previously been a part of ILO/IPEC's WACAP program, and the Aowim-Suaman District had shown strong commitment to eliminate WFCL in cocoa production.

Five NGOs – PROMAG, T-CAF, RECA, CEDEP and CRI – were contracted by the NPECLC to implement remediation activities in the 11 districts. The NGOs partnering with the district assemblies set out to first identify needy children, including those involved in hazardous work and others, who, due to their circumstances, were likely to perform hazardous work. Thereafter, children were withdrawn from hazardous work, counseled, and placed in school or apprenticeship training. Vulnerable children were prevented from entering hazardous work.

The five implementing partners of the NPECLC executed their activities in 116 communities in the 11 districts. According to CEDEP, most of these communities had a high incidence of child labor and its worst forms, as well as being socio-economically deprived. Between November 2007 and October 2008, a total of 463 children between the ages of 5 and 17 were withdrawn, counseled and placed in educational and

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<sup>35</sup> Bia, Wassa Amenfi West, Aowin Suaman, Sefwi Wiawso, Asante Akyem North, Asante Akyem South, Amansie Central, Amansie West, Atwima Mponua, Kwaebibirem and Suhum Kraboa Coaltar

vocational institutions in the 116 communities (see Appendix 13, Table 1). While most of the children reached were engaged in WFCL,<sup>36</sup> none of the NPECLC's five Implementing Partners reported responding to cases of trafficking, a finding consistent with our survey results.

The general method employed by these organizations in order to withdraw and rehabilitate affected children involved the following process:

1. **Identification:** CCPCs and DCPCs comprising teachers, assembly members, chiefs, district labor officers, the police, social welfare officers, area council members, community members, OHS club patrons and presidents of OHS clubs, were used in the identification of children engaged in the worst forms of child labor in the target communities;
2. **Validation:** A validation step involves using defined criteria to ensure that children to be withdrawn were actually involved in the worst forms of child labor. This important step was carried out by CCPC members who had undergone training and in some cases by trained professionals working with the implementing partners;
3. **Withdrawal:** Children who were confirmed to be involved in WFCL were then withdrawn via counseling to parents/guardians and the children involved. The use of professional counselors in performing needs assessments and counseling children withdrawn from WFCL was recommended; and
4. **Rehabilitation:** Successfully withdrawn children are then counseled. Thereafter they are placed in formal education or alternatively in vocational training centers, where, with appropriate tools, they learn professional skills.

The Government of Ghana, through its Department of Social Welfare, operates three shelters that house child victims of sexual abuse; trafficked children rescued from various sectors including fishing, farming, prostitution, kayayei (head porters), mining, kente weaving, quarrying, etc; or children withdrawn from the worst forms of child labor in these sectors. These shelters are located in Madina and in Osu within the Greater Accra Region, and in Tamale, located within the Northern Region of Ghana. So far, a total of seven children from the cocoa growing regions of the country have been placed in Accra's shelters – six in the Osu shelter and one in the Madina shelter. Beneficiaries are usually housed, fed and provided with other basic necessities for a period of three months after which they are sent to their original communities, especially in cases of trafficked children.

NGOs implementing projects in cocoa communities in Ghana which patronize these shelters include Aid for Change, Rural Development Youth Association, Hope for Humanity, Rural Development Consult, Child Rights International, CEDEP, SCMPP and Rescue Foundation. For example, between 2006 and 2008, SCMPP reported sending 14 rescued children to the Osu shelter and Rescue Foundation also reported sending 15 rescued to the shelter between 2007 and 2009.

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<sup>36</sup> Children withdrawn from CEDEP were involved in the following types of WFCL: climbing cocoa trees to cut mistletoe, breaking cocoa pods with machetes, application of agrochemicals, engagement in farming activities to the expense of their education and the carrying of heavy loads for distances beyond 2 kilometers.

Tulane's surveys find that most children withdrawn from the worst forms of child labor in cocoa are residents of the farming communities and they either live with their parents or relatives. As stated earlier, the act of "withdrawal" is commonly understood in Ghana as withdrawing a child from the WFCL on the cocoa farm rather than entirely withdrawing the child from his/her family and community. Furthermore, the implementing partners that implemented the NPECLC program recorded no incidence of trafficking. This may explain why more children are not sent to the government-provided shelters. To reduce poverty levels and empower the NPECLC beneficiary families to take proper care of the withdrawn children, many families of children withdrawn from child labor also benefited from Revenue Generating Activities (RGA) training, for example in soap and pomade making, poultry farming, rice parboiling and milling, and oil extraction from groundnuts and shea butter. Some parents/guardians also were also provided with basic education/literacy classes, provided information on savings and credit schemes and were provided with start-up tools such as a husking machine or a sprayer. Families furthermore accessed other services, such as health advice and counseling.

## ***Interventions Supported by other Stakeholders***

### **Côte d'Ivoire**

As described in the section School Enrollment, Retention and Vocational Training Programs, ILO/IPEC's WACAP initiative was carried out between 2002-2006 with 17 implementing agencies in Côte d'Ivoire and specifically targeted vulnerable and exploited children in 144 cocoa growing communities of the country.<sup>37</sup> In those communities, WACAP was able to directly withdraw 6,154 children from hazardous child labor and rehabilitate 1,605 of them. Tulane surveyed six of WACAP's implementing agencies in Côte d'Ivoire,<sup>38</sup> of which SAA and Kedesch were found to have withdrawn children (see Appendix 13, Table 2).

SAA reportedly withdrew 1,085 children between 2004 and 2005 and provided them with basic literacy education and some with vocational training. With a mandate to implement the government's literacy policies, SAA is a public institution with agents based in the *départements* and *sous-préfectures* of the country. It however partners with stakeholders, such as the ILO in its goal is to help lower the illiteracy rate by 35%, which currently stands at 63%, over the period of 2010 – 2020 for the population between 15 and 45 years of age.

Another implementing partner for ILO's WACAP initiative, Kedesch, withdrew 512 children from cocoa plantations in the *département* of Guibéroua (see Appendix 13, Table 2). Noteworthy is the meticulous recordkeeping practiced by Kedesch, which developed a detailed registry of withdrawn children, complete with a photo, name, age, nationality, age, gender, work history, etc.

A key component of GTZ's LTTE project was the identification of children who were trafficked or victims of WFCL mainly in five cocoa producing *départements*: Aboisso,

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<sup>37</sup> As the LUTRENA initiative, another large ILO project, generally targets trafficked children in all sectors of the economy, it is not covered in this report which focuses on actions specific to children in the cocoa sector.

<sup>38</sup> ASA, FEMAD, RENFCAP, Kedesch, FAWE-CI, SAA

Abengourou, Oumé, Sinfra and Soubré. To do so, GTZ's approach featured establishing committees at the *département* level (Comité LTTE), as well as a committee at each beneficiary community (*comités sous-préfectoraux*). The *département* committee is headed by an honorary president, the *préfet*, and includes the *sous-préfets* and the village chiefs (*chefs de villages*). Day-to-day implementation of the committee's work is however performed by a permanent coordinator, a former civil servant, who reports back to the *comité départemental*. The community committees (*comités sous-préfectoraux*) are composed of the village chief, local authorities such as security forces assigned to the *sous-préfecture*, as well as representatives of the various ethnic groups of the community. Thus, by establishing the necessary institutional framework and developing a mechanism to enable district and community-led action, GTZ was thus effectively able to withdraw 527 child victims, rehabilitate 3 children, and reinsert 444 children mainly between 2005 and 2008 (see Appendix 13, Table 3).

The CFA 3 billion project (US\$ 4,504,164<sup>39</sup>) started in 2002 and ended in 2008. Although funding for the project originated with the German government and the German chocolate industry, the GTZ representative stated that that project had been funded because of the Protocol.

*Fondation Amigo*, a Spanish NGO that works for the protection of children, also partnered with GTZ for its LTTE initiative. Through its rehabilitation center in *Niangon Lokoua* (Abidjan), *Fondation Amigo* is able to rehabilitate child victims suffering from any kind of abuse. Other organizations therefore refer cases to *Amigo* on a regular basis.

The organization *Fondation Aman International* also intervenes in cocoa producing communities and has been able to withdraw 463 children since 2003 (see Appendix 13, Table 4). Sourcing its funds neither from government nor Industry stakeholders, the organization collaborates with local NGOs approved by the Ministry of Solidarity and Victims of the War (*Ministère de la Solidarité et des Victimes de la Guerre*) and with certain cocoa producing cooperatives, working through its agents in different target areas.

## Ghana

In Ghana, ILO/IPEC's pioneering WACAP initiative was implemented by partners including the CLU of the Labor Department of Ghana, CEDEP and EPAG and the district assemblies of five districts in the Ashanti, Eastern, Western and Upper East Regions. WACAP's community-based child labor monitoring system featured community monitors who identify children subjected to WFCL in the beneficiary communities. Community members were also enlisted to identify where children were working and what work activities they performed. Child Labor Monitoring Committees then proceed to take community-sanctioned action by withdrawing the child from WFCL. Of the 598 children withdrawn from exploitative work, and 418 children prevented from engaging in exploitative work, 869 children were placed in formal education, 147 children were placed in vocational skills training and 422 were provided with counseling services (see Appendix 13, Table 5). Since the WACAP initiative, many organizations have employed similar procedures in order to withdraw and rehabilitate children.

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<sup>39</sup> Oanda. Exchange Rate: USD 1 = CFA 739.97, January 1, 2002. [www.oanda.com](http://www.oanda.com).



Winrock International's *Community-based Innovations to Reduce Child Labor through Education* (CIRCLE) project from 2006 to 2007 was implemented by local NGOs, notably the *African Movement for the Prevention of Child Abuse and Neglect* (AMPCAN)<sup>40</sup> and *Children Research for Action & Development Agency* (CRADA), in the Ashanti Region of Ghana with funding from USDOL. AMPCAN worked with communities in Kwabre, Bosomtwe Atwima Kwanwoma, Amansie West districts and Obuasi Municipality and CRADA worked with communities in Bosomtwe Atwima-Kwanwoma, Atwima Mponua District, Kwabre District and Kumasi Metropolis.

CIRCLE's activities focused on withdrawing working children and those at risk of dropping out-of-school. The project reached 375 children, of which 281 were withdrawn from exploitative child labor. Support was also extended to at-risk children, allowing them to stay in school, thereby preventing them from joining WFCL. Children placed in school were provided with uniforms, go-to-school kits and some received school feeding. The groups targeted for withdrawal from the worst forms of child labor worked in quarrying, mining, commercial agriculture including cocoa, fishing industry, domestic worker, and street children. Those withdrawn from various forms of exploitative labor were rehabilitated and enrolled in schools. CRADA housed some of the withdrawn children, provided them food and taught them life skills (see Appendix 13, Table 5).

Another CIRCLE implementing partner, EPAG, took an indirect approach to eliminating child labor in agricultural farms in Ghana. The organization sensitized and mobilized 10 communities in the Amansie West District, spurring each community to withdraw its own children from WFCL and to insert these children into formal education.

CRADA is executing the *Sustainable Management of Cocoa Farm and Improved Life via Education in Eliminating Child Labor* Project (SMILE – Ghana Project) in two districts in the Ashanti and Western Regions with funding from *Action Against Child Exploitation*, an international NGO based in Japan. Since February 2009, this one-year project has worked with 100 children, 30 of which were withdrawn from exploitative child labor (see Appendix 13, Table 5). These children were enrolled in formal education and taught life skills. A nine-member community-based child labor monitoring committee was established and taken through capacity building activities to ensure that these children do not continue to be exposed to exploitative child labor.

Rescue Foundation's ongoing *Identification, Rescue, Rehabilitation and Support to Trafficked Children* project was able to withdraw three boys from the cocoa growing regions who had been trafficked to work in the cocoa sector. Rescue Foundation identified, rescued, and rehabilitated the children. Thereafter, they traced the families (to the northern regions), reintegrated the children with their families, and placed them in schools. All school supplies were provided for, including a bicycle. Two monitoring visits show two of the children are doing well in school. In order to identify trafficked children who are often not in the public eye, Rescue Foundation employs a rigorous method involving focus group discussions with community opinion leaders; upon sensitizing the group, Rescue Foundation asks them to discreetly identify possible trafficked children.

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<sup>40</sup> The African Movement for the Prevention of Child Abuse and Neglect (AMPCAN) was formerly called the African Network for the Prevention and Protection Against Child Abuse and Neglect- (ANPCAN) Ghana

The organization therefore demonstrates competency not only in applying its advanced withdrawal methodology, but also in the conscientious care of trafficked children.

In sum, non-governmental and non-industry stakeholders were able to withdraw and rehabilitate 1,078 children since 2002 in 96 communities within 17 districts of the country.

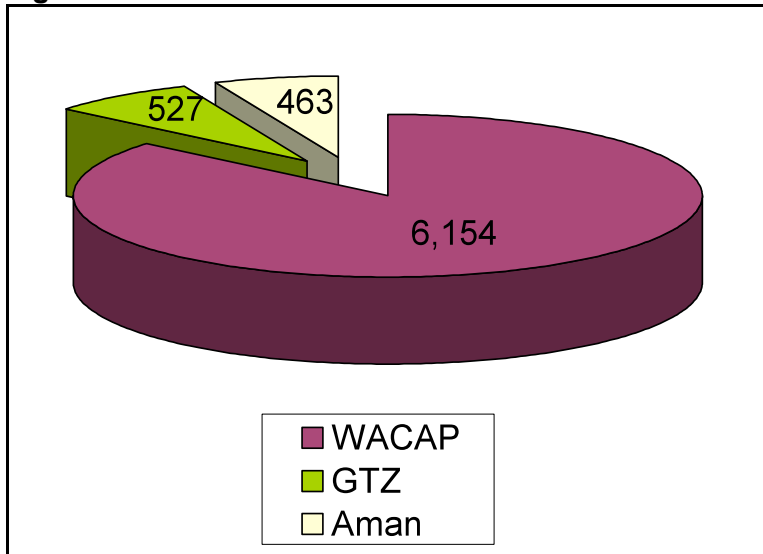
## Analysis

### Côte d'Ivoire

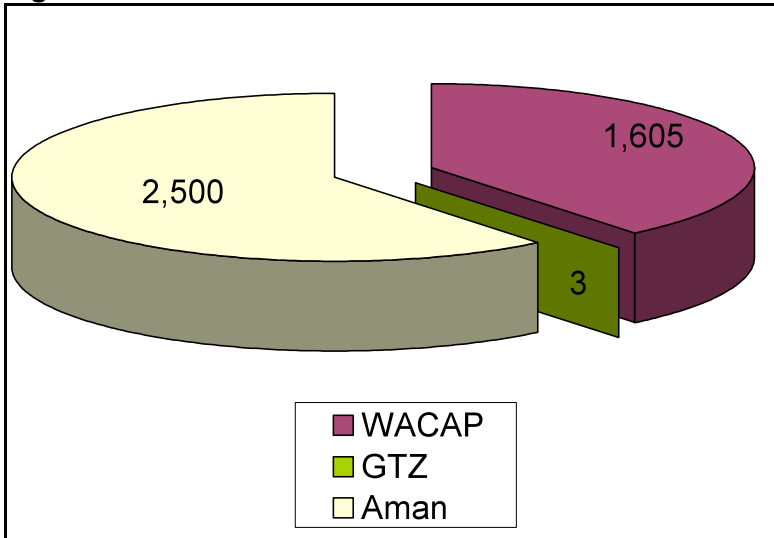
In Côte d'Ivoire, withdrawal, rehabilitation and reinsertion services have essentially been carried out by the ILO (with its 17 implementing partners), GTZ and *Fondation Aman International*. Of the 40 stakeholders surveyed in the country, these five organizations reportedly withdrew a total of 7,144 children, rehabilitated 4,108 children, and reinserted 444 children in their region of origin (see Figures 22-24 below).

The ILO's estimated expenditure for the WACAP program in Côte d'Ivoire was US\$ 1,150,950 and US\$ 934,944, which was dispersed to its implementing agencies over the period of 2002 to 2006. GTZ's LTTE project presided over a US\$ 5.45 million budget. *Fondation Aman International* independently sourced its funding for its intervention. Three out of four surveyed organizations in Côte d'Ivoire implementing relevant interventions stated they had received funding because of the Protocol.

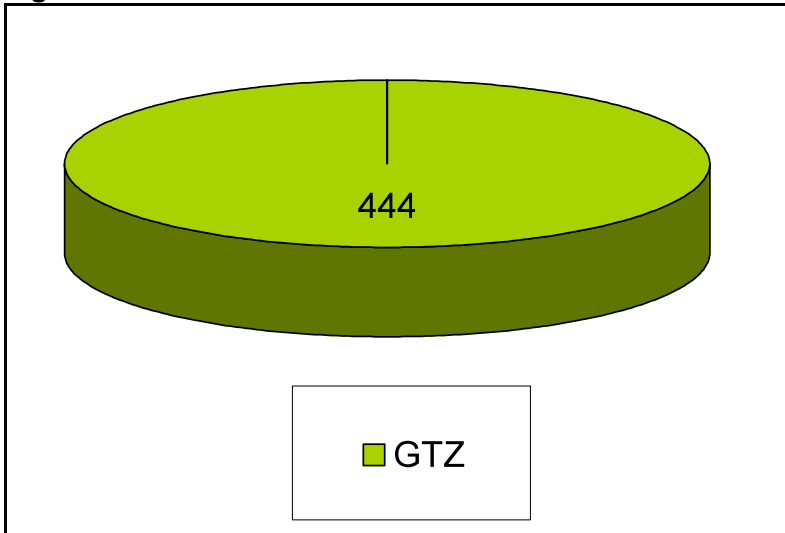
**Figure 22. Children withdrawn since 2001 – Côte d'Ivoire**



**Figure 23. Children rehabilitated since 2001 – Côte d'Ivoire**



**Figure 24. Children reinserted since 2001 – Côte d'Ivoire**



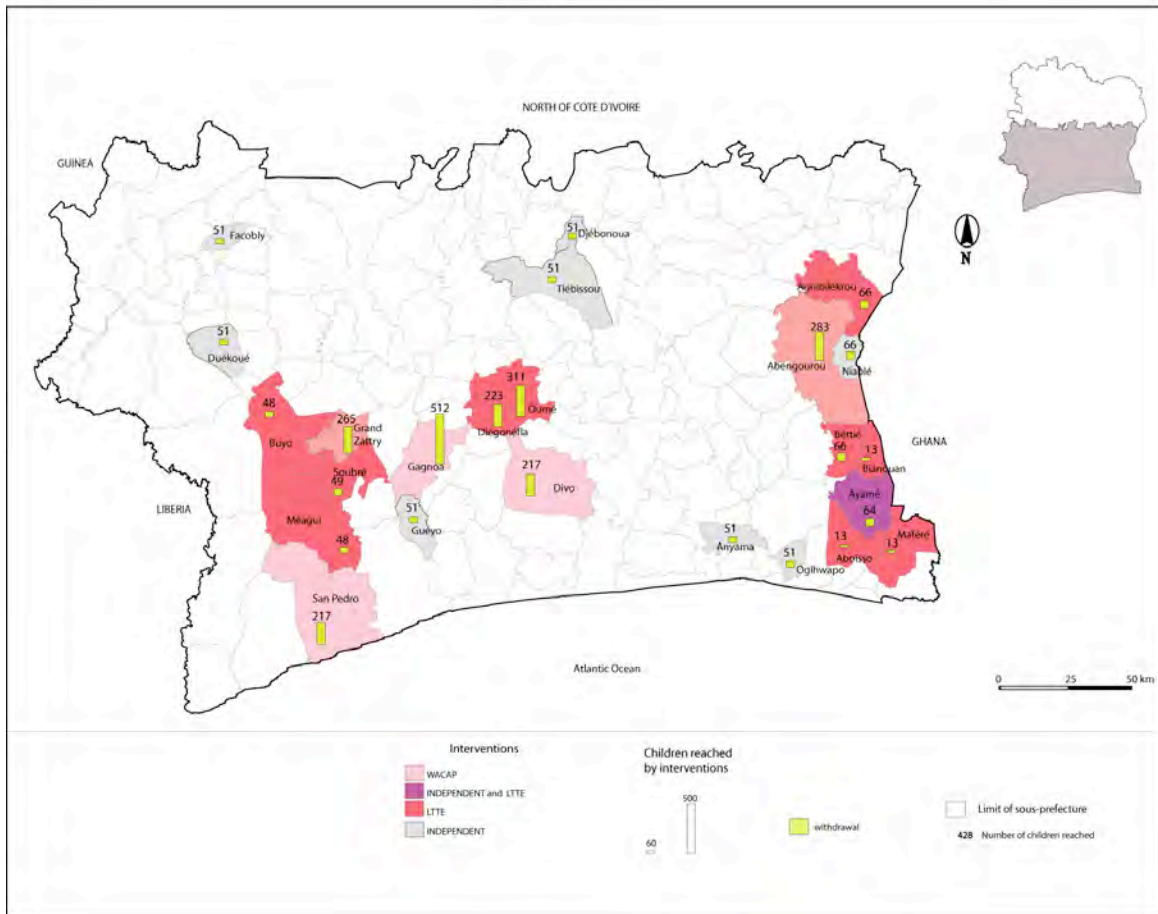
With the exception of the ICI funded Caritas/MESAD rehabilitation effort that was discontinued, Industry stakeholders have not funded withdrawal or rehabilitation interventions targeting children in the cocoa growing areas of Côte d'Ivoire. CIRCLE, a successful multi-stakeholder partnership, serves as a model of how Industry stakeholders could potentially be included in the future realization of such interventions.

While the central Government of Côte d'Ivoire has not launched a concerted withdrawal and rehabilitation initiative, governmental structures, especially at the lower administrative levels of governance (e.g. les *sous-préfectures* et *départements*), have facilitated the successful execution of the interventions referenced above.

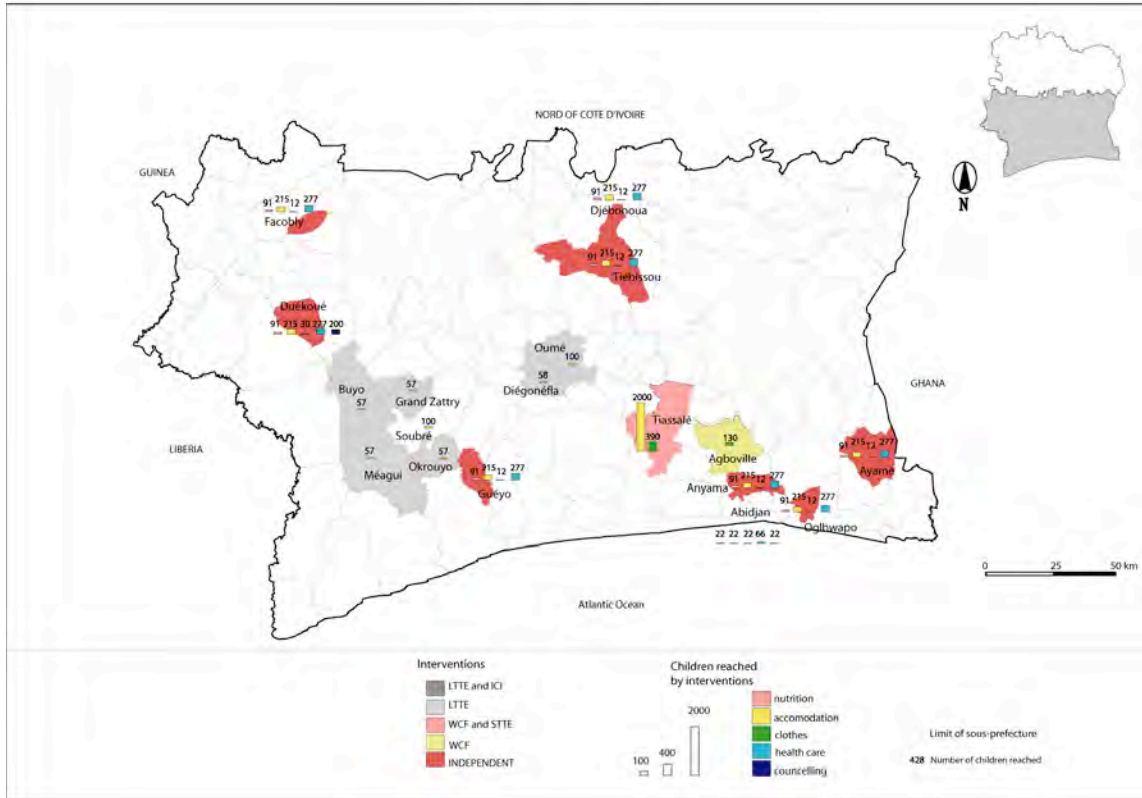
ILO/IPEC's WACAP initiative successfully demonstrated how children may be withdrawn from WFCL, the extent of the problem – i.e. the number of children that needed to be reached in the target areas, and how many children may be reached with US\$ 1 million. Our next steps will be to estimate the total number of potentially vulnerable children and

given WACAP's and GTZ's cost and track record what it would cost to remedy the situation.

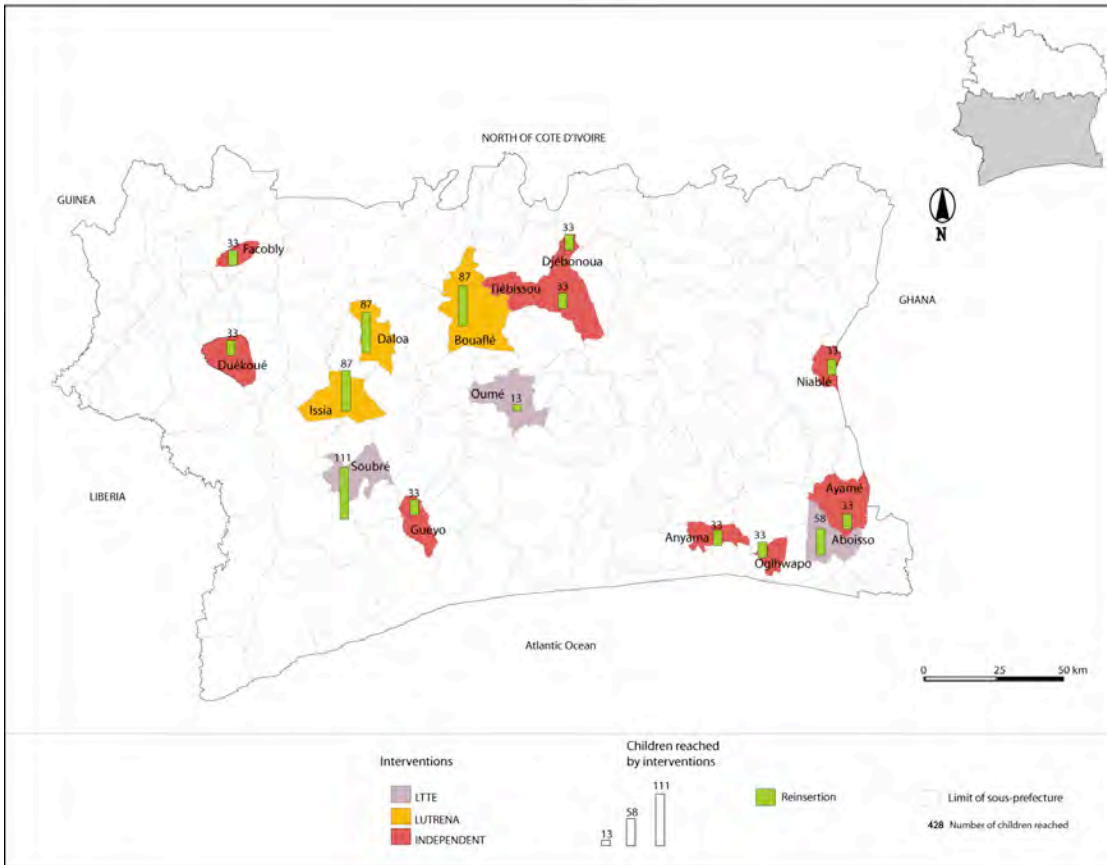
**Figure 25. Withdrawal, 2001-2009, Côte d'Ivoire**



**Figure 26. Rehabilitation – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Côte d'Ivoire**



**Figure 27. Reinsertion, 2001-2009, Côte d'Ivoire**

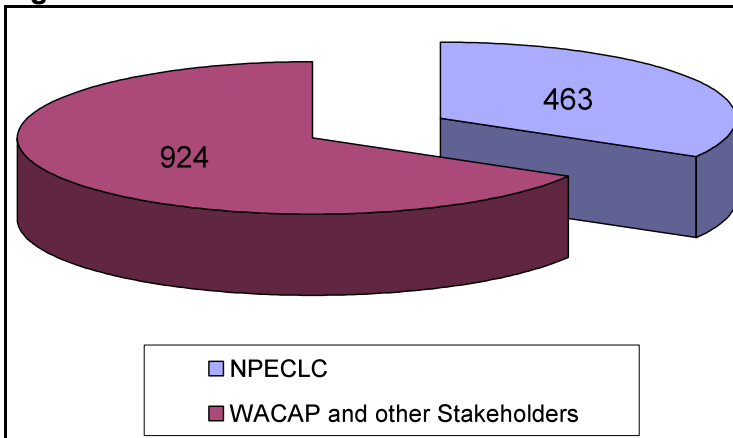


## Ghana

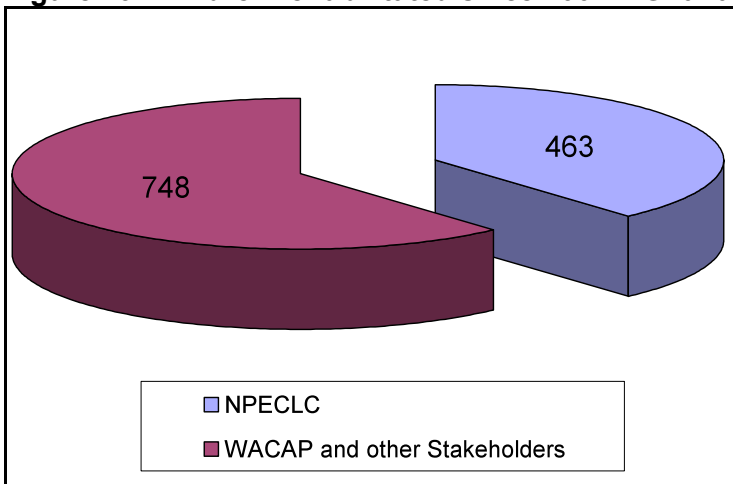
The ILO, having pioneered withdrawal methods through its WACAP initiative, offered a paradigm for successive interventions. Since, findings from Ghana suggest that the Government has taken a considerable amount of initiative to withdraw and rehabilitate children exposed to WFCL. Altogether, a total of 1,387 children were reportedly withdrawn from WFCL, and 1,211 children were thereafter rehabilitated since 2001 (see Figures 28-29). Fifteen children were reportedly reinserted.

The ILO, enlisting experienced NGOs, as well as the government, also working with experienced NGOs, contributed the most to these results. A total of 10 NGOs are performing withdrawal and rehabilitation services in Ghana. Financing for these activities came from ILO/IPEC's WACAP budget, which in Ghana amounted to a total of US\$ 812,795 between 2002 and 2006, and from the NPECLC's budget for its NGOs, which amounted to US\$ 110,857.

**Figure 28. Children withdrawn since 2001 – Ghana**



**Figure 29. Children rehabilitated since 2001 – Ghana**

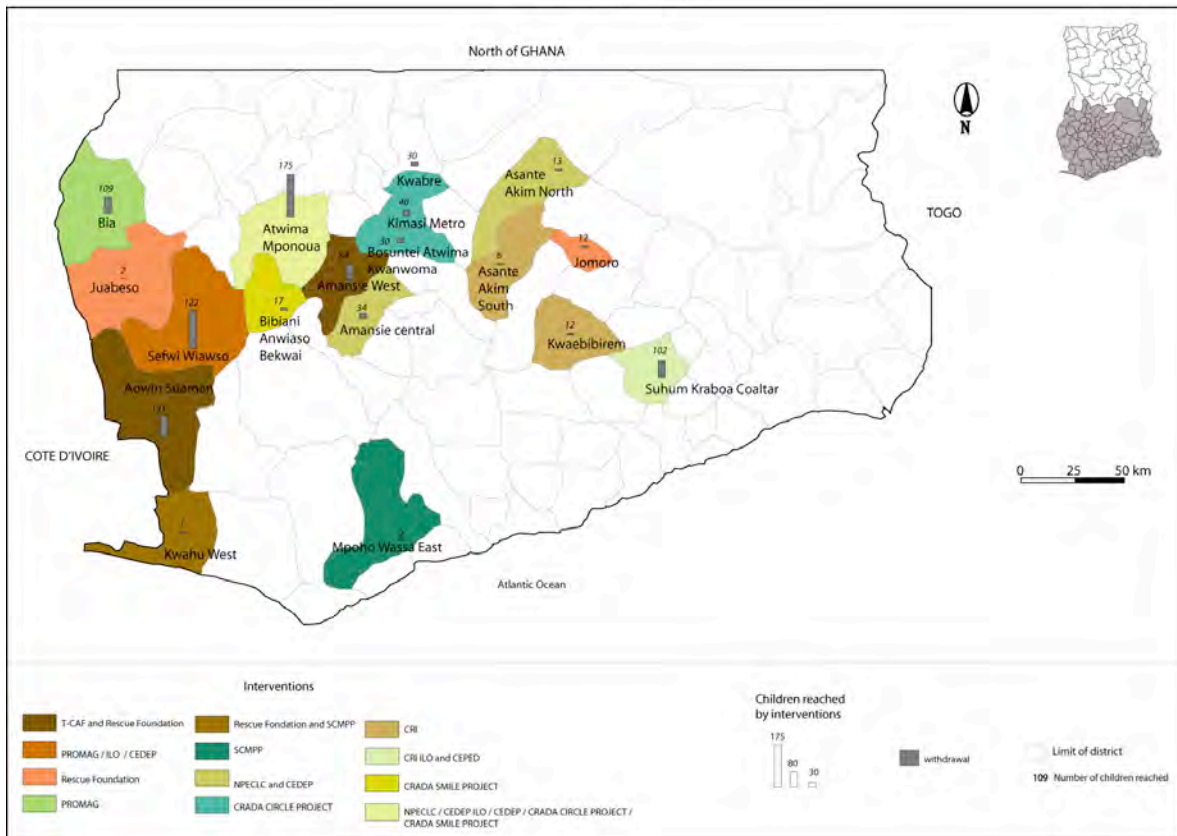


Fewer children were reported as reinserted as compared to cases withdrawn or rehabilitated. This finding likely reflects the common practice of engaging and withdrawing affected children within the given community. In addition, a low number of cases of trafficked children to the cocoa sector have been uncovered, which would require reinsertion services.

Of the surveyed NGOs implementing withdrawal and rehabilitation interventions, in Ghana four out of five NGOs funded by the NPECLC said they had received funding because of the Protocol, while one of the five NGOs supported by other stakeholders stated that they had received funding because of the Protocol.

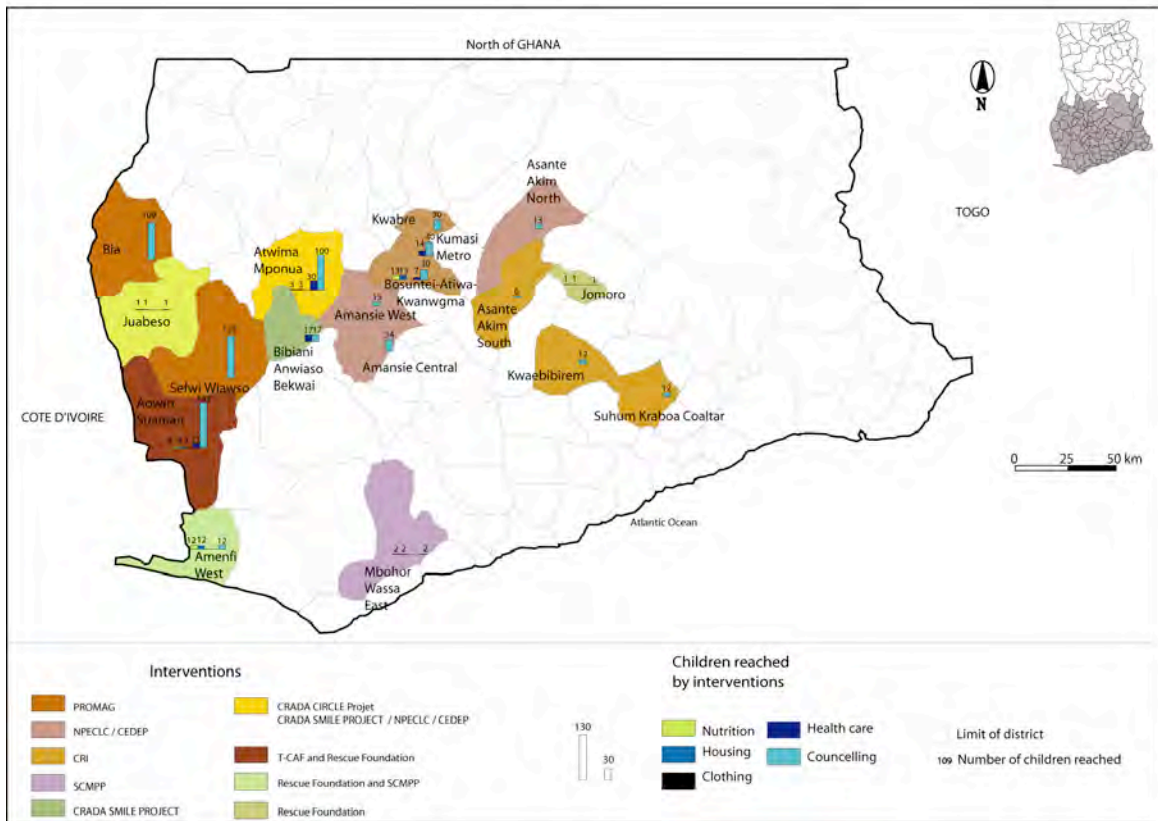
Thus far, 201 communities in 28 districts, mainly in the cocoa growing regions of Ghana, were reached with withdrawal and rehabilitation services.

**Figure 30. Withdrawal, 2001-2009, Ghana**

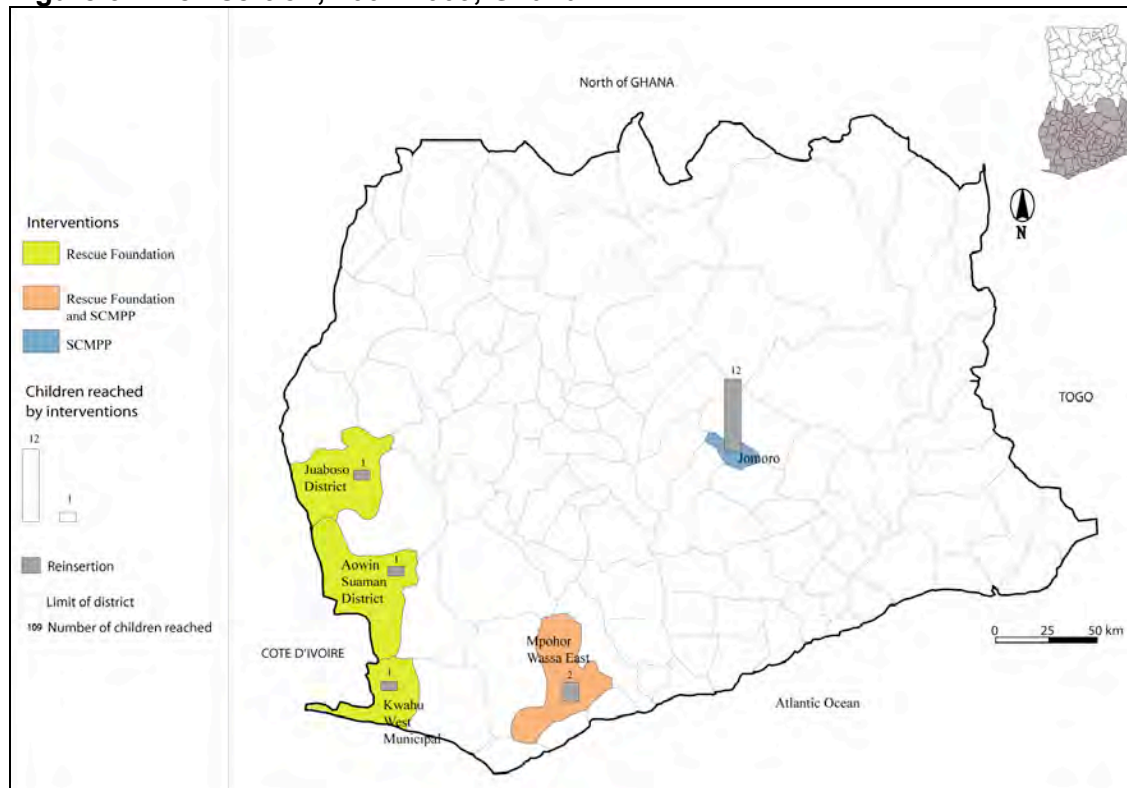




**Figure 31. Rehabilitation – Goods and Services rendered to children in the cocoa growing regions, 2001-2009, Ghana**



**Figure 32. Reinsertion, 2001-2009, Ghana**



## **Recommendations**

1. In order to reach the unmet need of withdrawing and rehabilitating children, continue to expand CLMS evolving into a working management information system which provides near real time data for local administrative management in the region;
  - a. Decentralizing authority and responsibility to the district and community levels, e.g. through community and district child protection committees (*Committees de Vigilance*), with mandates to identify, withdraw, rehabilitate and report on child victims of WFCL; and
  - b. Strengthening relevant state structures, e.g. by training Social Welfare field officers in Ghana, to support community components of CLMS.
2. Continue to encourage and seek resources for public-private partnerships including Industry stakeholders in the realization of vital withdrawal and rehabilitation interventions, a crucial step in eliminating the WFCL;
3. Undertake a careful review of “best practices” under WACAP, GTZ and other initiatives that can be incorporated as the basis for “capacity building” in Ghana and Côte d’Ivoire among government and public private sector personnel; and
4. Continue to examine and publicize the functional aspects of the disclosure and withdrawal process to increase coverage and eliminate the WFCL in the region.

## Continued Collaboration

A continuing issue with the management of applied research in Ghana and Côte d'Ivoire relates to consultation with national and international experts on issues related to all aspects of methodology. The initial plan of formulating and augmenting a research advisory group with national experts has been replaced with the preferable active involvement of first-level national experts from both countries coming from academic and government technocratic positions. Working group technical sessions between the Tulane team and the Government of Ghana were initiated in August 2008 and again in the fall of 2008.

The work of Verité, in executing its charge of validating industry sponsored government surveys, also served the function of providing high-level technical review to the Tulane surveys. As a result, in both public forums and written documents the external technical reviewers cited the Tulane surveys as being more representative of the entire population of cocoa producing regions than the national surveys.

In order to effectively organize a complete and in-depth review of the large quantities of survey data available, a coordinated joint working group has been proposed by Industry and national representatives. This working group will undertake a meta-analysis designed to mine the data and extrapolate the best estimates of total numbers of children exposed to the WFCL in the two countries using standardized approaches. This working group will include the participation of Tulane experts and serve as observers and consultants to the technical working groups. The combination of the joint technical working groups and the specific Tulane Country working groups provides a country-oriented strategy for identifying and vetting the most important issues requiring further technical expertise. This also leads into the identification of potential training for national technical persons who will be responsible for the ongoing implementation of oversight. To date a formal session was held with the Government of Ghana, which identified the following topics (see below) for training in technical areas that we expect to be able to provide through the Tulane Project.

Our discussion centered around several issues the first of which was a senior level/training sensitization program, which would be aimed at senior level and higher level individuals for a two-three day period. During this time, they would be exposed to all of the technical details of the organization, implementation and verification/validation of the protocol and how it interfaces with their positions in the new government. A review of the data and methods and some intervention history would be included building to how the intervention database could be managed as a policy instrument.

The second part of the discussion included a series of topics of 1-3 day trainings to be done with individuals who could then become trainers within the government and/or NGO sector at the appropriate levels. The following potential technical subjects were discussed and later accepted by both parties.

1. Intervention database data collection, management and presentation;
2. Geographic Information System applications for management of interventions;
3. Qualitative and positive deviance methods in evaluating interventions;
4. Evaluation and monitoring designs for intervention attribution assessment;

5. Using information technology for documentation and monitoring of interventions;
6. Strategic and tactical planning for interventions assessment;
7. Statistical packages for survey child health surveillance data collection organization and analysis; and
8. Personal productivity tools for management and related tasks.

Discussions are under way with the Côte d'Ivoire technical counterparts to identify similar topics for appropriate training in Abidjan. The development of a capacity building plan in conjunction with technicians in both countries will be a focus for the remaining period left in the Tulane contract.

The goal of outside technical assistance is to leave in place tested systems and personnel with the experience and training to continue those systems. We are pleased that all parties share the vision of the need for such capacity building activities and are working in a collaborative fashion to program the events.

## Recommendations

We conclude this year's report with a series of suggested actions, which we believe will positively impact the process of moving towards collaborative, transparent and mutually supportive activities to safeguard and improve the health and well-being of children in the cocoa sector and thus achieve what is the ultimate objective of the Protocol. These recommendations are based on the results from Tulane's second harvest surveys of child labor in the cocoa-growing areas of Côte d'Ivoire and Ghana and the findings from our other research and monitoring activities. The suggested actions, if implemented, will improve the process and outcome of working towards the elimination of the worst forms of child labor in the cocoa sector.

We have identified several questions that we feel should be addressed in order for effective and sustainable certification and verification systems to be established. These questions and our suggested resolution to them make up the principle recommendations and conclusions of our work to date.

- What will certification certify? Is the current survey methodology alone adequate to assess progress made?

Certification should have objective outcomes and an agreed by all stakeholders' methodology involving surveys every 3-4 years and other data sources. Industry success in developing information systems to track quality of product at the farm levels suggests the ability and feasibility to have a similar system for the entire cocoa sector in both countries to improve product quality, certify labor practices and monitor productivity and quality of life.

- Who will assume the burden of responsibility for continued certification?

Given the success of current country-based systems and the level of interest and resources, we believe that both the Governments and Industry remain in the best position to collaborate in certification. Such a process should be open and transparent to all.

- As they embark on the "remediation" step of the certification system, have the government-led efforts set clear objectives and targets with clearly defined indicators?

Ghana has demonstrated close collaboration and interest in the Tulane developed intervention inventory. By building upon this system, which will be available to them, the mechanism for having a baseline and setting objectives will be in place. The next step is to set realistic targets and execute the same.

- What clearly defined evidence-based objectives and targets are in place to ensure that "remediation" activities truly reduce the prevalence of WFCL?

Our view is that the Governments are positively engaged in the process and should continue beyond the level of setting goals to the establishment of specific indicators for yearly progress.

- How exactly, with the current mechanism of certification, can it be scientifically demonstrated that 100% of the sector is WFCL-free?

Our view is that with measurement error and general socio-economic development issues complicating the ability to assess WFCL, the ability to verify a 100% free environment is doubtful. More realistic objectives should be established by the Countries with assistance from other stakeholders within the laudable overall goal of eliminating the WFCL.

- When it comes to “remediation” activities, what will be verified? Who will verify and who will pay for verification? How will the independence of verification be ensured?

A more objective outside party, with sustainable human and financial resources, is strongly suggested to execute verification. Such an entity would need to be funded by Government and Industry with ongoing streams of resources. Other entities such as regional organizations like the West African Health Organisation (WAHO) might also assume the role. In general, entities that evaluate themselves have been shown to be biased in favor of success.

- What standards and criteria will be applied to "verify" that a defined outcome has been achieved?

The range of measurement and variation to be targeted each reporting period from the surveys and related data sources should be an outcome of the joint technical working group. We would suggest that the group undertake setting empirical objectives and a timeline consistent with their measurement.

In our opinion, the resources devoted to the remediation step in the overall certification process need to be increased considerably in order to adequately address the problem. This includes resources dedicated towards capacity building and the identification of permanent mechanisms that can fund the process of verification.

Within the context of the questions and suggestions for their resolution provided above are some general observations which we feel will encourage even greater transparency and collaboration in the cooperative efforts of the Governments of Côte d'Ivoire and Ghana, the international cocoa/chocolate industry and other stakeholders to arrive at a shared operational definition of WFCL and an agreed upon methodology to certify the absence or presence of same.

1. We strongly encourage the joint working group effort to gather and compare all sources of data that measure the WFCL in the cocoa sector. This includes joint data analysis, data sharing between stakeholders, methods sharing and joint training and capacity building. Make data available to the public and invite experts from outside the region to participate and add to the collective knowledge capital.
2. We believe that building upon the project inventory database of the WFCL interventions requested by both Governments is important. This includes identifying caretakers of the database and transferring all of the needed skills to maintain the database to national or regional caretakers.

3. To execute all of the needed changes and improvements there should be a costed and agreed upon long- and short-term strategic plan, which places an emphasis on who will finance the needed surveillance and remediation activities. A plan should be developed for each Country and coordinated for the Region.
4. As methods are better documented, improved targets should focus more on high-risk groups for remediation efforts. Preliminary evidence from the intervention inventory and the surveys suggests that current interventions may not be addressing the problems adequately. These groups include working children below minimum age, children working long hours, children out of school and children separated from family. Making sure that remediation projects address truly vulnerable populations is the priority.
5. Develop more specific and valid assessment tools emerging from the positive aspects of remediating the unconditional worst forms of child labor in the cocoa sector in Ghana and Côte d'Ivoire. Current best practice or positive deviance methodology should be used to place a focus on solutions not just the problem. In particular the positive efforts of the Countries should be highlighted as models of positive action in a difficult arena.
6. We believe that the USDOL-Tulane project has shown the value of the presence of objective third party observers to help clarify all of the needed steps in working with a delicate issue. A feasibility study looking at different organizational structures available to undertake such a task would be useful.
7. There is a need to develop a communication and information strategy with regular reporting to continue to educate and sensitize all stakeholders with a particular focus on new legislators or political figures entering the scene. The lack of an institutional memory to communicate progress and problems creates a poor framework for building upon past efforts.

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## **Appendix 1: The Harkin-Engel Protocol**



## Chocolate Manufacturers Association

### **PROTOCOL FOR THE GROWING AND PROCESSING OF COCOA BEANS AND THEIR DERIVATIVE PRODUCTS IN A MANNER THAT COMPLIES WITH ILO CONVENTION 182 CONCERNING THE PROHIBITION AND IMMEDIATE ACTION FOR THE ELIMINATION OF THE WORST FORMS OF CHILD LABOR**

#### **Guiding Principles:**

- \* *OBJECTIVE* – Cocoa beans and their derivative products should be grown and processed in a manner that complies with International Labor Organization (ILO) Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor. ILO Convention 182 is attached hereto and incorporated herein by reference.
- \* *RESPONSIBILITY* – Achieving this objective is possible only through partnership among the major stakeholders: governments, global industry (comprised of major manufacturers of cocoa and chocolate products as well as other, major cocoa users), cocoa producers, organized labor, non-governmental organizations, and consumers. Each partner has important responsibilities. This protocol evidences industry’s commitment to carry out its responsibilities through continuation and expansion of ongoing programs in cocoa-producing countries and through the other steps described in this document.
- \* *CREDIBLE, EFFECTIVE PROBLEM SOLVING* – In fashioning a long-term solution, the problem-solving process should involve the major stakeholders in order to maximize both the credibility and effectiveness of the problem-solving action plan that is mutually-agreed upon.
- \* *SUSTAINABILITY* – A multi-sectoral infrastructure, including but independent of the industry, should be created to develop the action plan expeditiously.
- \* *ILO EXPERTISE* – Consistent with its support for ILO Convention 182, industry recognizes the ILO’s unique expertise and welcomes its involvement in addressing this serious problem. The ILO must have a “seat at the table” and an active role in assessing, monitoring, reporting on, and remedying the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.

## **Key Action Plan and Steps to Eliminate the Worst Forms of Child Labor:**

(1) *Public Statement of Need for and Terms of an Action Plan* – Industry has publicly acknowledged the problem of forced child labor in West Africa and will continue to commit significant resources to address it. West African nations also have acknowledged the problem and have taken steps under their own laws to stop the practice. More is needed because, while the scope of the problem is uncertain, the occurrence of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products is simply unacceptable. Industry will reiterate its acknowledgment of the problem and in a highly-public way will commit itself to this protocol.

(2) *Formation of Multi-Sectoral Advisory Groups* – By October 1, 2001, an advisory group will be constituted with particular responsibility for the on-going investigation of labor practices in West Africa. By December 1, 2001, industry will constitute a broad consultative group with representatives of major stakeholders to advise in the formulation of appropriate remedies for the elimination of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.

(3) *Signed Joint Statement on Child Labor to Be Witnessed at the ILO* – By December 1, 2001, a joint statement made by the major stakeholders will recognize, as a matter of urgency, the need to end the worst forms of child labor in connection with the growing and processing of West African cocoa beans and their derivative products and the need to identify positive developmental alternatives for the children removed from the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.

(4) *Memorandum of Cooperation* – By May 1, 2002, there will be a binding memorandum of cooperation among the major stakeholders that establishes a joint action program of research, information exchange, and action to enforce the internationally-recognized and mutually-agreed upon standards to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products and to establish independent means of monitoring and public reporting on compliance with those standards.

(5) *Establishment of Joint Foundation* – By July 1, 2002, industry will establish a joint international foundation to oversee and sustain efforts to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products. This private, not-for-profit foundation will be governed by a Board comprised of industry and other, non-governmental stakeholders. Industry will provide initial and on-going, primary financial support for the foundation. The foundation's purposes will include field projects and a clearinghouse on best practices to eliminate the worst forms of child labor.


(6) *Building Toward Credible Standards* — In conjunction with governmental agencies and other parties, industry is currently conducting baseline-investigative surveys of child labor practices in West Africa to be completed by December 31, 2001. Taking into account those surveys and in accordance with the other deadlines prescribed in this action plan, by July 1, 2005, the industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law, that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor.

We, the undersigned, as of September 19, 2001 and henceforth, commit the Chocolate Manufacturers Association, the World Cocoa Foundation, and all of our members wholeheartedly to work with the other major stakeholders, to fulfill the letter and spirit of this Protocol, and to do so in accordance with the deadlines prescribed herein.



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Mr. Larry Graham  
President  
Chocolate Manufacturers Association



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Mr. William Guyton  
President  
World Cocoa Foundation



## Chocolate Manufacturers Association

### WITNESSETH

We hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

Senator Tom Harkin  
US Senate – Iowa

Senator Herbert Kohl  
US Senate – Wisconsin

Congressman Eliot Engel  
US Congress – New York

Ambassador Youssoufou Bamba  
Embassy of the Ivory Coast



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

---

Mr. Frans Roselaers, Director  
International Programme on the Elimination of Child Labour  
(IPEC)  
International Labor Organization



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

**Mr. Ron Orwald**  
**General Secretary**  
**International Union of Food, Agricultural, Hotel, Restaurant,**  
**Catering, Tobacco and Allied Workers' Associations (IUF)**



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

Mr. Kevin Bales  
Executive Director  
Free The Slaves





## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

A handwritten signature in black ink, appearing to read "Linda Golodner", is written over a horizontal line. The signature is fluid and cursive.

Ms. Linda Golodner  
President  
National Consumers League



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

Ms. Darlene Adkins  
National Coordinator  
The Child Labor Coalition



## **Chocolate Manufacturers Association**

**ATTACHMENT TO  
PROTOCOL FOR THE GROWING AND PROCESSING OF  
COCOA BEANS AND THEIR DERIVATIVE PRODUCTS  
IN A MANNER THAT COMPLIES WITH ILO CONVENTION 182  
CONCERNING THE PROHIBITION AND IMMEDIATE ACTION FOR THE  
ELIMINATION OF THE WORST FORMS OF CHILD LABOR**

Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour.

Convention: C182

Place: Geneva

Session of the Conference: 87

Date of adoption: 17 June 1999

The General Conference of the International Labour Organization:

- Having been convened at Geneva by the Governing Body of the International Labour Office, and having met in its 87th Session on 1 June 1999.
- Considering the need to adopt new instruments for the prohibition and elimination of the worst forms of child labour, as the main priority for national and international action, including international cooperation and assistance, to complement the Convention and the Recommendation concerning Minimum Age for Admission to Employment, 1973, which remain fundamental instruments on child labour.
- Considering that the effective elimination of the worst forms of child labour requires immediate and comprehensive action, taking into account the importance of free basic education and the need to remove the children concerned from all such work and to provide for their rehabilitation and social integration while addressing the needs of their families.
- Recalling the resolution concerning the elimination of child labour adopted by the International Labour Conference at its 83rd Session in 1996.
- Recognizing that child labour is to a great extent caused by poverty and that the long-term solution lies in sustained economic growth leading to social progress, in particular poverty alleviation and universal education.
- Recalling the Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989.
- Recalling the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, adopted by the International Labour Conference at its 86th Session in 1998.
- Recalling that some of the worst forms of child labour are covered by other international instruments, in particular the Forced Labour Convention, 1930, and the United Nations Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956.

- Having decided upon the adoption of certain proposals with regard to child labour, which is the fourth item on the agenda of the session.
- Having determined that these proposals shall take the form of an international Convention adopts this seventeenth day of June of the year one thousand nine hundred and ninety-nine the following Convention, which may be cited as the Worst Forms of Child Labour Convention.

### **Article 1**

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.

### **Article 2**

For the purposes of this Convention, the term *child* shall apply to all persons under the age of 18.

### **Article 3**

For the purposes of this Convention, the term *the worst forms of child labour* comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

### **Article 4**

1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.
2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.
3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.

## **Article 5**

Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.

## **Article 6**

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.
2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

## **Article 7**

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
  - (a) prevent the engagement of children in the worst forms of child labour;
  - (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
  - (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
  - (d) identify and reach out to children at special risk; and
  - (e) take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

## **Article 8**

Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programmes and universal education.

## **Article 9**

The formal ratifications of this Convention shall be communicated to the Director-General of the International Labour Office for registration.

## **Article 10**

1. This Convention shall be binding only upon those Members of the International Labour Organization whose ratifications have been registered with the Director-General of the International Labour Office.
2. It shall come into force 12 months after the date on which the ratifications of two Members have been registered with the Director-General.
3. Thereafter, this Convention shall come into force for any Member 12 months after the date on which its ratification has been registered.

## **Article 11**

1. A Member which has ratified this Convention may denounce it after the expiration of ten years from the date on which the Convention first comes into force, by an act communicated to the Director-General of the International Labour Office for registration. Such denunciation shall not take effect until one year after the date on which it is registered.
2. Each Member which has ratified this Convention and which does not, within the year following the expiration of the period of ten years mentioned in the preceding paragraph, exercise the right of denunciation provided for in this Article, will be bound for another period of ten years and, thereafter, may denounce this Convention at the expiration of each period of ten years under the terms provided for in this Article.

## **Article 12**

1. The Director-General of the International Labour Office shall notify all Members of the International Labour Organization of the registration of all ratifications and acts of denunciation communicated by the Members of the Organization.
2. When notifying the Members of the Organization of the registration of the second ratification, the Director-General shall draw the attention of the Members of the Organization to the date upon which the Convention shall come into force.

## **Article 13**

The Director-General of the International Labour Office shall communicate to the Secretary-General of the United Nations, for registration in accordance with article 102 of the Charter of the United Nations, full particulars of all ratifications and acts of denunciation registered by the Director-General in accordance with the provisions of the preceding Articles.

## **Article 14**

At such times as it may consider necessary, the Governing Body of the International Labour Office shall present to the General Conference a report on the working of this Convention and shall examine the desirability of placing on the agenda of the Conference the question of its revision in whole or in part.

## **Article 15**

1. Should the Conference adopt a new Convention revising this Convention in whole or in part, then, unless the new Convention otherwise provides --

(a) the ratification by a Member of the new revising Convention shall ipso jure involve the immediate denunciation of this Convention, notwithstanding the provisions of Article 11 above, if and when the new revising Convention shall have come into force;

(b) as from the date when the new revising Convention comes into force, this Convention shall cease to be open to ratification by the Members.

2. This Convention shall in any case remain in force in its actual form and content for those Members which have ratified it but have not ratified the revising Convention.

## **Article 16**

The English and French versions of the text of this Convention are equally authoritative.



## Chocolate Manufacturers Association

We personally support the protocol entered into by industry *Protocol for the Growing and Processing of Cocoa Beans and their Derivative products In a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor* and look forward to its successful execution which we support wholeheartedly.

**Gary Guittard**  
*President*  
Guittard Chocolate Company

**Paul Michaels**  
*President*  
M&M / Mars, Inc.

**Edmond Opler, Jr.**  
*President*  
World's Finest Chocolate, Inc.

**G. Allen Andreas**  
*Chairman and Chief Executive*  
Archer Daniels Midland Company

**Bradley Alford**  
*President*  
Nestle Chocolate & Confections USA

**Henry Blommer, Jr.**  
*Chairman of the Board*  
Blommer Chocolate Company

**Richard H. Lenny**  
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**Andreas Schmid**  
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## **Appendix 2: The Joint Statement 2005**

## **JOINT STATEMENT**

**November 30, 2001**

The Association of the Chocolate, Biscuit and Confectionery Industries of the EU, the Chocolate Manufacturers Association of the USA, the Confectionary Manufacturers Association of Canada, the Cocoa Association of London and the Federation for Cocoa Commerce, the Cocoa Merchants Association of America, the European Cocoa Association, the International Office of Cocoa, Chocolate and Confectionery, the World Cocoa Foundation, the Child Labor Coalition, Free The Slaves, the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations, and the National Consumers League (sometimes hereinafter the “Signatories”) recognize the urgent need to identify and eliminate child labour in violation of International Labour Organization (“ILO”) Convention 182 with respect to the growing and processing of cocoa beans and their derivative products.

The Signatories also recognize the need to identify and eliminate practices in violation of ILO Convention 29 with equal urgency.

The Signatories affirm their support for the International Labour Organization’s (ILO) mission to improve working conditions worldwide, as exemplified in the ILO Declaration on Fundamental Principles and Rights at Work. We also share the view that practices in violation of ILO Conventions 182 (the “worst forms of child labour”) and 29 (“forced labour”) result from poverty and a complex set of social and economic conditions often faced by small family farmers and agricultural workers, and that effective solutions to address these violations must include action by appropriate parties to improve overall labour standards and access to education.

The Signatories support the framework provided in the Protocol signed by the Chocolate Manufacturers Association and the World Cocoa Foundation on September 19, 2001, which provides for cooperation and for credible, effective problem solving in West Africa, where a specific program of research, information exchange, and action is immediately warranted.

This Joint Statement expresses the shared commitment of the Signatories to work collaboratively toward the goal of eliminating the worst forms of child labour and forced labour in cocoa growing.

The strategies developed as part of this process will only be credible to the public and meet the expectations of consumers if there is committed engagement on the part of governments, global industry (comprised of major manufacturers of cocoa and chocolate products as well as other, major cocoa users), cocoa producers, labour representatives, non-governmental organizations, and consumers that have joined this process.

The Signatories recognize the need to work in concert with the ILO because the ILO will play an important role in identifying positive strategies, including developmental alternatives for children engaged in the worst forms of child labour and adults engaged in forced labour in the growing and processing of cocoa beans and their derivative products.

The strategies to be developed will be effective only if they are comprehensive and part of a durable initiative. The steps to be taken to sustain this initiative include:

- (i) execution of a binding memorandum of cooperation among the Signatories that establishes a joint action program of research, information exchange, and action to enforce the internationally-recognized and mutually-agreed upon standards to

eliminate the worst forms of child labour in the growing and processing of cocoa beans and their derivative products;

- (ii) incorporation of this research that will include efforts to determine the most appropriate and practicable independent means of monitoring and public reporting in compliance with those standards; and
- (iii) establishment of a joint foundation to oversee and sustain efforts to eliminate the worst forms of child labour and forced labour in the growing and processing of cocoa beans and their derivative products. The Signatories welcome industry's commitment to provide initial and ongoing, primary financial support for the foundation.

We anticipate that other parties may be able to play a positive role in our important work.

Subject to mutual consent by the Signatories, additional parties may be invited to sign onto this statement in the future.

Witnessed by the International Labour Organization this 30th day of November, 2001.

Geneva, Switzerland

By:



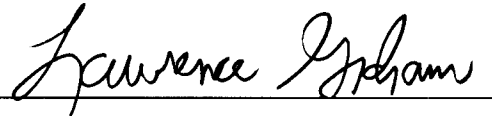
Mr. Frans Roselaers, Director  
International Programme on the Elimination of Child Labour  
(IPEC)  
International Labor Organization

ASSOCIATION OF THE CHOCOLATE, BISCUIT AND CONFECTIONERY INDUSTRIES  
OF THE EU

By:   
\_\_\_\_\_

Mr. David Zimmer  
Secretary General  
CAOBISCO

CHOCOLATE MANUFACTURERS ASSOCIATION OF THE USA

By:   
\_\_\_\_\_

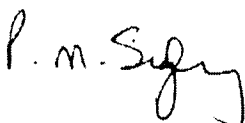
Mr. Lawrence Graham  
President  
Chocolate Manufacturers Association of the USA

CONFECTIONERY MANUFACTURERS ASSOCIATION OF CANADA

By:   
\_\_\_\_\_

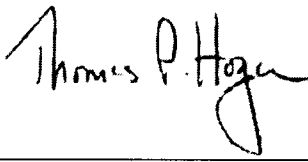
Mr. John Rowsome  
President  
Confectionery Manufacturers Association of Canada

COCOA ASSOCIATION OF LONDON AND FEDERATION FOR COCOA COMMERCE

By:   
\_\_\_\_\_

Mr. Phil Sigley  
Chief Executive  
Cocoa Association of London  
Federation for Cocoa Commerce

COCOA MERCHANTS ASSOCIATION OF AMERICA

By:  \_\_\_\_\_


Mr. Thomas P. Hogan  
Chairman, Board of Directors  
Cocoa Merchants Association of America

EUROPEAN COCOA ASSOCIATION

By:  \_\_\_\_\_

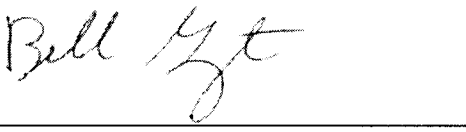
Mr. Robert Zehnder  
Secretary General  
European Cocoa Association

INTERNATIONAL OFFICE OF COCOA, CHOCOLATE AND CONFECTIONERY

By:  \_\_\_\_\_

Mr. Tom Harrison  
President  
International Office of Cocoa, Chocolate and Confectionery

WORLD COCOA FOUNDATION

By:  \_\_\_\_\_


Mr. Bill Guyton  
Executive Director  
World Cocoa Foundation

CHILD LABOR COALITION

By: 

Ms. Darlene Adkins  
National Coordinator  
The Child Labor Coalition

FREE THE SLAVES

By: 

Mr. Kevin Bales  
Executive Director  
Free the Slaves

INTERNATIONAL UNION OF FOOD, AGRICULTURAL, HOTEL, RESTAURANT,  
CATERING, TOBACCO AND ALLIED WORKERS ASSOCIATIONS

By: 

Mr. Ron Oswald  
General Secretary  
International Union of Food, Agriculture, Hotel, Restaurant, Catering, Tobacco and  
Allied Workers' Associations (IUF)

NATIONAL CONSUMERS LEAGUE

By: 

Ms. Linda Golodner  
President  
National Consumers League



## **Appendix 3: The Joint Statement 2008**

For Immediate Release: June 16, 2008

Contact: Jennifer Mullin (Harkin): (202) 224-3254  
Joseph O'Brien (Engel): (718) 796-9700  
Susan Smith (NCA): (703) 790-5750

## **Joint Statement from U.S. Senator Tom Harkin, Representative Eliot Engel and the Chocolate and Cocoa Industry on the Implementation of the Harkin- Engel Protocol**

### *Protocol Drives Number of Achievements; Industry Outlines Next Steps*

WASHINGTON, DC, USA (June 16, 2008) - In September 2001, industry representatives signed an agreement, today known as the "Harkin-Engel Protocol," developed in partnership with U.S. Senator Tom Harkin (D-IA) and U.S. Representative Eliot Engel (D-NY). The agreement laid out a series of steps aimed at eliminating the worst forms of child labor and forced adult labor from cocoa growing in West Africa. An unprecedented effort, the Protocol marked the first time that an entire industry stepped forward and worked with governments, civil society and other stakeholders to address the worst forms of child labor and forced adult labor in its supply chain.

The development of a system of public certification is a key part of the Harkin-Engel Protocol. In an agreement made in 2005, the industry committed that by July 1, 2008, a public certification system would be in place that would cover 50% of the cocoa farming sector of Côte d'Ivoire and Ghana. In fact, the data collection element of the certification process covering an area that produces at least 50% of the cocoa farming output in each country has been completed, and reports detailing the preliminary results of these surveys by the respective governments are expected to be released by July 1. However, independent verification, which is critical to establishing the validity of the results of the government conducted surveys, partially funded by the industry, will not be fully completed until the end of the year. This robust verification process, which is underway, will improve data collection to ensure accurate reporting of the worst forms of child labor and forced adult labor and strengthen remediation efforts.

This certification process has been developed as a cooperative effort between the North American and European chocolate and cocoa industry together with their international affiliates and the governments of Côte d'Ivoire and Ghana. These surveys, as part of the certification process, will eventually be representative of the entire cocoa sector, reporting the incidence of child and adult labor practices that are unacceptable. This is not the same as product certification, whereby internationally recognized certifying organizations attest that particular products and their specific raw materials are produced according to labor practices that are confirmed by third party auditors.

The certification process being implemented will help governments, industry, and the International Cocoa Initiative (ICI), to focus their efforts toward eliminating the worst forms of child labor and forced adult labor in the cocoa supply chain. Ideally, over time, subsequent surveys will indicate an improvement in the status of child and adult labor practices.

Since its signing, the Protocol has been a positive and important catalyst for change, driving a number of important achievements.

Today, both the governments of Côte d'Ivoire and Ghana are working toward implementing detailed national plans of action, focused on child labor issues across all sectors of their economies, with dedicated senior level officials assigned to lead these ongoing efforts. Both countries have invested in the implementation of certification, and will publicly post the results of their surveys. In addition, each country has committed resources to address issues that are identified through the data collection / reporting process. These efforts are to be acknowledged and applauded.

“I had a chance to see, first hand, the progress that is being made in Ghana and Côte d'Ivoire during a trip in January,” **said Senator Tom Harkin**. “After that trip and meeting children who have already been affected by our work, I am more dedicated than ever to seeing through the commitments made by the industry and the national governments under the Protocol. I am hopeful that the industry will redouble its efforts to increase its contributions to the ICI to effectively deal with remediation needs.”

**Representative Eliot Engel** added, “Since 2001, I have been firmly committed to working with the cocoa industry and the governments of Ghana and Cote d'Ivoire to do everything we can to work in partnership to eliminate the worst forms of child labor and forced adult labor. My trip to West Africa in January reaffirmed my commitment to this crucial process.”

“The certification process currently being undertaken is delivering an assessment of cocoa labor practices across ever-larger areas of Côte d'Ivoire and Ghana,” **said Larry Graham, President of the National Confectioners Association (NCA)**. “Today, the ICI foundation is actively engaging communities to address labor issues and help children. And we have an ongoing, action-oriented partnership between industry, civil society and these governments, a partnership that will continue to drive change in the years ahead.”

### **The International Cocoa Initiative**

The International Cocoa Initiative (ICI) was established in 2002, as called for under the Protocol. A partnership among NGOs, trade unions, cocoa processors and major chocolate brands, the ICI is a unique initiative that combats the worst forms of child labor and forced adult labor in cocoa farming. To date, industry and individual companies have provided nearly \$10 million in financial support for the ICI and its programs since its formation and will continue to support the foundation in the future.

In 2008, the ICI is working in 104 communities in Côte d'Ivoire and 119 communities in Ghana. In 2006 – 2007 it organized 23 training sessions in Ghana and 17 in Côte d'Ivoire for government officials, local police, NGOs and media to sensitize participants with respect to child and adult labor practices.

“During my recent trip to Ghana and Cote d'Ivoire, I was impressed by the work being done by the International Cocoa Initiative (ICI). The ICI is not only sensitizing communities about the hazards of child and forced adult labor, but is also working to promote the important role of quality education in childhood development,” **said Representative Engel.**

“But if we are to make real progress in eliminating the worst forms of child labor and forced adult labor in the cocoa industry, I believe that the ICI must now substantially scale up its efforts in both Ghana and Cote d'Ivoire. I look forward to working with all of the stakeholders to ensure that ICI efforts are deepened over the next year.”

### **Future Commitment:**

Going forward, the chocolate and cocoa industry will continue to support efforts to eliminate the worst forms of child labor and forced adult labor on cocoa farms and to help cocoa farmers, their families and communities by continuing to work with the national governments to ensure that the certification process, including remediation and verification are fully implemented.

“As an industry, we see this effort as a long-term commitment, one that reflects a shared responsibility for the cocoa farmers and their families at the start of our supply chain,” **said David Zimmer, Secretary General of Association of the Chocolate, Biscuit & Confectionery Industries of the EU (CAOBISCO).** “It is not a commitment that expires with any one date but rather is an essential, ongoing part of how we conduct business. While we focus on near-term milestones, they are in fact part of a longer, sustained effort that reflects our corporate citizenship in this and other areas.”

In the next 2-3 years, this long-term commitment will include the following:

- Industry will work with the governments of Côte d'Ivoire and Ghana to have a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010.
- Industry will work closely with and assist the governments of Côte d'Ivoire and Ghana as they target and coordinate remediation efforts, based on the results from the certification data reports.
- Companies will deepen their support for the ICI as the foundation expands to additional communities in Côte d'Ivoire and Ghana; further strengthens

government capacity at the national level, and educates key stakeholders in the cocoa supply chain on safe, responsible labor practices.

“Looking ahead, there is still much work to do and our commitment will remain firm,” remarked **Bill Guyton, president of the World Cocoa Foundation (WCF)**, an industry-supported organization that plays a leadership role in improving economic and social conditions for cocoa farming families. “We will build upon the achievements within the Protocol framework, as well as upon our ongoing support for the economic and social development of cocoa farming communities, to make a better life for children and adults on cocoa farms.”

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## **Appendix 4: Organizations and Persons Consulted/Interviewed 2006 – 2009**

### **Organizations and Persons Consulted/Interviewed 2007 and 2008**

The Tulane team obtained information related to certification and related activities from interviews, meetings and books, articles and documents from the following organizations:

- Agence Ivoirienne pour la Coopération et la Développement (AICD)
- Agence Nationale d'Appui au Développement Rural (ANADER)
- Association pour la Promotion des Exportations de Côte d'Ivoire (APEX-CI)
- Associates for Change (AFC)
- Biscuit, Cake, Chocolate & Confectionery Association (BCCCA)
- Cadbury Schweppes
- Cargill
- Caritas
- Centre for Remote Sensing and Geographic Information Services (CERSGIS), University of Legon
- Cocoa Research Institute of Ghana
- CAOBISCO
- Chocolate Manufacturers Association (CMA)
- Confectionery Manufacturers Association of Canada (CMAC)
- Cocoa Research Institute of Ghana (CRIG)
- Child Labor Coalition
- Centre de coopération internationale en recherche agronomique pour le développement, CIRAD
- Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)
- Ecole Nationale Supérieure de Statistique et d'Economie Appliquée (ENSEA)
- Economic Commission for Africa (ECA)
- Ethical Corporation
- European Commission
- Fafo Institute for Applied International Studies, Norway
- Fond d'appui formation
- Forum for African Women Educationalists (FAWE)
- Femme – Action – Développement (FEMAD)
- Free the Slaves
- Frontier Analysis Ltd
- Future Resource Development Ltd (FURDEV)
- Government of Cote d'Ivoire
- Ghana Cocoa Board (Cocobod)
- General Agricultural Workers' Union (GAWU)
  - Institutional Development & Empowerment (IDEP)
  - Sustainable Agriculture and Rural Development (SARD)
- Hershey's, The Hershey Company
- International Cocoa Initiative (ICI)
- International Foundation for Education & Self-Help (IFESH)
- International Health Service (HIS)
- International Institute for Tropical Agriculture (IITA)
- International Labor Organization (ILO)

- International Programme for the Elimination of Child Labour (IPEC)
- International Labor Rights Fund (ILRF)
- International Monetary Fund (IMF)
- International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations (IUF);
- Khulisa Management Services
- Kwame Nkrumah University of Science and Technology, School of Medical Sciences, Department of Community Health
- Mars, Incorporated
- Movement pour l'Education, la Sante et le Developpement (MESAD)
- National Confectioners Association (NCA)
- National Consumers League (NCL)
- Nestlé, UK
- Nestlé, USA
- Océan Ogilvy Group
- Participatory Development Association (PDA)
- Rainforest Alliance
- Renforcement des Capacités (RENF CAP)
- République de Côte d'Ivoire
  - Assemblée Nationale
  - l'Autorité de régulation du café et du cacao (ARCC)
  - La Bourse du café et du cacao (BCC)
  - Cabinet du Première Ministre
  - Cocoa Secrétariat
  - Comité Pilotage
  - Embassy of Côte D'Ivoire, Washington
  - Fonds de développement et de promotion des activités de café et de cacao (FDPCC)
  - Ministère de Jeunesse et de l'Education Civique
  - Ministère de l'Agriculture
  - Ministère de la Famille et des Affaires Sociales
  - Ministère de la Fonction Publique et de l'Emploi
  - Ministère de l'Interior
  - Primature
- Republic of Ghana
  - Ministry of Finance & Economic Planning
  - Ministry of Food and Agriculture, Statistics, Research & Information Directorate
  - Ministry of Manpower, Youth and Employment
  - Statistical Service, Ghana
- Rescue Foundation Ghana
- Rolep
- Save the Children (Canada)
- Save the Children UK, Côte d'Ivoire
- Social Accountability International
- Sustainable Tree Crop Program (STCP)
- Trans Fair USA
- UNICEF
- United States Agency for International Development
  - Education Division, Washington
  - Initiative to End Hunger in Africa (IEHA)

- USAID Ghana
- United States Congress
  - Office of Representative Eliot Engel
- United States Department of Labor
  - Bureau of International Labor Affairs
- United States Department of State, Washington
  - Office of Democracy and Human Rights, Bureau of African Affairs (AF/RSA)
  - Office of International Labor Affairs, Bureau of Human Rights and Labor
  - Office of International Labor Affairs and Corporate Social Responsibility
- United States Department of State, Embassy, Accra, Ghana
  - Democracy and Human Rights Fund Coordinator
  - Economics Section
  - Political Affairs
- United States Senate
  - Committee on Appropriations, Labor, HHS and Education Subcommittee
  - Office of Senator Tom Harkin
- Université de Cocody
- University of Ghana
  - Centre for Gender Studies and Advocacy
  - Department of Agricultural Economics & Agribusiness
  - Institute of African Studies
  - Institute of Statistical, Social and Economic Research (ISSER)
- University of Sussex, Institute of Development Studies (IDS)
- West African Cocoa/Commercial Agricultural Project (WACAP)
- West African Health Organization (WAHO)
- Winrock International
- World Bank
- World Cocoa Foundation (WCF)



**Persons Interviewed and Consulted:  
Certification, Monitoring, Verification and Education &  
Remediation/Rehabilitation Interventions**

**GHANA**

<b>Name</b>	<b>Organization</b>
Hon. (Mrs.) Akousua FREMA OSERI-OPARE (MP)	Deputy Minister MMYE
Mrs. Rita OWUSU-AMANKWAH	NPCLC National Programme Manager
Ms Patience DAPAAH	NPCLC Programme Communication Officer
Ms. Yaa Frempomaa YEBOAH	Chief Technical Advisor, ILO/IPEC
Dr. Clement AHIADEKE	Deputy Director, ISSER
Ms. Martina Mamle ODONKOR	ICI Education Consultant, Frontier Analysis Ltd.
Dr. Leslie Casely-Hayford	ICI consultant, Associates for Change, Ghana
Dr. Samuel ASUMING-BREMPONG	Dept. Ag. Economics and Agribusiness U. Ghana
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Research, Interventions and Policy**

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## **Appendix 5: List of ILO and UN Definitions - Key Concepts and Definitions**

### **Child**

- A child is defined as an individual under the age of 18 years, based on the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182).
- Since it is commonly accepted that a child under 5 years of age is too young to be engaged in work (although there are cases of exploitation or abuse by adults) or to start schooling, we considered only the child population aged 5-17 years for the purpose of our estimates." (Hagemann *et al.* 2006)

### **Child Work**

- "One hour of work during the reference week is sufficient to consider a person as being at work in economic activity during that week." (ILO/IPEC 2006)
- "Children engaged in domestic chores within their own households, however, are not classified as economically active." (ILO/IPEC 2006)

### **Child Labor**

- "All children under 15 years of age who are economically active, excluding (i) those under 5 years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance. Added to this are children aged 15-17 years, who are involved in hazardous work." (ILO/IPEC 2006)

### **Child Trafficking**

- "The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation" (UN Protocol to Prevent, Suppress and Punish Trafficking in Persons). The definition used by Tulane does imply that some element of movement of the child is part of prerequisites for identifying the trafficking process.

### **Forced Labor**

- "The term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily." (ILO Convention 29)
- "Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status." (UN Supplemental Convention on the Abolition of Slavery)
- "Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor." (UN Supplemental Convention on the Abolition of Slavery)

### **Hazardous Work**

- "Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children." (ILO Convention 182)

- “Work which exposes children to physical, psychological or sexual abuse.” (ILO Recommendation 190)
- “Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.” (ILO Recommendation 190)
- “Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.” (ILO Recommendation 190)
- “Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.” (ILO Recommendation 190)
- “Consideration should be given, inter alia, to:
  - (a) work which exposes children to physical, psychological or sexual abuse;
  - (b) work underground, under water, at dangerous heights or in confined spaces;
  - (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
  - (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
  - (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.” (ILO Recommendation 190)

### **Migration**

- “Migration is a form of geographic or spatial mobility involving a change of usual residence between clearly defined geographic units.” “International migration refers to movement across national boundaries” and “‘internal migration’ refers to migration within the boundaries of a given country” (Methods and Materials of Demography, edited by Jacob S. Siegel and David A. Swanson, second edition 2004).

### **Minimum Age**

- “The minimum age ... shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.” (ILO Convention 138)
- “The same Convention [C138] exempts children from the ages of 12 or 13 years if engaged in ‘light work’. For the purpose of our estimates, we used 12 years as the global cut-off for light work. Thus, all children aged 5-11 years working in economic activities are considered child labour that requires elimination. Working children aged 12-14 years are considered to be in child labour, unless they perform light work.” (Hagemann *et al.* 2006)
- “The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years.” (ILO Convention 138)
- “‘Child labour’ as estimated in this document therefore comprises all children under 15 years of age who are economically active, excluding (i) those under 5 years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance.” (Hagemann *et al.* 2006)

### **Worst Forms of Child Labor**

- “All forms of slavery or practices similar to slavery.” (ILO Convention 182)
- “Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.” (ILO Convention 182)

**Appendix 6: Tulane University Questionnaires – Survey of Child Labor in the Cocoa Growing Areas (2008/9)**

Tulane University  
**COTE D'IVOIRE CHILD LABOUR SURVEY**  
**Head of Household Questionnaire<sup>1</sup>**  
**November 20, 2008**

01. REGION ...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / / / /
03. SOUS-PREFECTURE...../ / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / / /	
07. HOUSEHOLD NUMBER...../ / / /	
08. RESPONDENT NUMBER...../ / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW	Day / / / Month / / / Year / / / / / /
13. START OF INTERVIEW	Hour / / / Minute / / /
14. END OF INTERVIEW	Hour / / / Minute / / /

**BEFORE THE START OF THE INTERVIEW, FOLLOW THE INFORMED CONSENT PROCEDURES.**

**Title:** Child Labor in the Cocoa Sector  
**Performance Sites:** Cote d'Ivoire and Ghana  
**Investigators:** William E. Bertrand and Elke de Buhr  
**Sponsor:** US Department of Labor

**Purpose:**  
The purpose of this study is to learn more about the work and living conditions of children and their families in the cocoa-growing regions. We hope this will help create projects in support of children in your country and in other West African countries. More than 1,000 individuals will be interviewed as part of this research in your country. We will interview both children and the adults that provide care for them. We expect that the interview with you will take about 30 minutes, and that each interview with a child will take between 45 and 60 minutes.

**Procedures:**  
You will be interviewed first. Afterwards, we would like to interview some or all of the children you are taking care of. We would like to interview children between 5 and 17 years of age. The interviews will cover topics such as living conditions, characteristics of work activities and access to education. We will interview one person at a time. No third person will be allowed to listen when a child is being interviewed but a second person may be in the same room with the child who is not listening but can witness the interview. This person can be any adult or child that the child would like to attend except a parent/guardian.

**Potential Risks:**  
The interviews will take some time and some children may get tired, bored or distracted. Some may also get upset when difficult questions are asked. We will take maximum care to ensure that if this happens that the needs of the child will take precedence over this interview. The children will be allowed to take breaks at any time during the interview. You and the children may also decide to interrupt or discontinue an interview at any point in time.

**Potential Benefits:**  
This study will generate knowledge about working and living conditions in rural communities in your country. It will provide systematic information on how children live and the details on the work they perform. This will help develop programs in support of children and their families in your country and find solutions to common problems.

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires.

**Voluntary Participation:**

Participation in the research is voluntary. You may choose to participate or not. If you choose to participate but later change your mind, you may withdraw from the study at any time. Similarly, the children you are taking care of may refuse to participate or discontinue an interview at any point in time. Refusal to participate or withdrawal from the study will not result in penalty or any loss of benefits to which you or the children you are taking care of are otherwise entitled.

**Confidentiality:**

The interviews will be kept confidential. Your name of identity will be shared with absolutely no one, even though the information you offer will be shared with the other researchers in this study when we are analyzing the answers. It is important for you to understand that nobody will know what you and the children you are taking care of have answered. No adult or child will be identified in any way when study results are published.

**Costs/Payment:**

You will not be paid for participating in this research.

**Study Outcome:**

The findings of the research will be made available to you and your community. If you want you will be able to access the report on the Internet (<http://childlabor-payson.org/>). You can access the Internet at an Internet café in any of the bigger cities in your country. You may also call us for information about the findings of the study.

**Questions:**

If you have questions about the research, you may call Dr. Elke de Buhr at +504-314-2716 in New Orleans, USA. If you have any questions about your rights as a research subject, please call the IRB Compliance Officer at +504-988-3229 at Tulane University in New Orleans, USA. *[Local numbers will be added.]*

I have read this consent form and volunteer to participate in this research.

\_\_\_\_\_  
Subject Date \_\_\_\_\_

\_\_\_\_\_  
Parent/Legally Authorized Representative (if applicable) Date \_\_\_\_\_

\_\_\_\_\_  
Person Obtaining Consent Date \_\_\_\_\_

**HEAD OF HOUSEHOLD QUESTIONNAIRE (Page 1)**

**PART 1**

Person's serial number in household	Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household? <i>(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related - by blood or marriage - and not all those related in the same house or compound are necessarily of the same household)</i>	Which household member provided information on the individual? <i>(Write serial number)</i>	What is (NAME)'s relationship to head of the household 1. Household Head 2. Spouse 3. Son/Daughter 4. Brother/Sister 5. Daughter-in-law/son-in-law 6. Grandchild 7. Niece / Nephew 8. Step child 9. Aged parent/parent-in-law 10. Servant (live-in) 11. Other relative 12. Non-relative	What is the sex of each of these individual household members? 1. Male 2. Female <i>(In completed years)</i>	How old was (NAME) at (his/her) last birthday? <i>(In completed years)</i>	Indicate with "1" if person is between 5-17 years old, "0" otherwise <i>(All children between 5 and 17 years will participate in the child interview)</i>	What is (NAME)'s marital status (for persons 12 years or above)? 1. Single or never married 2. Married civil/religious 3. Married but separated 4. Polygamous marriage 5. Living together as unmarried partners 6. Divorced 7. Widowed 8. Does not apply	For all household members		
								Please indicate (NAME)'s serial number. <i>(Write 99 if absent or not applicable)</i>		
ID	HR1	HR2	HR3	HR4	HR5	HR6	HR7	HR8	HR9	HR10

**HEAD OF HOUSEHOLD QUESTIONNAIRE (Page 2)**

Person's serial number in household	In which country was (NAME) born? 1. Cote d'Ivoire 2. Ghana 3. Benin 4. Burkina-Faso 5. Guinea 6. Liberia 7. Mali 8. Togo 9. Other (specify)	If born in Cote d'Ivoire, in which region was (NAME) born? <i>(Enter code for region)</i>	If born in Cote d'Ivoire, in which district was (NAME) born? <i>(Enter code for district)</i>	What is (NAME)'s nationality? 1. Cote d'Ivoire 2. Ghana 3. Benin 4. Burkina-Faso 5. Guinea 6. Liberia 7. Mali 8. Togo 9. Other (specify)	What is (NAME)'s ethnic group? <i>(Enter code for ethnic group)</i>	What is (NAME)'s religion? 1. Catholic 2. Protestant 3. Muslim 4. Charismatic/Pentecostal 5. Traditional 6. Other (specify)	Can (NAME) read and write a short, simple statement with understanding in any language? 1. Yes 2. No	Is (NAME) attending school or pre-school during the current school year? 1. Yes 2. No	What is the highest level of school that (NAME) has attended? 0. None 1. Pre-school 2. Primary 3. Secondary or higher 4. University 5. Non standard curriculum 6. Don't know	Did (NAME) engage in any work at least one hour during the last week? <i>(As employee, self employed, employer or unpaid family worker)</i> 1. Yes 2. No	Did (NAME) engage in any work in agriculture at least one hour during the last week? <i>(Any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household)</i> 1. Yes 2. No	Did (NAME) engage in any work on a cocoa farm at least one hour during the last week? 1. Yes 2. No	How many hours did (NAME) engage in work in agriculture during the last week? <i>(Number of hours)</i> 98=Don't know
ID	HR11	HR12	HR13	HR14	HR15	HR16	HR17	HR18	HR19	HR20	HR21	HR22	HR23

### HEAD OF HOUSEHOLD QUESTIONNAIRE (Part 3)

Person's serial number in household	How many hours did (NAME) engage in work on a cocoa farm during the last week? <i>(Number of hours)</i> 98=Don't know	How many hours did (NAME) engage in economic activity other than agriculture during the last week? <i>(Number of hours)</i> 98=Don't know	How many hours did (NAME) engage in household work during the last week? <i>(Number of hours)</i> 98=Don't know	Did (NAME) engage in any work in agriculture at least one hour during the last 12 months?  <i>(Any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household)</i> 1. Yes 2. No	Did (NAME) engage in any work on a cocoa farm at least one hour during the last 12 months? 1. Yes 2. No	Did (NAME) engage in economic activities other than agriculture at least one hour during the last 12 months? 1. Yes 2. No	Did (NAME) engage in household work at least one hour during the last 12 months? 1. Yes 2. No	At what age did (NAME) start working in agriculture for the first time in his/her life? <i>(As employee, own account worker, employer or unpaid family worker)?</i> 88=N/A	Was (NAME) paid or rewarded in kind for ANY of the work he/she performed in the last 12 months? 1. Yes 2. No	Indicate with "1" if person is 18 years or older and was paid or rewarded in kind for ANY work performed in the last 12 months, "0" otherwise  <i>(All adults 18 years or older who were paid or rewarded in kind will participate in the adult worker interview)</i>	Household member needs to be interviewed? 0. No interview 1. Yes, head of household 2. Yes, adult worker 3. Yes, child  <i>(ALL head of households and ALL adults who were paid or rewarded in kind for work and ALL children between 5 and 17 years will be interviewed)</i>	Household member has been interviewed? 1. Yes 2. No	Reason for not interviewing selected household member 1. Refused 2. Guardian refused 3. Could not be reached 4. Sick/ill 5. Other
ID	HR24	HR25	HR26	HR27	HR28	HR29	HR30	HR31	HR32	HR33	HR34	HR35	HR36



**Tulane University**  
**COTE D'IVOIRE CHILD LABOUR SURVEY**  
**Head of Household Questionnaire, Part 2<sup>2</sup>**

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		_/_/_
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	_/_/_
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Country of birth of respondent</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Ethnic group</b>	Enter code for ethnic group	_/_/_/_
<b>A7. Religion</b>	1=Catholic 2=Protestant 3=Muslim 4=Charismatic/ Pentecostal 5=Traditional 6=Other (specify): .....	1 2 3 4 5 6
<b>A8. Address</b>	Specify: .....	
<b>A9. Phone number</b>	Specify: .....	

**B. Socio-Economic Characteristics**

<b>Respondent Number (from A1)</b>		_/_/_
<b>B1. In what type of dwelling does your household live?</b>	1=Large house, separate 2=Small house, separate 3=Compound house (rooms) 4=Huts/several small buildings (same compound) 5=Living quarters attached to office/shop/work place 6=Improvised home (kiosk, container, tent) 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B2. Who owns your dwelling?</b>	1=Owned by a household member 2=Co-owner in household 3=Provided free by employer/owner 4=Subsidized by employer 5=Rented from private owner 6=Family house 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B3. If the dwelling is rented, how much do you pay per month?</b>	Amount (in CFA)  8888=N/A 9998=Don't know	_/_/_/_/_

<sup>2</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

<b>B4. If this household has separate sleeping rooms, how many sleeping rooms does the household have?</b>	Number of sleeping rooms	_/_/_
<b>B5. If this household has a kitchen, where is the kitchen located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B6. If this household has a bathroom, where is the bathroom located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B7. If this household has a toilet, where is the toilet located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B8. What is the main source of drinking water for the household?</b>	1=Pipe-borne inside house 2=Pipe-borne outside house 3=River/stream 4=Bore-hole/tubewell 5=Well 6=Dug out/pond/lake/dam 7=Rain water 8=Bottled/sachet water 9=Other (specify): .....	1 2 3 4 5 6 7 8 9
<b>B9. What is the main source of cooking fuel?</b>	1=Wood 2=Charcoal 3=Coconut husk 4=Kerosene 5=Gas 6=Millet straw 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B10. What is the main source of lighting?</b>	1=Candles 2=Kerosene lantern 3=Electricity 4=Gas lamp 5=Solar energy 6=No light 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B11. Does the household own any of the following household items?</b>  <i>(read list and mark affirmative answers)</i>	A=Radio B=TV set C=Computer D=Cell phone E=Bicycle F=Motor bike G=Car H=Refrigerator I=Sewing machine J=None	A B C D E F G H I J
<b>B12. What were the main sources of income for the household during the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=Selling cocoa beans B=Selling other crops/produce (specify): ..... C=Agricultural labor D=Regular wage employment (specify): ..... E=Transportation F=Petty trade	A B C D E F

	G=Other self-employment (specify): ..... H=Pensions, dividends, interest, property rent I=Remittances J=Other (specify): .....	G  H I J
<b>B13. In your household, who makes financial decisions?</b>	1=Myself 2=Other (specify):..... 3=Multiple decision makers (specify): .....	1 2 3
<b>B14. What was the total income of this household during the last 7 days?</b>  <i>(If unknown, please estimate.)</i>	Amount (in CFA)  99998=Don't know	/ / / / / / / /
<b>B15. What was the total income of this household during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in CFA)  99998=Don't know	/ / / / / / / /
<b>B16. How much did this household earn from agriculture during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in CFA)  99998=Don't know	/ / / / / / / /
<b>B17. How much did this household earn from cocoa farming the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in CFA)  99998=Don't know	/ / / / / / / /
<b>B18. How much did this household earn from economic activities other than agriculture during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in CFA)  99998=Don't know	/ / / / / / / /
<b>B19. In which areas do you see as the head of household the best opportunity for growth of income in the future?</b>  <i>(more than one answer allowed)</i>	A=Cocoa agriculture B=Agriculture other than cocoa (specify): ..... C=Economic activity other than agriculture (specify): .....	A B C D

### C. Farming Characteristics

<b>Respondent Number (from A1)</b>		/ / / /
<b>C1. What types of agriculture are carried out by the household?</b>  <i>(read list and mark affirmative answers)</i>	A=Cocoa farming B=Other tree crop farming (specify): ..... C=Food crop farming (specify): .....	A B C

	D=Industrial crop (cotton, jute, tobacco, etc.) E=Livestock/poultry farming (specify): ..... F=Other (specify): .....	D E  F G
<b>C2. How many acres of land does the household own?</b>	Area in acres  8888=Other (specify): .....	/ / / / / /
<b>C3. How many acres of land does the household have under cultivation?</b>	Area in acres  8888=Other (specify): .....	/ / / / / /
<b>C4. How many acres of land does the household have under cocoa cultivation?</b>	Area in acres  8888=Other (specify): .....	/ / / / / /
<b>C5. Does the household own all the land that is under cultivation?</b>	1=Yes (→ go to C8) 2=No 3=Other (specify): .....	1 2 3 4
<b>C6. Who owns the land that is not owned by a household member?</b>  <i>(more than one answer allowed)</i>	A=Extended family ownership B=Joint household ownership C=Rented/share cropping D=Employer E=Community F=Other (specify): .....	A B C D E F G
<b>C7. If a part of the harvest is given to the owner of the land, how much is given?</b>	1=1/2 of harvest 2=1/3 of harvest 3=Other percentage (specify): .....	1 2 3 4 5
<b>C8. What livestock does the household own?</b>  <i>(read list and specify number)</i>	Poultry (number) Sheep (number) Goats (number) Pigs (number) Cows (number) Other (specify): .....	/ /
<b>C9. What tools and machinery used in agriculture does the household own?</b>  <i>(read list and specify number)</i>	Machetes (number) Bullocks (number) Hoes (number) Wheelbarrows (number) Tractors (number) Animal drawn-carts (number) Spraying machines (number) Weighing scales for produce (number) Other (specify): .....	/ /
<b>C10. Has the household used fertilizer on the farm in the last 12 months?</b>	1=Yes (specify type): .....	1 2 3
<b>C11. How much did the household spent on fertilizer in the last 12 months?</b>	Amount (in CFA)  9998=Don't know	/ / / / / /

<b>C12. Has the household used pesticides on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C14) 3=Don't know (→ go to C14)	1 2 3
<b>C13. How much did the household spent on pesticides in the last 12 months?</b>	Amount (in CFA) 9998=Don't know	/ / / / /
<b>C14. Has the household used herbicides on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C16) 3=Don't know (→ go to C16)	1 2 3
<b>C15. How much did the household spent on herbicides in the last 12 months?</b>	Amount (in CFA) 9998=Don't know	/ / / / /
<b>C16. Has the household used improved seeds or planting material on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C18) 3=Don't know (→ go to C18)	1 2 3
<b>C17. How much did the household spent on improved seeds or planting material in the last 12 months?</b>	Amount (in CFA) 9998=Don't know	/ / / / /
<b>C18. Did you pay people for work performed in agriculture in the last 12 months?</b>	1= Yes, please specify gender and age, duration of employment, and total amount paid:  Worker 1                      Worker 6 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 2                      Worker 7 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 3                      Worker 8 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 4                      Worker 9 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 5                      Worker 10 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  2=No	/ /
<b>C19. If you sometimes pay children for work performed in agriculture, why do you choose to pay them rather than hiring an adult?</b>	Specify: .....	

<b>C20. If you farm cocoa, what was your household's total cocoa output in the last 12 months?</b>	Amount in kg 8888=N/A 9998=Don't know	/ / / / /
<b>C21. If you farm cocoa, who is buying your cocoa?</b>  <i>(more than one answer allowed)</i>	A=Local cocoa shed/depot B=Buying agent C=Other (specify): .....  Z=N/A	A B C  Z

#### D. Child Work and Education

<b>Respondent Number (from A1)</b>		/ / /
<b>D1. What economic activities were performed by children (5-17 years) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... L=None Z=N/A	A B C  D  E F G H  I J K L Z
<b>D2. During the last 7 days, did children (5-17 years) living in this household perform any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation	A B C D E F G H I J K L M N  O P Q R S T

	U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	U V W X Y Z
<b>D3. What household work was performed by children (5-17 years) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=None	A B C D E F G H
<b>D4. Are there children, 5-17 years, living in this household who are not members of the extended family?</b>	1= Yes, please specify gender, age, since when the child is living in the household, whether or not the child attends school, performs works, and/or is paid:  Child 1 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 2 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 3 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 4 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  2=No (→ go to D7)	/ /
<b>D5. If children are living in this household who are not members of the extended family, how would you describe them?</b>  <i>(read list and specify number)</i>	Temporary visitors (number) Domestic workers/house help (number) Farm laborers (number) Children of farm laborers (number) Orphans/adopted children (number) Other (specify): .....	/ / / / / / / / / / / /
<b>D6. What is the reason that these</b>	A=They came on their own looking for work	A

<b>children are living in your household?</b>  <i>(read list and mark affirmative answers)</i>	B=We went looking for additional help and found them C=They were brought here by the person who knew we needed additional help D=They were brought here by a relative of theirs for work purposes E=They came with their parents/relatives who work for us F=Other (specify): ..... Z=N/A	B C D E F Z
<b>D7. Did any of the children living in your household receive any payment or reward in kind for any work performed in the last 12 months?</b>	1=Yes 2=No (→ go to D12) 8=N/A (→ go to D12) 9=Don't know (→ go to D12)	1 2 8 9
<b>D8. For what type of work were these children paid or rewarded for in kind in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... Z=N/A	A B C D E F G H I J K Z
<b>D9. In the last 12 months, were children living in your household paid or rewarded for in kind for any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods	A B C D E F G H I J K L M N O P Q R S

	T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	T U V W X Y Z
<b>D10. If children were paid or rewarded in kind, who paid or rewarded them?</b>  <i>(read list and mark affirmative answers)</i>	A=I did B=Another household member did (specify): ..... C=A neighbor D=Someone else (specify):.....	A B C D
<b>D11. If children living in your household were paid or rewarded in kind for work performed in the last 12 months, how much did they earn?</b>	Specify gender, age, type of work, duration, total income (in CFA) and/or other rewards:  Child 1 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 2 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 3 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 4 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 5 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 6 Gender: ..... Age: ..... Type of work: .....	

	Duration: ..... Total income: ..... Other rewards: .....	
<b>D12. Do you ask your children to work every day? If yes, why? If no, why not?</b>	1=Yes (specify):..... ..... 2=No (specify): .....	1 2
<b>D13. In general, at what age do you think children should start working aside from household chores?</b>	Age (in completed years)  Boys Girls	  / / / / / /
<b>D14. In general, at what age do you think children should start earning money?</b>	Age (in completed years)  Boys Girls	  / / / / / /
<b>D15. Have all the children between 5 and 17 years living in your household attended school in the last 12 months?</b>	1=Yes (→ go to D17) 2=No  8=N/A (→ go to D24)	1 2 8
<b>D16. If not all of the children in this household attended school, why not?</b>	Specify: ..... ..... .....	
<b>D17. Were any of the following reasons for children living in this household to not attend school or to miss classes in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Completed compulsory schooling B=Too old for school C=Too young for school D=Disability/illness E=No school/school too far F=Cannot afford schooling G=Family did not allow schooling H=Poor in studies/not interested in school I=Education not considered valuable J=School not safe K=To learn a job L=Work for pay or family business or farm M=Help at home with household chores N=Other (specify): .....	A B C D E F G H I J K L M N
<b>D18. Do you ask your children to attend school every day? If yes, why? If no, why not?</b>	1=Yes (specify):..... ..... 2=No (specify): .....	1 2
<b>D19. Did you pay for your children's school fees in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D20. Did you pay for your children's school uniforms in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D21. Did you pay for your children's transport expenses to go to school in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D22. Did you pay for your children's learning materials for school in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D23. Did you pay for your children's food in school in the</b>	1=Yes (specify amount): ..... 2=Free (specify): .....	1 2


last 12 months?	3=No (specify): .....	3
	4=Other (specify): .....	4
D24. In general, for how many years do you think children should attend in school?	Number of years	/ / /

### E. Adult Worker Characteristics

Respondent Number (from A1)		/ / /	
<b>E1. What economic activities were performed by adults (18 years and above) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture	A	
	B=Work in cocoa agriculture	B	
	C=Run or do any kind of business, big or small, for himself/herself or with one or more partners	C	
	D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)	D	
	E=Do any work as a domestic worker for a wage, salary or any payment in kind	E	
	F=Help unpaid in a household business of any kind	F	
	G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household	G	
	H=Catch any fish, prawns, shells, wild animals or other food for sale or household food	H	
	I=Fetch water or collect firewood for household use	I	
	J=Produce any other good for this household use	J	
	K=Other (specify): .....	K	
	Z=N/A	Z	
	<b>E2. During the last 7 days, did adults (18 years and above) living in this household perform any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing	A
		B=Felling and chopping	B
C=Burning		C	
D=Stumping		D	
E=Pegs cutting		E	
F=Lining and pegging		F	
G=Holing/planting of suckers		G	
H=Preparation of seedlings		H	
I=Holing/planting of seedlings		I	
J=Sowing at stake		J	
K=Weeding		K	
L=Spraying insecticide		L	
M=Applying fertilizer		M	
N=Applying fungicide/herbicides/other chemicals		N	
O=Carrying water for spraying		O	
P=Sanitation and pruning		P	
Q=Mistletoe control		Q	
R=Plucking of cocoa pods		R	
S=Gathering and heaping cocoa pods		S	
T=Cocoa pod breaking and fermentation		T	
U=Carting fermented cocoa beans	U		
V=Drying cocoa beans	V		
W=Carting of dry cocoa beans to shed	W		
X=Other (specify): .....	X		

	Y=None Z=N/A	Y Z	
<b>E3. What household work was performed by adults (18 years and above) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): .....	A B C D E F G	
	H=None	H	
<b>E4. Are there adults, 18 years or older, living in this household who are not members of the extended family?</b>	1= Yes, please specify gender, age, since when the adult is living in the household, whether or not the adult performs works, and/or is paid:  Adult 1 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....	/ / /	
	Adult 2 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....		
	Adult 3 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....		
	Adult 4 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....		
	2=No (→ go to E7)	/ / /	
	E5. If adults are living in this household who are not members of the extended family, how would you describe them?  <i>(read list and specify number)</i>	Temporary visitors (number) ..... Domestic workers (number) ..... Farm laborers (number) ..... Other (specify): .....	/ / / / / / / / / / / /
	<b>E6. What is the reason that these adults are living in your household?</b>  <i>(read list and mark affirmative answers)</i>	A=They came on their own looking for work	A
		B=We went looking for additional help and found them	B
		C=They were brought here by the person who knew we needed additional help	C
		D=They were brought here by a relative of theirs for work purposes	D
E=They came as children with their parents/relatives who also work for us		E	

	F=Other (specify): .....	F
<b>E7. Did any of the adults living in your household receive any payment or reward in kind for any work performed in the last 12 months?</b>	1=Yes 2=No (→ go to E12) 8=N/A (→ go to E12) 9=Don't know (→ go to E12)	1 2 8 9
<b>E8. For what type of work were these adults paid or rewarded for in kind in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... Z=N/A	A B C  D  E F G  H  I J  K Z
<b>E9. In the last 12 months, were adults living in your household paid or rewarded for in kind for any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	A B C D E F G H I J K L M N  O P Q R S T U V W X Y Z
<b>E10. If adults were paid or rewarded in kind, who paid or rewarded them?</b>	A=I did B=Another household member did (specify): .....	A B

<i>(read list and mark affirmative answers)</i>	C=A neighbor D=Someone else (specify):.....	C D
<b>E11. If adults living in your household were paid or rewarded in kind for work performed in the last 12 months, how much did they earn?</b>	Specify gender, age, type of work, duration, total income (in CFA) and/or other rewards:  Adult 1 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 2 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 3 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 4 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 5 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 6 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....	
<b>E14. How much do you pay an adult worker – male or female - for a day of work in agriculture?</b>	Amount (in CFA)  Male Female  88=N/A	  

<b>E15. How much do you pay an adult worker – male or female - for a day of work in cocoa growing?</b>	Amount (in CFA) Male Female 88=N/A	<input type="text"/> <input type="text"/> <input type="text"/>
<b>E16. How much do you pay an adult worker – male or female - for a day of household work?</b>	Amount (in CFA) Male Female 88=N/A	<input type="text"/> <input type="text"/> <input type="text"/>

### F. Migration, Family Separation and Trafficking

Respondent Number (from A1)		<input type="text"/>
<b>F1. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Cote d'Ivoire B=Burkina-Faso C=Mali D=Togo E=Benin F=Liberia G=Nigeria H=Other country (specify): ..... I=None (-> go to F3)	A B C D E F G H I
<b>F2. If you ever lived outside of this country before, where exactly did you live and how long did you stay?</b>  <i>(if more than one, specify in chronological order)</i>	Name of country ..... Name of region ..... Name of district ..... Name of village/town ..... Duration of stay .....  Name of country ..... Name of region ..... Name of district ..... Name of village/town ..... Duration of stay .....  Name of country ..... Name of region ..... Name of district ..... Name of village/town ..... Duration of stay .....	
<b>F3. Within this country, have you ever lived in a region other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify): Name of region ..... Enter code for region <input type="text"/>  Name of region ..... Enter code for region <input type="text"/>  Name of region ..... Enter code for region <input type="text"/>  2=No	1        2
<b>F4. Within this country, have you ever lived in a district other than the one you are living in right now? Where?</b>	1=Yes (specify): Name of district ..... Enter code for district <input type="text"/>	1  <input type="text"/>

<i>(if more than one, specify in chronological order)</i>	Name of district ..... Enter code for district <input type="text"/>  Name of district ..... Enter code for district <input type="text"/>  2=No	
<b>F5. Within this country, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Name of village/town (specify): ..... ..... .....  2=No	1    2
<b>F6. Did you move alone or together with others? With whom?</b>	1=Alone 2=With my husband/wife (and children) 3=With my parent(s) 4=With another relative/other relatives (specify): ..... 5=With one or more persons who are not related to me (specify): ..... 6=Other (specify): ..... ..... 9=N/A	1 2 3 4 5 6 9
<b>F7. When did you move to your current place of residence?</b>	Year  8888=N/A 9998=Don't know	<input type="text"/>
<b>F8. What was the reason for moving to your current place of residence?</b>  <i>(more than one answer allowed)</i>	A=Built a house B=Bought farm/land C=Inherited farm/land D=Entered sharecropping arrangement E=Seasonal work in agriculture F=Looking for job G=Found a job (specify): ..... H=I wanted my children to go to school I=Other (specify): ..... J=Don't know Z=N/A	A B C D E F G  H I  J Z
<b>F9. Have you ever been separated from any of your biological children for more than one year at a time while they were under 18 years old?</b>	1=Yes 2=No (→ go to F15)	1 2
<b>F10. How old were the children at that time?</b>	Age (in completed years)  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>F11. What is the gender of the children?</b>	Number of males Number of females	<input type="text"/> <input type="text"/>



<b>F12. Why did this separation occur?</b> <i>(more than one answer allowed)</i>	A=I was looking for job B=I found a job (specify): ..... ..... C=Child was looking for job D=Child found a job (specify): ..... ..... E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	A B  C D  E F G H I
<b>F13. Who made this decision?</b>	1=I made the decision 2=Child made the decision 3=Another member of the household made the decision (specify): ..... ..... 4=Other (specify): .....	1 2 3 4
<b>F14. For how many years have you been separated?</b>	Number of years  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	  /
<b>F15. Did you ever send any of the children in this household to live in a different village or town when they were under 18 years old?</b>	1=Yes 2=No (→ go to G1)	1 2
<b>F16. What was the age of the children when they left?</b>	Age of child  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	  /
<b>F17. What is the gender of the children?</b>	Number of males Number of females	/ / / / / / / /
<b>F18. Where did the children move to?</b>	1=Yes (specify):  Child 1 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....  Child 2 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....  Child 3 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....  Child 4 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....	1            2

	Child 5 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....  Child 6 Enter code for district / / / / / Enter code for district / / / / / Name of village/town .....	
<b>F19. Why did you send the children to the new residence?</b> <i>(more than one answer allowed)</i>	2=No  A=I was looking for job B=I found a job (specify): ..... ..... C=Child was looking for job D=Child found a job (specify): ..... ..... E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	A B  C D  E F G H I
<b>F20. Who was taking care of the children at the new residence?</b> <i>(more than one answer allowed)</i>	A=Alone B=With the other biological parent C=With a grandparent D=With another relative (specify): ..... ..... E=With someone who is not a relative (specify): ..... ..... F=Other (specify): .....	A B C D  E  F
<b>F21. For how many years did the children stay at the new residence?</b>	Number of years  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	  /

### G. Hazardous Work and Access to Health Care

Respondent Number (from A1)		/ / /
<b>G1. Did any of the children (5 to 17 years) who live in your household experience any of the following injuries related to work in agriculture in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=They did not experience any injuries (→ go to G5) L=They do not work on a farm or field (→ go to G5)	A B C D E F G H I J K L
<b>G2. How many times do you remember that a child has been</b>	Number of times	/ / / /

Injured while performing work in agriculture in the last 12 months?	98=Don't know	
G3. What work were the children doing when they experienced their most serious injury related to work in agriculture in the last 12 months?	Specify: .....	
G4. Did any of the children who live in your household experience any of the following health consequences from injuries related to work in agriculture in the last 12 months? <i>(read list and mark affirmative answers)</i>	A=Child was in very bad pain B=Child felt very sick or tired C=Child did not feel well for a long time D=Child had to receive treatment at a health center E=Child had to receive treatment at a hospital F=Child could not continue working (temporarily or permanently) G=Child could not go to school H=Other (specify): ..... I=No impact experienced	A B C D E F G H I
G5. Have any of the children (5 to 17 years) who live in your household experienced any injuries while performing economic activity other than agriculture in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
G6. Have any of the children (5 to 17 years) who live in your household experienced any injuries while performing household chores in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
G7. Have any of the children (5 to 17 years) living in your household been involved any of the following activities in the last 12 months? How many of your children were involved in these activities? <i>(read list and specify number)</i>	a. Clearing of forest and/or felling of trees b. Bush burning c. Working with agrochemicals, i.e. purchasing, transport, storage, use, washing of containers and spraying machine, and disposal d. Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying e. Application of chemicals (insecticides, herbicides, fungicides, chemical fertilizer, etc.) f. Using machetes/long cutlasses for weeding Climbing trees higher than 3 metres (9 feet) to cut mistletoe with cutlass g. Working with motorized mist blower, knapsack sprayer and/or chainsaw h. Harvesting overhead cocoa pods with harvesting hook i. Breaking cocoa pods with breaking knife j. Carrying heavy loads k. Carrying loads above 30% of body weight for more than 2 miles (3km) l. Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or have completed school) m. For children in school, working more than 2 hours/day on a school day n. Working without adequate basic foot and body protective clothing (e.g. long sleeves, trousers, boots, etc.)	/ /

	o. A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) p. Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. q. A child withdrawn from school during cocoa season to do farm work r. Working full time on farm and not attending formal/non-formal school (applicable to children under 15 years )	/ / / / / / / / / / / /
G8. Have any of the children (5 to 17 years) living in your household had any of the following illnesses or other health problems in the last 12 months? <i>(read list and mark affirmative answers)</i>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M N
G9. When children who live in your household were ill or injured in the last 12 months, what type of treatment did they receive? <i>(more than one answer allowed)</i>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=No child was ill or injured	A B C D E F G H I J K
G9. When the children who live in your household were ill or injured in the last 12 months, who paid for their treatment? <i>(more than one answer allowed)</i>	A=Child's parents/guardians B=Family relatives (specify): ..... C=Child pays for him/herself D=Person child works for E=Family health insurance F=It was free G=Other (specify): ..... H=Nobody paid for child, child did not receive treatment I=No child was ill or injured	A B C D E F G H I

## H. Project Activities

Respondent Number (from A1)		/ / /
H1. Sometimes projects are being carried out in support of working children, school children and other groups of children. Have any of the children living in your household ever participated in a project?	1=Yes 2=No (→ go to I1) 3=Don't know (→ go to I1)	1 2 3
H2. Do you know the name of the project?	1=Yes (specify): ..... 2=No	1 2

H3. Do you know the name of the organization that carried out the project?	1=Yes (specify): ..... 2=No	1 2
H4. Where was the project carried out?	Specify: .....	
H5. What activities were carried out?	Specify: .....	
H6. When did the children participate in the project?	Year  9998=Don't know	/ / / / /
H7. How where the project participants selected?	Specify: ..... ..... .....	
H8. Do you believe the project had an impact? Why or why not?	Specify: ..... ..... ..... .....	

### I. Additional Questions on HIV/AIDS<sup>3</sup>

Respondent Number (from A1)		/ / /
11. Have you ever heard of the virus HIV or the illness AIDS?	1=Yes 2=No (→end of interview)	1 2
12. Who told you about it?	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
13. Only if the response to 12 is "school": Are there prevention or intervention programs within your school?  (read list and mark affirmative answers)	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B C D E F G H
14. Only if the response to 12 is "workplace": Are there prevention or intervention programs within your workplace?  (read list and mark affirmative answers)	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B C D E F G H
15. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?	1=Yes (specify): ..... 2=No 3=Don't know	1 2 3
16. Do you think a person can get infected with AIDS through supernatural means?	1=Yes 2=No 3=Don't know	1 2 3
17. Can people protect themselves from the AIDS virus by using a condom?	1=Yes 2=No	1 2

<sup>3</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.

	3=Don't know	3
18. Can a person get AIDS from mosquito bites?	1=Yes 2=No 3=Don't know	1 2 3
19. Is it possible for a healthy-looking person to be HIV-positive?	1=Yes 2=No 3=Don't know	1 2 3
110. Can HIV be transmitted from mother to child?	1=Yes 2=No 3=Don't know	1 2 3
111. Do you know of a place where you can get a test to see if you have AIDS?	1=Yes 2=No	1 2
112. I do not want to know the results, but have you ever been tested to see if you have HIV?	1=Yes 2=No (→ go to 114) 3=Refuses to say (→ go to 114)	1 2 3
113. I do not want to know the results of the test, but have you been told the results?	1=Yes 2=No 3=Refuses to say	1 2 3
114. Does your work have any risks to you getting HIV? What are some of the risks?	1=Yes (specify): ..... ..... 2=None	1 2

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**COTE D'IVOIRE CHILD LABOUR SURVEY**  
**Shortened Adult Worker Questionnaire for**  
**Heads of Households<sup>1</sup>**

**November 20, 2008**

01. REGION...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / / /
03. SOUS-PREFECTURE...../ / / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / / /	
07. HOUSEHOLD NUMBER...../ / /	
08. RESPONDENT NUMBER...../ / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2

**B. Migration and Movement (Additional Questions)**

Respondent Number (from A1)		/ / /
<b>B1. Where does your father's family come from?</b>	1=Cote d'Ivoire (specify village/town): .....	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
<b>B2. Where was your father born?</b>	1=Cote d'Ivoire (specify village/town): .....	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

<b>B3. Where does your mother's family come from?</b>	1=Cote d'Ivoire (specify village/town): .....	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
<b>B4. Where was your mother born?</b>	1=Cote d'Ivoire (specify village/town): .....	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

**C. Family Separation (Additional Questions)**

Respondent Number (from A1)		/ / /
<b>C1. Are you currently married?</b>	1=Yes	1
	2=No (→ go to C3)	2
<b>C2. Where does your husband/wife live?</b>	1=Same household	1
	2=Other household (specify): .....	2

**D. Work Activities**

Respondent Number (from A1)		/ / /
<b>D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?</b>	1=Yes	1
	2=No	2
<b>D2. Did you work on a cocoa farm for at least one hour during the last 7 days?</b>	1=Yes	1
	2=No	2
<b>D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing	A
	B=Felling and chopping	B
	C=Burning	C
	D=Stumping	D
	E=Pegs cutting	E
	F=Lining and pegging	F
	G=Holing/planting of suckers	G
	H=Preparation of seedlings	H
	I=Holing/planting of seedlings	I
	J=Sowing at stake	J
	K=Weeding	K
	L=Spraying insecticide	L
	M=Applying fertilizer	M
	N=Applying fungicide/herbicides/other chemicals	N
	O=Carrying water for spraying	O

	P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	P Q R S T U V W X Y
<b>D4. During the last 12 months, have you worked in agriculture?</b>	1=Yes 2=No	1 2
<b>D5. During the last 12 months, have you worked in cocoa farming?</b>	1=Yes 2=No	1 2
<b>D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? (read each and mark affirmative answers)</b>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (→ go to D10)	A B C D E F G H I J K L M N O P Q R S T U V W X Y
<b>D7. During the last 12 months, who did you work for when doing work in agriculture?</b>  <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D=The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
<b>D8. During the last 12 months, were you paid for the work you did in agriculture?</b>	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3

<b>D9. How much were you paid for the work you did in agriculture in the last 12 months?</b>	Amount (in CFA)  9998=Don't know	/ / / / /
<b>D10. Have you performed economic activity other than agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D11. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.</b>  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	A B C D E F G H I J
<b>D12. During the last 12 months, have you done economic activities other than agriculture?</b>	1=Yes 2=No	1 2
<b>D13. During the last 12 months, have you done any of the following work activities?</b>  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D17)	A B C D E F G H I J
<b>D14. During the last 12 months, who did you work for when performing economic activity other than agriculture?</b>	A=My father or mother B=Another relative (specify): .....	A B

<i>(more than one answer allowed)</i>	C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	C D E F G
D15. During the last 12 months, were you paid for the work you did in economic activities other than agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D16. How much were you paid for the work you did in economic activities other than agriculture in the last 12 months?	Amount (in CFA) 9998=Don't know	/ / / / /
D17. During the last 7 days, have you done any household work?	1=Yes 2=No	1 2
D18. In the last 7 days, did you do any of the following work activities?  <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	A B C D E F G H
D19. During the last 12 months, have you done any household work?	1=Yes 2=No	1 2
D20. In the last 12 months, did you do any of the following activities? <i>(read each and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	A B C D E F G H
D21. During the last 12 months, who did you work for when performing household work?  <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
D22. During the last 12 months, were you paid for performing household work?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D23. How much were you paid for performing household work in the last 12 months?	Amount (in CFA) 9998=Don't know	/ / / / /

### E. Working Hours

Respondent Number (from A1)		/ / /
E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ / /
E2. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ / /
E3. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture?  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /
E4. What is the total number of hours you spent on work in agriculture in the last 7 days?	Number of hours per week 98=Don't know	/ / /
E5. For each day worked during the past week, how many hours did you actually work on a cocoa farm?  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /
E6. What is the total number of hours you worked on a cocoa farm in the last 7 days?	Number of hours per week 98=Don't know	/ / /
E7. How old were you when you started working in agriculture for the first time?	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
E8. How old were you when you started working on a cocoa farm for the first time?	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
E9. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?	Number of hours per day 98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / /
E10. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture?	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours)	/ / / / / / / / / / / / / / /

<i>(read list and specify number)</i>	Saturday (number of hours) Sunday (number of hours)	/ / / / / /
	98=Don't know	
<b>E11. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week	/ / /
	98=Don't know	
<b>E12. How old were you when you started doing economic activities other than agriculture for the first time?</b>	Age in years	/ / /
	98=Don't know 99=Never performed economic activities other than agriculture	
<b>E13. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day	/ / /
	98=Don't know 99=I usually don't perform household work	
<b>E14. For each day worked during the past week, how many hours did you actually spend on household work?</b>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)	/ /
<i>(read list and specify number)</i>		
	98=Don't know	
<b>E15. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week	/ / /
	98=Don't know	
<b>E16. How old were you when you started doing household work for the first time?</b>	Age in years	/ / /
	98=Don't know 99=Never performed household work	

### F. Injury and Illness

Respondent Number (from A1)		/ / /
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<i>(read list and mark affirmative answers)</i>		
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times	/ / /
	98=Don't know	
<b>F3. What were the agricultural</b>	Specify:	

<b>activities that you carried out when you suffered your worst injury in the last 12 months?</b>	..... ..... ..... .....	
<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G  H
<i>(read list and mark affirmative answers)</i>		
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>F7. Have you had any of the following illnesses or other health problems in the last 12 months?</b>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M  N
<i>(read list and mark affirmative answers)</i>		
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=I did not experience an illness or injury	A B C D  E  F G H I J K
<i>(more than one answer allowed)</i>		
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>	A=My parents/guardians B=Family relatives (specify): ..... C=I paid for myself D=Person I work for E=Family health insurance F=The treatment was free G=Other (specify): ..... H=Nobody paid for me, I did not receive	A B  C D E F G H
<i>(more than one answer allowed)</i>		

	treatment I=I did not experience an illness or injury	I
--	--	---

### G. Heavy Loads

Respondent Number (from A1)		/ / /
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing B=Carrying water for spraying C=Gathering and heaping cocoa pods D=Carting fermented cocoa beans E=Carting of dry cocoa beans to shed F=Other (specify): ..... G=None H=I don't work in agriculture (→ go to G5)	A B C D E F G H
<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture?</b>	Estimate in kg	/ / /
<b>G3. Over what distance do you often have to carry these loads?</b>	Estimate in km	/ / /
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>G6. Did you have to carry heavy loads as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2

### H. Exposure to Environmental Hazards and Other Dangers

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): ..... B=Fire, gas or flames (specify): ..... C=Long hours in the direct sun D=Work at dangerous heights (high up on a trees, etc.) E= Climbing trees higher than 3 meters to cut mistletoe with cutlass F=Work in water, like, pond or river G=Spraying of pesticides, insecticides H=Being present or working in the vicinity of	A B C D E F G H

	farm during pesticide spraying I=Reentering a sprayed farm within less than 12 hours of spraying J= Working alone on the farm in isolation K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. L=Other (specify): ..... M=None N=I don't work in agriculture (→ go to H3)	I J K L M N
<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete B=Tractor C=Bullock D=Hoe E=Sprayer F=Other (specify): ..... G=None H=Did not work in agriculture (→ go to I6)	A B C D E F G H
<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding B= Working with motorized mist blower, knapsack sprayer and/or chainsaw C= Harvesting overhead cocoa pods with harvesting hook D= Breaking cocoa pods with breaking knife E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading, spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	A B C D E
<b>I3. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>I4. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H



<i>answers)</i>		
<b>I5. In the last 12 months, did you use any protective wear while working in agriculture?</b>	A=Protective boots B=Gloves C=Protective clothing D=Nose/gas mask E=Other (specify): ..... F=None	A B C D E F
<i>(read list and mark affirmative answers)</i>		
<b>I6. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>I7. Did you operate tools and machinery as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2

### J. Forced Labor and Involuntary Work

<b>Respondent Number (from A1)</b>		/ / /
<b>J1. In the last 12 months, have you been forced to perform work against your will?</b>	1=Yes 2=No (→ go to K1)	1 2
<b>J2. What kind of work have you been forced to perform against your will in the last 12 months?</b>	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
<i>(more than one answer allowed)</i>		
<b>J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.</b>	Specify: ..... ..... .....	
<b>J4. In the last 12 months, how often have you been forced to perform work against your will?</b>	1=1 time 2=2-5 times 3=5-20 times 4=More than 20 times 5=Other (specify): .....	1 2 3 4 5
<b>J5. Who forced you to perform the work?</b>	A=My biological father B=My biological mother C=Another family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
<i>(more than one answer allowed)</i>		
<b>J6. Why didn't you want to perform the work?</b>	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work	A B C D E F G H I
<i>(more than one answer allowed)</i>		

	J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): ..... ..... ..... .....	J K L
<b>J7. If you had refused to work, what would have happened?</b>	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H
<i>(more than one answer allowed)</i>		

### K. Compensation, Expenditures and Debts

<b>Respondent Number (from A1)</b>		/ / /
<b>K1. Have you received any payment for work you did in agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
<b>K2. How much were you paid for work you did in agriculture in the last 12 months?</b>	Payment (in CFA) 9998=Don't know	/ / / / /
<b>K3. What other rewards have you received for work you did in agriculture in the last 12 months?</b>	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... ..... H=Other (specify): ..... I=None	A B C D E F G H I
<i>(read list and mark affirmative answers)</i>		
<b>K4. Have you received any payment for economic activity other than agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K6)	1 2
<b>K5. How much were you paid for economic activity other than agriculture in the last 12 months?</b>	Payment (in CFA) 9998=Don't know	/ / / / /
<b>K6. Has someone else, for example another member of your family, been paid for work you did in the last 12 months?</b>	1=Yes 2=No (→ go to K9)	1 2
<b>K7. Who received payment for work you did in the last 12 months?</b>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a	A B C D E
<i>(more than one answer allowed)</i>		

	family relative F=Someone else (specify): .....	F
<b>K8. How much was this person paid for work you did?</b>	Payment (in CFA) 9998=Don't know	/ / / / /
<b>K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings?</b>  <i>(more than one answer allowed)</i>	A=Gave all/part of money to another member of my family (specify): ..... B=Employer gave all/part of money to another member of my family (specify): ..... C=Paid my children's school fees D=Bought things for my children's school E= Bought things for household F= Bought things for myself G=Paid debts H=Saved I=Spent on housing J=Spent on food K=Other (specify): ..... L=I did not receive any payment	A  B  C D E F G H I J K L
<b>K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?</b>	1=Yes, it helped to pay off my debts 2=Yes, it helped to pay off my family's debts 3=My family or I do not have debts (→ go to K14) 4=Don't know (→ go to K14)	1 2 3 4
<b>K11. Who received the money that you used to pay off debts?</b>  <i>(more than one answer allowed)</i>	A=Employer/farm owner B=People who helped with travel arrangements C=People who helped with finding this job D=Someone I borrowed money from E=Someone another member of my family borrowed money from F=Other (specify): ..... G=Don't know	A B  C D E F G
<b>K12. How much do you or your family still owe?</b>	My debt (in CFA) My family's debt (in CFA) 99998=Don't know	/ /
<b>K13. Do you have to continue working until all the money is paid back?</b>	1=Yes 2=No 3=Other (specify): ..... ..... 9=Don't know	1 2 3  9

<b>K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?</b>	Duration in hours	Amount in CFA	Wages per hour in CFA  <i>(calculate)</i>
a. Land clearing	/ / / /	/ / / /	/ / / /
b. Felling and chopping	/ / / /	/ / / /	/ / / /
c. Burning	/ / / /	/ / / /	/ / / /
d. Stumping	/ / / /	/ / / /	/ / / /
e. Pegs cutting	/ / / /	/ / / /	/ / / /
f. Lining and pegging	/ / / /	/ / / /	/ / / /
g. Holing/planting of suckers	/ / / /	/ / / /	/ / / /
h. Preparation of seedlings	/ / / /	/ / / /	/ / / /
i. Holing/planting of seedlings	/ / / /	/ / / /	/ / / /
j. Sowing at stake	/ / / /	/ / / /	/ / / /
k. Weeding	/ / / /	/ / / /	/ / / /
l. Spraying insecticide	/ / / /	/ / / /	/ / / /
m. Applying fertilizer	/ / / /	/ / / /	/ / / /
n. Applying fungicide/herbicides/ other chemicals	/ / / /	/ / / /	/ / / /
o. Carrying water for spraying	/ / / /	/ / / /	/ / / /
p. Sanitation and pruning	/ / / /	/ / / /	/ / / /
q. Mistletoe control	/ / / /	/ / / /	/ / / /
r. Plucking of cocoa pods	/ / / /	/ / / /	/ / / /
s. Gathering cocoa pods	/ / / /	/ / / /	/ / / /
t. Heaping cocoa pods	/ / / /	/ / / /	/ / / /
u. Cocoa pod breaking	/ / / /	/ / / /	/ / / /
v. Fermentation	/ / / /	/ / / /	/ / / /
w. Carting fermented cocoa beans	/ / / /	/ / / /	/ / / /
x. Drying cocoa beans	/ / / /	/ / / /	/ / / /
y. Carting of dry cocoa beans to shed	/ / / /	/ / / /	/ / / /
z. Other (specify): .....	/ / / /	/ / / /	/ / / /
<b>K15. How much money can you earn in one year working in cocoa agriculture?</b>	Amount in CFA 9998=Don't know		/ / / / / /
<b>K16. How much money can you earn in one year working in agriculture other than cocoa?</b>	Amount in CFA 9998=Don't know		/ / / / / /
<b>K17. How much money do you spend on average per day?</b>	Amount in CFA 998=Don't know		/ / / / /
<b>K18. How much money did you spent yesterday?</b>	Amount in CFA 998=Don't know		/ / / / /
<b>K19. Has your total income increased or decreased in the current year compared to the previous year?</b>	1=Increased 2=No change (→ go to L1) 3=Decreased  8=N/A (→ go to L1)		1 2 3  8
<b>K20. If your wage or payment has increased or decreased,</b>	Specify: .....		

why?	.....	
	.....	

**L. Education**

Respondent Number (from A1)		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2
L4. Have you ever attended school or preschool?	1=Yes 2=No (→ go to L8)	1 2
L5. If you have attended school or preschool, what was the highest type of school that you attended?	1=Pre-school 2=Primary 3=Secondary 4=Non-formal 5=Other (specify): .....	1 2 3 4 5
L6. What was the highest level/grade that you have completed at this school?	Grade  98=Don't know 99=Preschool	/ / /
L7. Has your education been beneficial to you? Why or why not?	1= Yes, specify: ..... ..... ..... ..... 2= No, specify: ..... ..... .....	1    2
L8. Have you ever received a vocational or skill training?	1=Yes 2=No (→ go to M1)	1 2
L9. If you have received a vocational or skill training, what were you trained in?  <i>(more than one answer allowed)</i>	A=Agriculture B=Carpentry C=Masonry D=Fitting/mechanics E=Tailoring/dressmaking F=Driving G=Blacksmithing H=Electrical I=Draughtsmanship J=Hairdressing K=Bakery/catering L=Textiles/weaving M=Other (specify): .....	A B C D E F G H I J L K M
L10. Did you receive a certificate for the training?	1=Yes (specify): ..... 2=No	1 2
L11. Has your training been beneficial to you? Why or why not?	1= Yes, specify: ..... ..... ..... ..... 2= No, specify: ..... ..... .....	1    2

**We have now come to the end of the interview**, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**COTE D'IVOIRE CHILD LABOUR SURVEY**  
**Adult Worker Questionnaire<sup>1</sup>**

**November 20, 2008**

01. REGION ...../ / /	04. CENSUS DISTRICT ...../ / / / /
02. DEPARTMENT ...../ / / /	05. VILLAGE/TOWN ...../ / / / /
03. SOUS-PREFECTURE ...../ / / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER ...../ / / / /	
07. HOUSEHOLD NUMBER ...../ / / /	
08. RESPONDENT NUMBER ...../ / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / / Month / / / / Year / / / / / /	
13. START OF INTERVIEW Hour / / / / Minute / / / /	
14. END OF INTERVIEW Hour / / / / Minute / / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Country of birth of respondent</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Ethnic group</b>	Enter code for ethnic group	/ / / /
<b>A7. Religion</b>	1=Catholic 2=Protestant 3=Muslim 4=Charismatic/ Pentecostal 5=Traditional 6=Other (specify): .....	1 2 3 4 5 6
<b>A8. Address</b>	Specify: .....	
<b>A9. Phone number</b>	Specify: .....	

**B. Migration and Movement**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. Where does your father's family come from?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana	1 2

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

	3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	3 4 5 6 7 8 9
<b>B2. Where was your father born?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B3. Where does your mother's family come from?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B4. Where was your mother born?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B5. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Togo B=Cote d'Ivoire C=Burkina-Faso D=Mali E=Benin F=Liberia G=Nigeria H=Other country (specify): ..... I=None (-> go to B7)	A B C D E F G H I
<b>B6. If you ever lived outside of this country before, where exactly did you live?</b>  <i>(if more than one, specify in chronological order)</i>	Name of country ..... Name of region ..... Name of district ..... Name of village/town ..... Duration of stay .....  Name of country ..... Name of region ..... Name of district ..... Name of village/town ..... Duration of stay .....  Name of country ..... Name of region ..... Name of district .....	

	Name of village/town..... Duration of stay.....	
<b>B7. Within this country, have you ever lived in a region other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify):  Name of region ..... Enter code for region / / / / /  Name of region ..... Enter code for region / / / / /  Name of region ..... Enter code for region / / / / /	1
<b>B8. Within this country, have you ever lived in a district other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	2=No 1=Yes (specify):  Name of district ..... Enter code for district / / / / /  Name of district ..... Enter code for district / / / / /  Name of district ..... Enter code for district / / / / /	1
<b>B9. Within this country, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	2=No 1=Name of village/town (specify): ..... ..... ..... .....	1
<b>B10. Did you move alone or together with others? With whom?</b>	2=No 1=Alone 2=With my husband/wife (and children) 3=With my parent(s) 4=With another relative/other relatives (specify): ..... 5=With one or more persons who are not related to me (specify): ..... 6=Other (specify): ..... 9=N/A	2 1 2 3 4 5 6 9
<b>B11. When did you move to your current place of residence?</b>	Year / / / / /  8888=N/A 9998=Don't know	/ / / / /  
<b>B12. What was the reason for moving to your current place of residence?</b>  <i>(more than one answer allowed)</i>	A=Built a house B=Bought farm/land C=Inherited farm/land D=Entered sharecropping arrangement E=Seasonal work in agriculture F=Looking for job G=Found a job (specify): ..... H=I wanted my children to go to school	A B C D E F G

	I=Other (specify): ..... J=Don't know Z=N/A	H I  J Z
--	---	----------------------

### C. Family Separation

Respondent Number (from A1)		/ / /
<b>C1. Are you currently married?</b>	1=Yes 2=No (→ go to C3)	1 2
<b>C2. Where does your husband/wife live?</b>	1=Same household 2=Other household (specify): .....	1 2
<b>C3. Have you ever been separated from any of your biological children for more than one year at a time while they were under 18 years old?</b>	1=Yes 2=No (→ go to D1)	1 2
<b>C4. How old were the children at that time?</b>	Age (in completed years)  Child 1 / / / Child 2 / / / Child 3 / / / Child 4 / / / Child 5 / / / Child 6 / / /	/ / / / / / / / / / / / / / / / / /
<b>C5. What is the gender of the children?</b>	Number of males Number of females	/ / / / / /
<b>C6. Why did this separation occur?</b>  <i>(more than one answer allowed)</i>	A=I was looking for job B=I found a job (specify): ..... C=Child was looking for job D=Child found a job (specify): ..... E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	A B  C D  E F G H I
<b>C7. Who made this decision?</b>	1=I made the decision 2=Child made the decision 3=Another member of the household made the decision (specify): ..... 4=Other (specify): .....	1 2 3 4
<b>C8. For how many years have you been separated?</b>	Number of years  Child 1 / / / Child 2 / / / Child 3 / / / Child 4 / / / Child 5 / / / Child 6 / / /	/ / / / / / / / / / / / / / / / / /

### D. Work Activities

Respondent Number (from A1)		/ / /
D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D2. Did you work on a cocoa farm for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	A B C D E F G H I J K L M N O P Q R S T U V W X Y
D4. During the last 12 months, have you worked in agriculture?	1=Yes 2=No	1 2
D5. During the last 12 months, have you worked in cocoa farming?	1=Yes 2=No	1 2
D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? <i>(read each and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other	A B C D E F G H I J K L M N

	chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (-> go to D10)	O P Q R S T U V W X Y
D7. During the last 12 months, who did you work for when doing work in agriculture?  <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
D8. During the last 12 months, were you paid for the work you did in agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D9. How much were you paid for the work you did in agriculture in the last 12 months?	Amount (in CFA)  9998=Don't know	/ / / / /
D10. Have you performed economic activity other than agriculture for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D11. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	A B C D E F G H I J
D12. During the last 12 months, have you done economic activities other than agriculture?	1=Yes 2=No	1 2
D13. During the last 12 months, have you	A=Run or do any kind of business, big or	A

done any of the following work activities? <i>(read list and mark affirmative answers)</i>	small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D17)	B  C  D  E  F  G  H  I  J
D14. During the last 12 months, who did you work for when performing economic activity other than agriculture? <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B  C D E  F G
D15. During the last 12 months, were you paid for the work you did in economic activities other than agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D16. How much were you paid for the work you did in economic activities other than agriculture in the last 12 months?	Amount (in CFA) 9998=Don't know	/ / / / /
D17. During the last 7 days, have you done any household work?	1=Yes 2=No	1 2
D18. In the last 7 days, did you do any of the following work activities? <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	A B C D E F G  H
D19. During the last 12 months, have you done any household work?	1=Yes 2=No	1 2
D20. In the last 12 months, did you do any of the following activities? <i>(read each and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes	A B C D E

	F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	F G  H
D21. During the last 12 months, who did you work for when performing household work? <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B  C D E  F G
D22. During the last 12 months, were you paid for performing household work?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D23. How much were you paid for performing household work in the last 12 months?	Amount (in CFA) 9998=Don't know	/ / / / /

### E. Working Hours

Respondent Number (from A1)		/ / /
E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ / /
E2. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ / /
E3. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /
E4. What is the total number of hours you spent on work in agriculture in the last 7 days?	Number of hours per week 98=Don't know	/ / /
E5. For each day worked during the past week, how many hours did you actually work on a cocoa farm? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /

<b>E6. What is the total number of hours you worked on a cocoa farm in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E7. How old were you when you started working in agriculture for the first time?</b>	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
<b>E8. How old were you when you started working on a cocoa farm for the first time?</b>	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
<b>E9. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?</b>	Number of hours per day 98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / /
<b>E10. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture?</b> <i>(read list and specify number)</i>	Monday (number of hours) / / / Tuesday (number of hours) / / / Wednesday (number of hours) / / / Thursday (number of hours) / / / Friday (number of hours) / / / Saturday (number of hours) / / / Sunday (number of hours) / / / 98=Don't know	/ /
<b>E11. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E12. How old were you when you started doing economic activities other than agriculture for the first time?</b>	Age in years 98=Don't know 99=Never performed economic activities other than agriculture	/ / /
<b>E13. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day 98=Don't know 99=I usually don't perform household work	/ / /
<b>E14. For each day worked during the past week, how many hours did you actually spend on household work?</b> <i>(read list and specify number)</i>	Monday (number of hours) / / / Tuesday (number of hours) / / / Wednesday (number of hours) / / / Thursday (number of hours) / / / Friday (number of hours) / / / Saturday (number of hours) / / / Sunday (number of hours) / / / 98=Don't know	/ /
<b>E15. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E16. How old were you when you started doing household work for the first time?</b>	Age in years 98=Don't know 99=Never performed household work	/ / /

### F. Injury and Illness

<b>Respondent Number (from A1)</b>		/ / /
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times 98=Don't know	/ / /
<b>F3. What were the agricultural activities that you carried out when you suffered your worst injury in the last 12 months?</b>	Specify: ..... ..... .....	
<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G  H
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F7. Have you had any of the following illnesses or other health problems in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M  N
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me	A B C



<i>(more than one answer allowed)</i>	D=A doctor and/or nurse in the hospital cared for me	D
	E=I went to the drug store and the person who knows about drugs helped me	E
	F=I took some herbal medicine	F
	G=A spiritualist/religious person cared for me	G
	H=I prayed using traditional methods	H
	I=Other (specify): .....	I
	J=I did not receive any care or help	J
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>  <i>(more than one answer allowed)</i>	K=I did not experience an illness or injury	K
	A=My parents/guardians	A
	B=Family relatives (specify): .....	B
	C=I paid for myself	C
	D=Person I work for	D
	E=Family health insurance	E
	F=The treatment was free	F
	G=Other (specify): .....	G
	H=Nobody paid for me, I did not receive treatment	H
	I=I did not experience an illness or injury	I

### G. Heavy Loads

Respondent Number (from A1)		/ / /	
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing	A	
	B=Carrying water for spraying	B	
	C=Gathering and heaping cocoa pods	C	
	D=Carting fermented cocoa beans	D	
	E=Carting of dry cocoa beans to shed	E	
	F=Other (specify): .....	F	
	G=None	G	
	H=I don't work in agriculture (→ go to G5)	H	
	<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture?</b>	Estimate in kg	/ _ /
	<b>G3. Over what distance do you often have to carry these loads?</b>	Estimate in km	/ _ /
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain	A	
	B=I felt very sick or tired	B	
	C=I did not feel well for a long time	C	
	D=I had to receive treatment at a health center	D	
	E=I had to receive treatment at a hospital	E	
	F=I could not continue working	F	
	G=Other (specify): .....	G	
	H=I did not experience any impact	H	
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): .....	1	
	2=No	2	
<b>G6. Did you have to carry heavy loads as part of</b>	1=Yes (specify): .....	1	
	2=No	2	

household work in the last 12 months?		
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### H. Exposure to Environmental Hazards and Other Dangers

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): .....	A
	B=Fire, gas or flames (specify): .....	B
	C=Long hours in the direct sun	C
	D=Work at dangerous heights (high up on a trees, etc.)	D
	E= Climbing trees higher than 3 meters to cut mistletoe with cutlass	E
	F=Work in water, like, pond or river	F
	G=Spraying of pesticides, insecticides	G
	H=Being present or working in the vicinity of farm during pesticide spraying	H
	I=Reentering a sprayed farm within less than 12 hours of spraying	I
	J= Working alone on the farm in isolation	J
	K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.	K
	L=Other (specify): .....	L
	M=None	M
	N=I don't work in agriculture (→ go to H3)	N
	<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain
B=I felt very sick or tired		B
C=I did not feel well for a long time		C
D=I had to receive treatment at a health center		D
E=I had to receive treatment at a hospital		E
F=I could not continue working		F
G=Other (specify): .....		G
H=I did not experience any impact		H

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /	
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete	A	
	B=Tractor	B	
	C=Bullock	C	
	D=Hoe	D	
	E=Sprayer	E	
	F=Other (specify): .....	F	
	G=None	G	
	H=Did not work in agriculture (→ go to I6)	H	
	<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding	A
		B= Working with motorized mist blower, knapsack sprayer and/or chainsaw	B
C= Harvesting overhead cocoa pods with harvesting hook		C	
D= Breaking cocoa pods with breaking knife		D	
E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading,		E	

	spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	
13. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
14. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?  (read list and mark affirmative answers)	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H
15. In the last 12 months, did you use any protective wear while working in agriculture?  (read list and mark affirmative answers)	A=Protective boots B=Gloves C=Protective clothing D=Nose/gas mask E=Other (specify): ..... F=None	A B C D E F
16. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
17. Did you operate tools and machinery as part of household work in the last 12 months?	1=Yes (specify): ..... 2=No	1 2

### J. Forced Labor and Involuntary Work

Respondent Number (from A1)		/ / /
J1. In the last 12 months, have you been forced to perform work against your will?	1=Yes 2=No (→ go to K1)	1 2
J2. What kind of work have you been forced to perform against your will in the last 12 months?  (more than one answer allowed)	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.	Specify: ..... ..... .....	
J4. In the last 12 months, how often have you been forced to perform work against your will?	1=1 time 2=2-5 times 3=5-20 times 4=More than 20 times 5=Other (specify): .....	1 2 3 4 5
J5. Who forced you to perform	A=My biological father	A

the work?  (more than one answer allowed)	B=My biological mother C=Another family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	B C D E F
J6. Why didn't you want to perform the work?  (more than one answer allowed)	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): ..... ..... .....	A B C D E F G H I J K L
J7. If you had refused to work, what would have happened?  (more than one answer allowed)	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H

### K. Compensation, Expenditures and Debts

Respondent Number (from A1)		/ / /
K1. Have you received any payment for work you did in agriculture in the last 12 months?	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
K2. How much were you paid for work you did in agriculture in the last 12 months?	Payment (in CFA) 9998=Don't know	/ / / / /
K3. What other rewards have you received for work you did in agriculture in the last 12 months?  (read list and mark affirmative answers)	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... H=Other (specify): ..... I=None	A B C D E F G H I
K4. Have you received any	1=Yes	1

payment for economic activity other than agriculture in the last 12 months?	2=No (→ go to K6)	2
K5. How much were you paid for economic activity other than agriculture in the last 12 months?	Payment (in CFA) 9998=Don't know	/ / / / /
K6. Has someone else, for example another member of your family, been paid for work you did in the last 12 months?	1=Yes 2=No (→ go to K9)	1 2
K7. Who received payment for work you did in the last 12 months? <i>(more than one answer allowed)</i>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
K8. How much was this person paid for work you did?	Payment (in CFA) 9998=Don't know	/ / / / /
K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings? <i>(more than one answer allowed)</i>	A=Gave all/part of money to another member of my family (specify): ..... B=Employer gave all/part of money to another member of my family (specify): ..... C=Paid my children's school fees D=Bought things for my children's school E= Bought things for household F= Bought things for myself G=Paid debts H=Saved I=Spent on housing J=Spent on food K=Other (specify): ..... L=I did not receive any payment	A B C D E F G H I J K L
K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?	1=Yes, it helped to pay off my debts 2=Yes, it helped to pay off my family's debts 3=My family or I do not have debts (→ go to K14) 4=Don't know (→ go to K14)	1 2 3 4
K11. Who received the money that you used to pay off debts? <i>(more than one answer allowed)</i>	A=Employer/farm owner B=People who helped with travel arrangements C=People who helped with finding this job D=Someone I borrowed money from E=Someone another member of my family borrowed money from F=Other (specify): ..... G=Don't know	A B C D E F G
K12. How much do you or your family still owe?	My debt (in CFA) My family's debt (in CFA) 99998=Don't know	/ /

K13. Do you have to continue working until all the money is paid back?	1=Yes 2=No 3=Other (specify): ..... ..... 9=Don't know	1 2 3 9	
K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?	Duration in hours	Amount in CFA	Wages per hour in CFA <i>(calculate)</i>
a. Land clearing	/ / / /	/ / / /	/ / / /
b. Felling and chopping	/ / / /	/ / / /	/ / / /
c. Burning	/ / / /	/ / / /	/ / / /
d. Stumping	/ / / /	/ / / /	/ / / /
e. Pegs cutting	/ / / /	/ / / /	/ / / /
f. Lining and pegging	/ / / /	/ / / /	/ / / /
g. Holing/planting of suckers	/ / / /	/ / / /	/ / / /
h. Preparation of seedlings	/ / / /	/ / / /	/ / / /
i. Holing/planting of seedlings	/ / / /	/ / / /	/ / / /
j. Sowing at stake	/ / / /	/ / / /	/ / / /
k. Weeding	/ / / /	/ / / /	/ / / /
l. Spraying insecticide	/ / / /	/ / / /	/ / / /
m. Applying fertilizer	/ / / /	/ / / /	/ / / /
n. Applying fungicide/herbicides/ other chemicals	/ / / /	/ / / /	/ / / /
o. Carrying water for spraying	/ / / /	/ / / /	/ / / /
p. Sanitation and pruning	/ / / /	/ / / /	/ / / /
q. Mistletoe control	/ / / /	/ / / /	/ / / /
r. Plucking of cocoa pods	/ / / /	/ / / /	/ / / /
s. Gathering cocoa pods	/ / / /	/ / / /	/ / / /
t. Heaping cocoa pods	/ / / /	/ / / /	/ / / /
u. Cocoa pod breaking	/ / / /	/ / / /	/ / / /
v. Fermentation	/ / / /	/ / / /	/ / / /
w. Carting fermented cocoa beans	/ / / /	/ / / /	/ / / /
x. Drying cocoa beans	/ / / /	/ / / /	/ / / /
y. Carting of dry cocoa beans to shed	/ / / /	/ / / /	/ / / /
z. Other (specify): .....	/ / / /	/ / / /	/ / / /
K15. How much money can you earn in one year working in cocoa agriculture?	Amount in CFA 9998=Don't know	/ / / / /	
K16. How much money can you earn in one year working in agriculture other than cocoa?	Amount in CFA 9998=Don't know	/ / / / /	
K17. How much money do you spend on average per day?	Amount in CFA 998=Don't know	/ / / / /	
K18. How much money did you spent yesterday?	Amount in CFA 998=Don't know	/ / / / /	
K19. Has your total income increased or decreased in the current year compared to the	1=Increased 2=No change (→ go to L1) 3=Decreased	1 2 3	

previous year?	8=N/A (→ go to L1)	8
K20. If your wage or payment has increased or decreased, why?	Specify: .....	

### L. Education

Respondent Number (from A1)		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2
L4. Have you ever attended school or preschool?	1=Yes 2=No (→ go to L8)	1 2
L5. If you have attended school or preschool, what was the highest type of school that you attended?	1=Pre-school 2=Primary 3=Secondary 4=Non-formal 5=Other (specify): .....	1 2 3 4 5
L6. What was the highest level/grade that you have completed at this school?	Grade  98=Don't know 99=Preschool	/ / /   
L7. Has your education been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2
L8. Have you ever received a vocational or skill training?	1=Yes 2=No (→ go to M1)	1 2
L9. If you have received a vocational or skill training, what were you trained in?  <i>(more than one answer allowed)</i>	A=Agriculture B=Carpentry C=Masonry D=Fitting/mechanics E=Tailoring/dressmaking F=Driving G=Blacksmithing H=Electrical I=Draughtsmanship J=Hairdressing K=Bakery/catering L=Textiles/weaving M=Other (specify): .....	A B C D E F G H I J K L M
L10. Did you receive a certificate for the training?	1=Yes (specify): .....	1
	2=No	2
L11. Has your training been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2

### M. Additional Questions on HIV/AIDS<sup>2</sup>

Respondent Number (from A1)		/ / /
M1. Have you ever heard of the virus HIV or the illness AIDS?	1=Yes 2=No (→end of interview)	1 2
M2. Who told you about it?	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
M3. <i>Only if the response to M2 is "school": Are there prevention or intervention programs within your school?</i>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A  B C D E F G H
M4. <i>Only if the response to M2 is "workplace": Are there prevention or intervention programs within your workplace?</i>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B  C D E F G H
M5. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?	1=Yes 2=No 3=Don't know	1 2 3
M6. Do you think a person can get infected with AIDS through supernatural means?	1=Yes 2=No 3=Don't know	1 2 3
M7. Can people protect themselves from the AIDS virus by using a condom?	1=Yes 2=No 3=Don't know	1 2 3
M8. Can a person get AIDS from mosquito bites?	1=Yes 2=No 3=Don't know	1 2 3
M9. Is it possible for a healthy-looking person to be HIV-positive?	1=Yes 2=No 3=Don't know	1 2 3
M10. Can HIV be transmitted from mother to child?	1=Yes 2=No 3=Don't know	1 2 3
M11. Do you know of a place where you can go to get such a test to see if you have AIDS?	1=Yes 2=No	1 2
M12. I do not want to know the results, but have you ever been tested to see if you have HIV?	1=Yes 2=No (→ go to M14) 3=Refuses to say (→ go to M14)	1 2 3

<sup>2</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.

<b>M13. I do not want to know the results of the test, but have you been told the results?</b>	1=Yes	1
	2=No	2
	3=Refuses to say	3
<b>M14. Does your work have any risks to you getting HIV? What are some of the risks?</b>	1=Yes (specify): .....	1
	2=None	2

**We have now come to the end of the interview**, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**COTE D'IVOIRE CHILD LABOUR SURVEY**  
**Child Questionnaire<sup>1</sup>**

**November 20, 2008**

01. REGION ...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / / /
03. SOUS-PREFECTURE...../ / / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / / /	
07. HOUSEHOLD NUMBER...../ / / /	
08. RESPONDENT NUMBER...../ / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**BEFORE THE START OF THE INTERVIEW, FOLLOW THE INFORMED CONSENT PROCEDURES FOR INTERVIEWING A CHILD.**

**Study Title:** Child Labor in the Cocoa Sector  
**Investigators:** William E. Bertrand and Elke de Buhr

We are doing a research study. A research study is a way to find out about something. We are trying to find out about the living situation and the work activities of children in the villages of your country.

You can decide if you want to be in the research study. If you want to be in the study, this is what will happen. You will talk with me. I am the interviewer. I will be asking you questions about your life and work. I will not tell anybody in the house or the village what you have answered, and we will not give your name to anyone. When you talk to me, no other adults or other children are allowed to listen but you may choose an adult or other child to observe the interview from a distance. You can choose any adult or child except one of your parents or guardians.

Some questions may be difficult to answer or the interview may be too long.

We don't know if this study will help you. We hope to learn something that will help children and young people some day.

You don't have to be in this study. It is up to you. You will still be taken care of if you decide that you don't want to be in the study. If you decide to do this but then change your mind, just tell me and I will stop the interview.

If you want to be in this study, please sign or print your name.

I, \_\_\_\_\_, want to be in this research study.  
 Print your name here

\_\_\_\_\_  
 Sign your name here                      \_\_\_\_\_  
 Date

<sup>1</sup>Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

Thank you for agreeing to answer these questions. If at any time you do not understand a word I use or a question I ask, please let me know. Remember that you can stop me at any time. No one will know what you tell us. We will not give your name to anyone.

If you are ready then, we could start the interview.

**A. Individual and Demographic Characteristics**

I will start with asking you a few questions about yourself...

<b>A1. Respondent Number</b>		/ / /
<b>A2. How old are you?</b>	Age in years (if unknown, estimate)	/ / /
<b>A3. Gender of child</b>	1=Boy	1
	2=Girl	2
<b>A4. What ethnic group do you belong to?</b>	Enter code for ethnic group	/ / / /
<b>A5. What religion do you belong to?</b>	1=Catholic	1
	2=Protestant	2
	3=Muslim	3
	4=Charismatic/ Pentecostal	4
	5=Traditional	5
	6=Other (specify): .....	6
<b>A6. Where were you born?</b>	1=Cote d'Ivoire (specify village/town): .....	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

**B. Caregiving Arrangement**

I will now ask you a few questions about who is taking care of you...

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. Can you tell me who primarily takes care of you? (more than one answer allowed)</b>	A=Father	A
	B=Mother	B
	C=Grandfather	C
	D=Grandmother	D
	E=Uncle	E
	F=Aunt	F
	G=Brother	G
	H=Sister	H
	I=Other relative (specify): .....	I
	J=Employer	J
<b>B2. Do you live with your birth father?</b>	1=Yes (→ go to B5)	1
	2=No	2
<b>B3. Why are you not living with your birth father?</b>	1=He died	1
	2=He works in different village/town	2
	3=He is divorced/separated from my mother	3
	4=He left me/us	4
	5=I go to school in different village/town	5
	6=I go to work in different village/town	6
	7=I was sent to live with my family relatives	7

	8=Other (specify): .....	8
	9=Don't know	9
<b>B4. How old were you when you stopped living with your birth father?</b>	Age (in completed years) 98=Don't know	/ / /
<b>B5. Do you live with your birth mother?</b>	1=Yes (→ go to C1) 2=No	1 2
<b>B6. Why are you not living with your birth mother?</b>	1=She died 2=She works in different village/town 3=She is divorced/separated from my father 4=She left me/us 5=I go to school in different village/town 6=I go to work in different village/town 7=I was sent to live with my family relatives 8=Other (specify): ..... 9=Don't know	1 2 3 4 5 6 7 8 9
<b>B7. How old were you when you stopped living with your birth mother?</b>	Age (in completed years) 98=Don't know	/ / /

**C. Migration and Movement**

I am now going to ask a few questions about where you and your family come from...

Respondent Number (from A1)		/ / /
<b>C1. Where does your father's family come from?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): ..... 98=Don't know	1 2 3 4 5 6 7 8 9 98
<b>C2. Where was your father born?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): ..... 98=Don't know	1 2 3 4 5 6 7 8 9 98
<b>C3. Where does your mother's family come from?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): ..... 98=Don't know	1 2 3 4 5 6 7 8 9 98
<b>C4. Where was your mother born?</b>	1=Cote d'Ivoire (specify village/town): ..... 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo	1 2 3 4 5

	6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): ..... 98=Don't know	6 7 8 9 98
<b>C5. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Togo B=Cote d'Ivoire C=Burkina-Faso D=Mali E=Benin F=Liberia G=Nigeria H=Other country (specify): ..... I=None	A B C D E F G H I
<b>C6. Within Cote d'Ivoire, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify name of village/town): ..... ..... ..... ..... ..... 2=No	1     2
<b>C7. For how many years have you lived where you live today?</b>	Number of years 88=N/A 98=Don't know	/ / /
<b>C8. If you have ever changed your place of residence, who moved with you to where you live today?</b>	1=My mother and father 2=Only my father 3=My father and his new/other wife/wives 4=Only my mother 5=My mother with her new/other husband 6=I moved with other relatives (specify): ..... 7=I moved with a stranger (specify): ..... 8=I moved alone 9=I never changed my place of residence (→ go to D1)	1 2 3 4 5 6 7 8 9
<b>C9. If you moved with a parent or guardian, what was the reason for moving?</b>  <i>(more than one answer allowed)</i>	A=My parent/guardian built a house B=My parent/guardian bought farm/land C=My parent/guardian inherited farm/land D=My parent/guardian entered a sharecropping arrangement E=My parent/guardian started seasonal work in agriculture F=My parent/guardian was looking for job G=My parent/guardian found a job (specify): ..... ..... H=My parent/guardian wanted me to go to (a better) school I=Other (specify): ..... J=I don't know Z=N/A	A B C D E F G H I J Z
<b>C10. If you moved without a parent or guardian, what was the reason for moving?</b>  <i>(more than one answer allowed)</i>	A=I was looking for job B=I found a job (specify): ..... C=Because of my school/training D=Because of my marriage E=My mother and father could not take care of me F=I am staying with my relatives G=My friends were leaving so I joined them H=A person I recently met asked me if I wanted to I=Other (specify): ..... J=I don't know Z=N/A	A B C D E F G H I J Z

<b>C11. Who decided that you would move to where you live today?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=Other relatives (specify): ..... D=My friends (specify): ..... E=A person I recently met (specify): ..... F=I decided G=Someone else (specify): ..... H=Don't know	A B C D E F G H
<b>C12. Did you want to move?</b>	1=Yes 2=I was not sure about it 3=No (→ go to C14) 4=I don't know (→ go to C14)	1 2 3 4
<b>C13. Why didn't you want to move or had mixed feelings about moving?</b> <i>(read list and mark affirmative answers)</i>	A=I was going to be separated from my parent(s) B=I was going to be separated from my other relatives C=I was going to be separated from my friends and community D=I was not sure about the person I was going with E=I did not want to leave my school/training F=I was frightened about what would happen G=I was frightened about being hurt/abused H=Other (specify): ..... I=I don't know	A B C D E F G H I
<b>C14. How would you describe your life after you moved?</b> <i>(read list and mark affirmative answers)</i>	A=I am happy that I moved, my life is better B=I am unhappy that I moved, my life is worse C=My life is the same D=I was told about all these good things that were going to happen, but I find that it was not true E=Other (specify): ..... F=I don't know	A B C D E F

#### D. Work Activities

I am now going to ask you some question about your work...

Respondent Number (from A1)		/ / /
<b>D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D2. Did you work on a cocoa farm for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?</b> <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning	A B C D E F G H I J K L M N O P

	Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	Q R S T U V W X Y
<b>D4. During the last 12 months, have you worked in agriculture?</b>	1=Yes 2=No	1 2
<b>D5. During the last 12 months, have you worked in cocoa farming?</b>	1=Yes 2=No	1 2
<b>D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? (read each and mark affirmative answers)</b>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (→ go to D8)	A B C D E F G H I J K L M N O P Q R S T U V W X Y
<b>D7. During the last 12 months, who did you work for when doing work in agriculture?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J
<b>D8. Have you done economic activity other than agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D9. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.</b>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind	A B



<i>(read list and mark affirmative answers)</i>	(excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	C D E F G H I J
<b>D10. During the last 12 months, have you done economic activities other than agriculture?</b>	1=Yes 2=No	1 2
<b>D11. During the last 12 months, have you done any of the following work activities?</b> <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D13)	A B C D E F G H I J
<b>D12. During the last 12 months, who did you work for when performing economic activity other than agriculture?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J
<b>D13. During the last 7 days, have you done any household work?</b>	1=Yes 2=No	1 2
<b>D14. In the last 7 days, did you do any of the following work activities?</b>	A=Shopping for household B=Repairing any household equipment C=Cooking	A B C

<i>(read list and mark affirmative answers)</i>	D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	D E F G H
<b>D15. During the last 12 months, have you done any household work?</b>	1=Yes 2=No	1 2
<b>D16. In the last 12 months, did you do any of the following activities? (read each and mark affirmative answers)</b>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	A B C D E F G H
<b>D17. During the last 12 months, who did you work for when performing household work?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J

### E. Working Hours

I am now going to ask you some questions about your working hours...

Respondent Number (from A1)		/ / / / / /
<b>E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.</b>	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ / / / / /
<b>E2. When do you usually work in agriculture?</b> <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know H= I usually don't work in agriculture	A B C D E F G H
<b>E3. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.</b>	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ / / / / /
<b>E4. When do you usually work on a cocoa farm?</b> <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays	A B C D E F

	G=Don't know H= I usually don't work on a cocoa farm	G H
<b>E5. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E6. What is the total number of hours you spent on work in agriculture in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E7. For each day worked during the past week, how many hours did you actually work on a cocoa farm?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E8. What is the total number of hours you worked on a cocoa farm in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E9. How old were you when you started working in agriculture for the first time?</b>	Age in years  98=Don't know 99=Never worked in agriculture	/ / / /  / / / /
<b>E10. How old were you when you started working on a cocoa farm for the first time?</b>	Age in years  98=Don't know 99=Never worked on a cocoa farm	/ / / /  / / / /
<b>E11. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?</b>	Number of hours per day  98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / / /  / / / /
<b>E12. When do you usually work on economic activities other than agriculture?</b>  <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know H= I usually don't perform economic activities other than agriculture	A B C D E F G H
<b>E13. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E14. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E15. How old were you when</b>	Age in years	/ / / /

<b>you started doing economic activities other than agriculture for the first time?</b>	98=Don't know 99=Never performed economic activities other than agriculture	
<b>E16. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day  98=Don't know 99=I usually don't perform household work	/ / / /  / / / /
<b>E17. When do you usually work in the household?</b>  <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know	A B C D E F G
<b>E18. For each day worked during the past week, how many hours did you actually spend on household work?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E19. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E20. How old were you when you started doing household work for the first time?</b>	Age in years  98=Don't know 99=Never performed household work	/ / / /  / / / /

## F. Injury and Illness

I am now going to ask you some questions about your experience with difficult or dangerous work, including any accidents or illness you might have experienced in the last 12 months...

<b>Respondent Number (from A1)</b>		/ / / /
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times  98=Don't know	/ / / /  / / / /
<b>F3. What were the agricultural activities that you carried out when you suffered your worst injury in the last 12 months?</b>	Specify: ..... ..... .....	

<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H I
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F7. Have you had any of the following illnesses and other health problems in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M N
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>  <i>(more than one answer allowed)</i>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=I did not experience an illness or injury	A B C D E F G H I J K
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>  <i>(more than one answer allowed)</i>	A=My parents/guardians B=Family relatives (specify): ..... C=I paid for myself D=Person I work for E=Family health insurance F=The treatment was free G=Other (specify): ..... H=Nobody paid for me, I did not receive treatment I=I did not experience an illness or injury	A B C D E F G H I

### G. Heavy Loads

I am now going to ask you some question about heavy loads when you are working...

Respondent Number (from A1)		/ / /
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing B=Carrying water for spraying C=Gathering and heaping cocoa pods D=Carting fermented cocoa beans E=Carting of dry cocoa beans to shed F=Other (specify): ..... G=None H=I don't work in agriculture (→ go to G5)	A B C D E F G H
<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture? If you are not certain, please describe what you are carrying.</b>	Estimate in kg based on child's description	/ / /
<b>G3. Over what distance do you often have to carry these loads? If you are not certain, please describe the route and how long it takes.</b>	Estimate in km based on child's description	/ / /
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H I
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>G6. Did you have to carry heavy loads as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2

### H. Exposure to Environmental Hazards and Other Dangers

I am now going to ask you some question about difficulties or dangers you may have experienced while working...

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): ..... B=Fire, gas or flames (specify): ..... C=Long hours in the direct sun D=Work at dangerous heights (high up on a trees, etc.) E= Climbing trees higher than 3 meters to cut mistletoe with cutlass F=Work in water, like, pond or river G=Spraying of pesticides, insecticides H=Being present or working in the vicinity of farm during pesticide spraying I=Reentering a sprayed farm within less than 12 hours of spraying	A B C D E F G H I

	J= Working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. L= Withdrawn from school during cocoa season to do farm work M=Other (specify): ..... N=None O=I don't work in agriculture (→ go to H3)	J  K  L  M N O
<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H  I

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete B=Tractor C=Bullock D=Hoe E=Sprayer F=Other (specify): ..... G=None H=Did not work in agriculture (→ go to I6)	A B C D E F G H
<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding B= Working with motorized mist blower, knapsack sprayer and/or chainsaw C= Harvesting overhead cocoa pods with harvesting hook D= Breaking cocoa pods with breaking knife E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading, spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	A B  C  D E
<b>I3. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>I4. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H I
<b>I5. In the last 12 months, did you use any protective wear</b>	A=Protective boots B=Gloves	A B

<b>while working in agriculture?</b>  <i>(read list and mark affirmative answers)</i>	C=Protective clothing D=Nose/gas mask E=Other (specify): ..... F=None	C D E F
<b>I6. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>I7. Did you operate tools and machinery as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2

### J. Forced Labor and Involuntary Work

I am now going to ask you some questions about work you may have had to do against your will...

Respondent Number (from A1)		/ / /
<b>J1. In the last 12 months, have you been forced to perform work against your will?</b>	1=Yes 2=No (→ go to K1)	1 2
<b>J2. What kind of work have you been forced to perform against your will in the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
<b>J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.</b>	Specify: ..... ..... .....	
<b>J4. In the last 12 months, how often have you been forced to perform work against your will?</b>	1=1 time 2=2-5 times 3=5-20 times 4=More than 20 times 5=Other (specify): ..... .....	1 2 3 4 5
<b>J5. Who forced you to perform the work?</b>  <i>(more than one answer allowed)</i>	A=My biological father B=My biological mother C=Another family relative (specify): ..... ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): ..... .....	A B C D E F
<b>J6. Why didn't you want to perform the work?</b>  <i>(more than one answer allowed)</i>	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): .....	A B C D E F G H I J K L

	..... ..... ..... .....	
<b>J7. If you had refused to work, what would have happened?</b>  <i>(more than one answer allowed)</i>	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H

### K. Compensation, Expenditures and Debts

I am now going to ask you questions about how you have been paid or in another way rewarded for your work...

<b>Respondent Number (from A1)</b>		/ / /
<b>K1. Have you received any payment for work you did in agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
<b>K2. How much were you paid for work you did in agriculture in the last 12 months?</b>	Payment (in CFA) 9998=Don't know	/ / / / /
<b>K3. What other rewards have you received for work you did in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... H=Other (specify): ..... I=None	A B C D E F G H I
<b>K4. Have you received any payment for economic activity other than agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K6)	1 2
<b>K5. How much were you paid for economic activity other than agriculture in the last 12 months?</b>	Payment (in CFA) 9998=Don't know	/ / / / /
<b>K6. Has someone else, for example your father, mother or another person, been paid for work you did in the last 12 months?</b>	1=Yes 2=No (→ go to K9)	1 2
<b>K7. Who received payment for work you did in the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
<b>K8. How much was this person paid for work you did?</b>	Payment (in CFA) 9998=Don't know	/ / / / /

<b>K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings?</b>  <i>(more than one answer allowed)</i>	A=Gave all/part of money to my parents/guardians B=Employer gave all/part of money to my parents/guardians C=Paid my school fees D=Bought things for school E= Bought things for household F= Bought things for myself G=Paid debts H=Saved I=Spent on housing J=Spent on food K=Other (specify): ..... L=I did not receive any payment	A B C D E F G H I J K L	
<b>K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?</b>	1=Yes, it helped to pay off my debts 2=Yes, it helped to pay off my family's debts 3=My family or I do not have debts (→ go to K14) 4=Don't know (→ go to K14)	1 2 3 4	
<b>K11. Who received the money that you used to pay off debts?</b>  <i>(more than one answer allowed)</i>	A=Employer/farm owner B=People who helped with travel arrangements C=People who helped with finding this job D=Someone I borrowed money from E=Someone another member of my family borrowed money from F=Other (specify): ..... G=Don't know	A B C D E F G	
<b>K12. How much do you or your family still owe?</b>	My debt (in CFA) My family's debt (in CFA)  99998=Don't know	/ / / / / / / / / / / / / / / /	
<b>K13. Do you have to continue working until all the money is paid back?</b>	1=Yes 2=No 3=Other (specify): ..... ..... 9=Don't know	1 2 3 9	
<b>K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?</b>	Duration in hours	Amount in CFA	Wages per hour in CFA <i>(calculate)</i>
a. Land clearing	/ / / /	/ / / /	/ / / /
b. Felling and chopping	/ / / /	/ / / /	/ / / /
c. Burning	/ / / /	/ / / /	/ / / /
d. Stumping	/ / / /	/ / / /	/ / / /
e. Pegs cutting	/ / / /	/ / / /	/ / / /
f. Lining and pegging	/ / / /	/ / / /	/ / / /
g. Holing/planting of suckers	/ / / /	/ / / /	/ / / /
h. Preparation of seedlings	/ / / /	/ / / /	/ / / /
i. Holing/planting of seedlings	/ / / /	/ / / /	/ / / /
j. Sowing at stake	/ / / /	/ / / /	/ / / /
k. Weeding	/ / / /	/ / / /	/ / / /
l. Spraying insecticide	/ / / /	/ / / /	/ / / /
m. Applying fertilizer	/ / / /	/ / / /	/ / / /
n. Applying fungicide/herbicides/ other chemicals	/ / / /	/ / / /	/ / / /
o. Carrying water for spraying	/ / / /	/ / / /	/ / / /
p. Sanitation and pruning	/ / / /	/ / / /	/ / / /
q. Mistletoe control	/ / / /	/ / / /	/ / / /

r. Plucking of cocoa pods	/ / /	/ / /	/ / /
s. Gathering cocoa pods	/ / /	/ / /	/ / /
t. Heaping cocoa pods	/ / /	/ / /	/ / /
u. Cocoa pod breaking	/ / /	/ / /	/ / /
v. Fermentation	/ / /	/ / /	/ / /
w. Carting fermented cocoa beans	/ / /	/ / /	/ / /
x. Drying cocoa beans	/ / /	/ / /	/ / /
y. Carting of dry cocoa beans to shed	/ / /	/ / /	/ / /
z. Other (specify): .....	/ / /	/ / /	/ / /
K15. How much money can you earn in one year working in cocoa agriculture?	Amount in CFA 9998=Don't know	/ / / / /	
K16. How much money can you earn in one year working in agriculture other than cocoa?	Amount in CFA 9998=Don't know	/ / / / /	
K17. How much money do you spend on average per day?	Amount in CFA 998=Don't know	/ / / / /	
K18. How much money did you spent yesterday?	Amount in CFA 998=Don't know	/ / / / /	
K19. Has your total income increased or decreased in the current year compared to the previous year?	1=Increased 2=No change (→ go to L1) 3=Decreased 8=N/A (→ go to L1)		1 2 3 8
K20. If your wage or payment has increased or decreased, why?	Specify: .....		

### L. Education

Now I am going to ask you some questions about your education/schooling...

<b>Respondent Number (from A1)</b>		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2
L4. Have you attended school or preschool in the last 12 months?	1=Yes 2=No (→ go to L10)	1 2
L5. If you have attended school or preschool, what type of school did you go to in the last 12 months?	1=Pre-school 2=Primary 3=Secondary 4=Non-formal 5=Other (specify): .....	1 2 3 4 5
L6. What is the highest level/grade that you have completed at this school?	Grade 98=Don't know 99=Preschool	/ / /
L7. Did you sometimes miss school days in the last 12 months?	1=Yes 2=No (→ go to L15)	1 2

L8. Have often did you miss school in the last 12 months?	Number of days (estimate)	/ / / /
L9. I am going to read you a list of some reasons of why students might miss school days. Please tell me if any of these were why you missed school for some days in the last 12 months?  (read list and mark affirmative answers)	A=I was ill B=I was injured C=I am/was disabled D=The school is too far E=I could not afford schooling F=My family did not allow me to go to school G=I was not very good in my studies H=I was not interested in school I=Education was not valuable to me J=My school is/was not safe K=I wanted to learn a job/skill instead L=I worked for pay M=My family needed me for the family business N=I had to do farm work O=I had to help at home with household chores P=The weather conditions were very bad Q=An emergency happened in my family where I was needed R=I had to travel S=Other (specify): .....	A B C D E F G H I J K L M N O P Q  R S
L10. If you have not attended school or preschool in the last 12 months, did you ever attend school or preschool?	1=Yes 2=No (→ go to L14)	1 2
L11. When did you stop attending school or preschool?	Year 9998=Don't know	/ / / / /
L12. What type of school did you attend at that time?	1=Pre-school 2=Primary 3=JSS 4=SSS 5=Other (specify): .....	1 2 3 4 5
L13. What was the highest level/grade that you have completed at this school?	Grade 98=Don't know 99=Preschool	/ / /
L14. I am going to read you a list of some reasons of why students might not attend school or drop out of school. Please tell me if any of these were why you have not attended school in the last 12 months?  (read list and mark affirmative answers)	A=I have completed my compulsory schooling B=I am too old for school C=I am too young for school D=I was ill E=I was injured F=I am/was disabled G=The school is too far H=I cannot afford schooling I=My family does not allow me to go to school J=I am not very good in my studies K=I am not interested in school L=Education is not valuable to me M=My school is not safe N=I wanted to learn a job/skill instead O=I worked for pay P=My family needed me for the family business Q=I have to do farm work R=I have to help at home with household chores S=Other (specify): .....	A B C D E F G H I J K L M N O P Q R S
L15. At what age did you first start primary school?	Age in years	/ / /

	98=Don't know 99=Never attended primary school	
<b>L16. Has your schooling been affected by the work you did in the last 12 months?</b>	1=Yes 2=No (→ go to L18) 3=Did not do any work (→ go to L18)	1 2 3
<b>L17. How did your work affect your education?</b> <i>(more than one answer allowed)</i>	A=Injury B=Illness C=Missed school days D=Missed classes/lessons E=Could not do homework F=Could not study for exams G=Could not concentrate H=Other (specify): .....	A B C D E F G H
<b>L18. Does your education help you?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L19. Do you think your education will help you later in life?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L20. Does your caregiver ask you to attend school?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L21. Has your caregiver ever asked you not to go to school?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L22. Does your caregiver punish you if you do not go to school?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L23. Have you ever received a vocational or skill training?</b>	1=Yes 2=No (→ go to M1)	1 2
<b>L24. If you have received a vocational or skill training, what were you trained in?</b> <i>(more than one answer allowed)</i>	A=Agriculture B=Carpentry C=Masonry D=Fitting/mechanics E=Tailoring/dressmaking F=Driving G=Blacksmithing H=Electrical I=Draughtsmanship J=Hairdressing K=Bakery/catering L=Textiles/weaving M=Other (specify): .....	A B C D E F G H I J K L M
<b>L25. Did you receive a certificate for the training?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L26. Has your training helped you?</b>	1=Yes (specify): ..... 2=No	1 2
<b>L27. Do you think your training will help you later in life?</b>	1=Yes (specify): ..... 2=No	1 2

### M. Project Activities

Respondent Number (from A1)		/ / /
<b>M1. Sometimes projects are being carried out in support of working children, school children and other groups of children. Have you ever participated in a project?</b>	1=Yes 2=No (→ go to M9) 3=Don't know (→ go to M9)	1 2 3
<b>M2. Do you know the name of the project?</b>	1=Yes (specify): ..... 2=No	1 2
<b>M3. Do you know the name of the organization that worked on the project?</b>	1=Yes (specify): ..... 2=No	1 2
<b>M4. Where was the project done?</b>	1=Yes (specify): ..... 2=Don't know	1 2
<b>M5. What activities did you participate in?</b>	Specify: .....	
<b>M6. When did you participate in the project?</b>	Year 9998=Don't know	/ / / / /
<b>M7. What did you enjoy about or get out of participating in the project?</b>	Specify: .....	
<b>M8. What did you not enjoy about or get out of participating in the project?</b>	Specify: .....	
<b>M9. Have heard about child labor?</b>	1=Yes 2=No (→ go to N1) 3=Don't know (→ go to N1)	1 2 3
<b>M10. What have you heard about child labor?</b>	Specify: .....	
<b>M11. What is child labor?</b>	Specify: .....	
<b>M12. Can you tell us how you learnt about child labor?</b> <i>(more than one answer allowed)</i>	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
<b>M13. What is your opinion about child labor?</b>	Specify: .....	

### N. Additional Questions on HIV/AIDS<sup>2</sup>

My final questions are about what you know about HIV/AIDS...

Respondent Number (from A1)		/ / /
<b>N1. Have you ever heard of the virus HIV or the illness AIDS?</b>	1=Yes 2=No (→ end of interview)	1 2
<b>N2. Who told you about it?</b>	A=Parents B=Friends C=Relatives	A B C

<sup>2</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.

	D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	D E F G H
<b>N3. Only if the response to N2 is "school": Are there prevention or intervention programs within your school?</b>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A  B C D E F G H
<b>N4. Only if the response to N2 is "workplace": Are there prevention or intervention programs within your workplace?</b>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B  C D E F G H
<b>N5. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N6. Do you think a person can get infected with AIDS through supernatural means?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N7. Only if the child is 12 years or older: Can people protect themselves from the AIDS virus by using a condom?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N8. Can a person get AIDS from mosquito bites?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N9. Is it possible for a healthy-looking person to be HIV-positive?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N10. Can HIV be transmitted from mother to child?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N11. Do you know of a place where you can go to get such a test to see if you have AIDS?</b>	1=Yes 2=No	1 2
<b>N12. I do not want to know the results, but have you ever been tested to see if you have HIV?</b>	1=Yes 2=No (-> go to N14) 3=Refuses to say (-> go to N14)	1 2 3
<b>N13. I do not want to know the results of the test, but have you been told the results?</b>	1=Yes 2=No 3=Refuses to say	1 2 3
<b>N14. Does your work have any risks to you getting HIV? What are some of the risks?</b>	1=Yes (specify): ..... ..... 2=None	1  2

**We have now come to the end of the interview**, do you want to ask me any questions? I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**TAKE MEASUREMENTS:**

<b>Height of child</b>	Height in cm (without shoes)	/ / / /
<b>Weight of child</b>	Weight in kg (without shoes)	/ / / /

**Thank you very much for your answers. We will analyze your answers along with the answers from the other children we are talking to and put the results in a report. Thank you again.**



**Tulane University**  
**COTE D'IVOIRE CHILD LABOR SURVEY**  
**Cocoa Depot Questionnaire<sup>1</sup>**  
**November 20, 2008**

01. REGION...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / / /
03. SOUS-PREFECTURE...../ / / /	
07. RESPONDENT NUMBER...../ / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Nationality of respondent</b>	1=Cote d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Position/title of respondent</b>	Specify: .....	
<b>A7. Address</b>	Specify: .....	
<b>A8. Phone number</b>	Specify: .....	

**B. Company/Cooperative and Facility Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. What is the name of the company/cooperative you are working for?</b>	Specify: .....	
<b>B2. Who owns this company/cooperative?</b>	1=Private 2=Public 3=Cooperative 4=Other (specify): .....	1 2 3 4
<b>B3. What is the legal status of this company/cooperative?</b>	Specify: .....	
<b>B4. Since when does this</b>	Specify year	/ / / / /

<sup>1</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

<b>company/cooperative exist?</b>	9998=Don't know	
<b>B5. Since when does your particular facility exist?</b>	Specify year	/ / / / /
<b>B6. What area does this facility serve?</b>	9998=Don't know Specify: .....	
<b>B7. How many tons of cocoa are stored at this facility per year?</b>	Specify number of tons	/ / / / /
<b>B8. How many tons of cocoa are treated at this facility per year?</b>	Specify number of tons	/ / / / /
<b>B9. What other tasks are carried out at your facility?</b>	Specify: .....	
<b>B10. How many cocoa depots are operated by your company/cooperative?</b>	Specify number 998=Don't know	/ / / / /
<b>B11. How many cocoa sheds are run by your company/cooperative?</b>	Specify number 998=Don't know	/ / / / /
<b>B12. How many cocoa farming households does this company/cooperative serve?</b>	Specify number 999998=Don't Know	/ / / / / / / / /

**C. Employment Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. How many employees does this facility have?</b>	Specify number	/ / /
<b>C2. What type of positions do they occupy?</b>	Specify: .....	
<b>C3. Are any of the employees female? How many?</b>	Specify number	/ / /
<b>C4. Are any of the employees under 18 years old?</b>	1=Yes 2=No (-> Go to C7)	1 2
<b>C5. If any of the employees are under 18 years old, how many?</b>	Specify number	/ / /
<b>C6. If any of the employees are under 18 years old, what work do they perform?</b>	Specify: .....	
<b>C7. What is the average wage paid by the facility per month?</b>	Amount in CFA	/ / / / / /
<b>C8. What is the highest wage that this facility pays per month?</b>	Amount in CFA	/ / / / / /
<b>C9. Who is paid this amount?</b>	Specify: .....	
<b>C10. What is the lowest wage</b>	Amount in CFA	/ / / / / /

that this facility pays per month?		
C11. Who is paid this amount?	Specify: .....	
C12. How many cocoa buying agents does the company/cooperative employ?	Specify number	/ _ / _
C13. How much does an agent earn per month?	Amount in CFA	/ _ / _ / _ / _

#### D. Transportation of Cocoa Beans

Respondent Number (from A1)		/ / /
D1. How are the cocoa beans transported to the cocoa shed? <i>(more than one answer allowed)</i>	A=Truck B=Cart (specify): ..... C=Carried D=Other (specify) .....	A B C D
D2. Are they sometimes carried?	1=Yes 2=No (->Go to D4)	1 2
D3. If they are sometimes carried, who is carrying them? <i>(more than one answer allowed)</i>	A=Farm owner/manager B=Farm workers C=Children D=Other (specify): .....	A B C D
D4. Are children sometimes involved in carrying cocoa beans?	1=Yes 2=No (->Go to D8)	1 2
D5. If children are sometimes involved in carrying cocoa beans, what is the age of these children?	Specify age (in completed years)	/ _ / _
D6. If children are sometimes involved in carrying cocoa beans, what is the gender of these children?	1=Boys 2=Girls 3=Both	1 2 3
D7. How often are children involved in carrying cocoa beans to this cocoa shed?	1=Very often 2=Often 3=Sometimes 4=Rarely 9=Don't know	1 2 3 4 5
D8. How is the cocoa transported from this cocoa shed to the cocoa depot?	Specify: .....	
D9. If trucks are used, who operates these trucks?	Specify: .....	
D10. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa shed workers D=Farm owners/managers E=Farm workers F=Children G=Other (specify): .....	A B C D E F G
D11. Are children sometimes involved in loading the trucks?	1=Yes 2=No (->Go to D14)	1 2
D12. If children are sometimes involved in loading the trucks,	Specify age (in completed years)	/ _ / _

what is the average age of these children?		
D13. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ _ / _
D14. Where is the cocoa transported after leaving this cocoa depot?	Specify: .....	
D15. How is the cocoa transported from this cocoa depot to the next destination?	Specify: .....	
D16. If trucks are used, who operates these trucks?	Specify: .....	
D17. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa depot workers D=Other (specify): .....	A B C D
D18. Are children sometimes involved in loading the trucks?	1=Yes 2=No (->Go to G1)	1 2
D19. If children are sometimes involved in loading the trucks, what is the average age of these children?	Specify age (in completed years)	/ _ / _
D20. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ _ / _

#### E. Problems, Opportunities and Perspectives

Respondent Number (from A1)		/ / /
E1. Are there other cocoa depots that operate in this area?	1=Yes 2=No (-> Go to E7)	1 2
E2. Who operates them? <i>(more than one answer allowed)</i>	A=Same cooperation/company B=Different cooperation/company (specify): ..... ..... .....	A B
E3. Where are they located?	Specify: .....	
E4. Do they pay the same salaries to their workers?	1=Yes 2=No (specify): ..... ..... ..... 9=Don't know	1 2  9
E5. Do any of them employ children?	1=Yes (specify): ..... ..... ..... 2=No 9=Don't know	1  2 9

E6. Is there competition between the cocoa depots?	1=Yes 2=No (→ Go to E8)	1 2
E7. What is your company/cooperative doing to stay ahead of the competition?	Specify: ..... ..... ..... .....	
E8. Do you believe more or less cocoa will be grown in this area in the future?	1=More 2=Same 3=Less 9=Don't know	1 2 3 9
E9. What are the reasons for this?	Specify: ..... ..... ..... .....	
E10. How does the way change that cocoa is grown?	Specify: ..... ..... ..... .....	
E11. How does the way change that cocoa is transported and sold?	Specify: ..... ..... ..... .....	
E12. Do you think children should work on cocoa farms?	1=Yes 2=No (→ Go to E13)	1 2
E13. If so, under what conditions?	Specify: ..... ..... ..... .....	
E14. At what age do you think children – boys and girls - should start working aside from household chores?	Specify: ..... ..... ..... .....	
E15. At what age should children – boys and girls - start earning money?	Specify: ..... ..... ..... .....	
E16. What are the most important problems that you are facing at this cocoa depot at this time?	Specify: ..... ..... ..... .....	
E17. Where do you see opportunities for this area in the future?	Specify: ..... ..... ..... .....	

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**COTE D'IVOIRE CHILD LABOR SURVEY**  
**Cocoa Shed Questionnaire<sup>1</sup>**  
**November 20, 2008**

01. REGION...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / /
03. SOUS-PREFECTURE...../ / / /	
07. RESPONDENT NUMBER...../ / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Nationality of respondent</b>	1=Cote d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Position/title of respondent</b>	Specify: .....	
<b>A7. Address</b>	Specify: .....	
<b>A8. Phone number</b>	Specify: .....	

**B. Company/Cooperative and Facility Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. What is the name of the company/cooperative you are working for?</b>	Specify: .....	
<b>B2. Who owns this company/cooperative?</b>	1=Private 2=Public 3=Cooperative 4=Other (specify): .....	1 2 3 4
<b>B3. What is the legal status of this company/cooperative?</b>	Specify: .....	
<b>B4. Since when does this company/cooperative exist?</b>	Specify year 9998=Don't know	/ / / / /

<sup>1</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

<b>B5. Since when does your particular facility exist?</b>	Specify year 9998=Don't know	/ / / / /
<b>B6. What tasks are carried out at your facility?</b>	Specify: .....	
<b>B7. What tasks are carried out at your facility?</b>	Specify: .....	

**C. Employment Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. How many employees does this facility have?</b>	Specify number	/ / /
<b>C2. What type of positions do they occupy?</b>	Specify: .....	
<b>C3. Are any of the employees female? How many?</b>	Specify number	/ / /
<b>C4. Are any of the employees under 18 years old?</b>	1=Yes 2=No (→ Go to C7)	1 2
<b>C5. If any of the employees are under 18 years old, how many?</b>	Specify number	/ / /
<b>C6. If any of the employees are under 18 years old, what work do they perform?</b>	Specify: .....	
<b>C7. What is the average wage paid by the facility per month?</b>	Amount in CFA	/ / / / /
<b>C8. What is the highest wage that this facility pays per month?</b>	Amount in CFA	/ / / / /
<b>C9. Who is paid this amount?</b>	Specify: .....	
<b>C10. What is the lowest wage that this facility pays per month?</b>	Amount in CFA	/ / / / /
<b>C11. Who is paid this amount?</b>	Specify: .....	

**D. Farmer Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>D1. How many cocoa farming households does this facility serve?</b>	Specify number 99998=Don't Know	/ / / / / / /
<b>D2. What is the average</b>	Specify amount in kg	/ / / / /

amount of cocoa beans sold per farmer per year (in kg)?	9998=Don't Know	
D3. How much does this facility pay for 100kg of cocoa beans in the current year?	Specify payment in CFA	/ / / / /
D4. What is the average size of cocoa farms in this area (in acres)?	Specify size in acres	/ / / / /
D5. What would be considered a large cocoa farm in this area (in acres)?	9998=Don't Know	
D6. What would be considered a small cocoa farm in this area (in acres)?	Specify size in acres	/ / / / /
D7. What is the average amount that a cocoa farmer in this area earns from cocoa per year?	Specify payment in CFA	/ / / / /
D8. How much can a wealthy farmer in this area earn from cocoa per year?	99998=Don't Know	/ / / / / / / / /

#### E. Buying/Selling Process

Respondent Number (from A1)		/ / /
E1. Do farmers tend to sell their entire cocoa harvest at once or do they come several times over the course of a longer period?	1=All at once 2=Several times over a longer period 3=Some all at once, others come several times 4=Other (specify): .....	1 2 3 4
E2. Are the farmers paid immediately?	1=Yes 2=No (→Go to E4)	1 2
E3. If they are not paid immediately, when are they paid?	Specify: .....	
E4. How are the farmers paid?	1=Cash 2=Other (specify): .....	1 2

#### F. Transportation of Cocoa Beans

Respondent Number (from A1)		/ / /
F1. How are the cocoa beans transported to the cocoa shed? <i>(more than one answer allowed)</i>	A=Truck B=Cart (specify): .....	A B
F2. Are they sometimes carried?	C=Carried D=Other (specify) .....	C D
F3. If they are sometimes carried, who is carrying them? <i>(more than one answer allowed)</i>	1=Yes (→Go to F4) A=Farm owner/manager B=Farm workers C=Children D=Other (specify): .....	1 2 A B C D
F4. Are children sometimes involved in carrying cocoa beans?	1=Yes 2=No (→Go to F8)	1 2
F5. If children are sometimes involved in carrying cocoa	Specify age (in completed years)	/ / /

beans, what is the age of these children?		
F6. If children are sometimes involved in carrying cocoa beans, what is the gender of these children?	1=Boys 2=Girls 3=Both	1 2 3
F7. How often are children involved in carrying cocoa beans to this cocoa shed?	1=Very often 2=Often 3=Sometimes 4=Rarely	1 2 3 4
F8. How is the cocoa transported from this cocoa shed to the next destination?	Specify: .....	
F9. If trucks are used, who operates these trucks?	Specify: .....	
F10. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa shed workers D=Farm owners/managers E=Farm workers F=Children G=Other (specify): .....	A B C D E F G
F11. Are children sometimes involved in loading the trucks?	1=Yes 2=No (→Go to F14)	1 2
F12. If children are sometimes involved in loading the trucks, what is the average age of these children?	Specify age (in completed years)	/ / /
F13. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ / /
F14. Where is the cocoa transported after leaving this cocoa shed?	Specify: .....	

#### G. Problems, Opportunities and Perspectives

Respondent Number (from A1)		/ / /
G1. Are there other cocoa sheds that operate in this area serving the same population?	1=Yes 2=No (→ Go to G7)	1 2
G2. Who operates them? <i>(more than one answer allowed)</i>	A=Same cooperation/company B=Different cooperation/company (specify): .....	A B
G3. Do all of them pay the same prices to the farmers?	1=Yes 2=No (specify): .....	1 2
G4. Do they pay the same salaries to their workers?	9=Don't know 1=Yes 2=No (specify): .....	9 1 2

	9=Don't know	9
G5. Do any of them employ children?	1=Yes (specify): ..... ..... ..... 2=No 9=Don't know	1   2 9
G6. Is there competition between the cocoa sheds?	1=Yes 2=No (specify): ..... .....	1 2
G7. Are other cocoa companies operating in this area that are not maintaining a shed but buy cocoa directly from the farmer	1=Yes 2=No (→ Go to G13)	1 2
G8. What are the names of these companies?	Specify: ..... ..... .....	
G9. Do all of them pay the same prices to the farmers?	1=Yes 2=No (specify): ..... ..... 9=Don't know	1 2 9
G10. Do they pay the same salaries to their workers?	1=Yes 2=No (specify): ..... ..... 9=Don't know	1 2 9
G11. Do any of them employ children?	1=Yes (specify): ..... ..... ..... 2=No 9=Don't know	1   2 9
G12. Is there competition between the cocoa depots?	1=Yes 2=No (→ Go to G14)	1 2
G13. What is your company/cooperative doing to stay ahead of the competition?	Specify: ..... ..... .....	
G14. Do you believe more or less cocoa will be grown in this area in the future?	1=More 2=Same 3=Less 9=Don't know	1 2 3 9
G15. What are the reasons for this?	Specify: ..... ..... .....	
G16. How does the way change that cocoa is grown?	Specify: ..... ..... .....	
G17. How does the way change that cocoa is transported and sold?	Specify: ..... ..... .....	
G18. Do you think children should work on cocoa farms?	1=Yes 2=No (→ Go to G19)	1 2

G19. If so, under what conditions?	Specify: ..... ..... .....	
G20. At what age do you think children – boys and girls - should start working aside from household chores?	Specify: ..... ..... .....	
G21. At what age should children – boys and girls - start earning money?	Specify: ..... ..... .....	
G22. What are the most important problems that you are facing at this cocoa shed at this time?	Specify: ..... ..... .....	
G23. What path to development do you see for this area in the future?	Specify: ..... ..... .....	

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**COTE D'IVOIRE CHILD LABOR SURVEY**  
**Community Leader Questionnaire<sup>i</sup>**  
**November 20, 2008**

01. REGION...../ / /	04. CENSUS DISTRICT...../ / / / /
02. DEPARTMENT...../ / /	05. VILLAGE/TOWN...../ / /
03. SOUS-PREFECTURE...../ / /	
07. RESPONDENT NUMBER...../ / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male	1
	2=Female	2
<b>A5. Nationality of respondent</b>	1=Cote d'Ivoire	1
	2=Ghana	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
<b>A6. Position/title of respondent</b>	Specify: .....	
<b>A7. Address</b>	Specify: .....	
<b>A8. Phone number</b>	Specify: .....	

**B. Population Characteristics and Migration**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. How many people are living in this community?</b>	Specify number	/ / / / / / /
	9999998=Don't know	
<b>B2. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B3. Which ethnic group(s) is/are most common?</b>	Specify: .....	
<b>B4. What languages do they speak?</b>	Specify: .....	
<b>B5. What language(s) is/are</b>	Specify: .....	

most common?	.....	
<b>B6. How many migrants moved to this community in the past 12 months?</b>	Specify number	/ / / / / /
	99998=Don't know	
<b>B7. Are there more or fewer migrants now than at other times in the past?</b>	1=More	1
	2=Same	2
	3=Fewer	3
	9=Don't know	9
<b>B8. Where do the migrants come from?</b>	Specify: .....	
<b>B9. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B10. What languages do they speak?</b>	Specify: .....	
<b>B11. What work do they perform?</b>  <i>(more than one answer allowed)</i>	A=Household work (specify): .....	A
	B=Work in agriculture (specify): .....	B
	C=Economic activities other than agriculture (specify): .....	C
	D=They do not work	D
<b>B12. Are migrants involved in cocoa growing? How often?</b>	1=Very often 2=Often 3=Sometimes 4=Rarely 5=Never	1 2 3 4 5
<b>B13. How many children moved to this community in the past 12 months without any of their biological parents?</b>	Specify number	/ / / / /
<b>B14. Who are these children?</b>	Specify: .....	
<b>B15. Where do they come from?</b>	Specify: .....	
<b>B16. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B17. What languages do they speak?</b>	Specify: .....	
<b>B 18. What work do they perform?</b>  <i>(more than one answer allowed)</i>	A=Household work (specify): .....	A
	B=Work in agriculture (specify): .....	B
	C=Economic activities other than agriculture	C

	(specify): ..... D=They do not work	D
<b>B19. Are they involved in cocoa growing? How often?</b>	1=Very often 2=Often 3=Sometimes 4=Rarely 5=Never	1 2 3 4 5
<b>B20. Do they attend school?</b>	1=All 2=Some 3=Few 4=None	1 2 3 4
<b>B21. Who is taking care of them?</b>	A=Relatives B=Employer C=Other (specify): ..... .....	A B C
<i>(more than one answer allowed)</i>		
<b>B22. How many people moved away from this community in the past 12 months?</b>	Specify number  9999=Don't know	/ / / / / /
<b>B23. Why did they move away?</b>	Specify: ..... ..... .....	

### C. Socio-Economic Characteristics

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. What do you estimate is the average yearly income of a household in this community?</b>	Specify amount in CFA  9998=Don't know	/ / / / / /
<b>C2. How much do the wealthiest households earn per year in this community?</b>	Specify amount in CFA  9998=Don't know	/ / / / / /
<b>C3. How much do the poorest households earn per year in this community?</b>	Specify amount in CFA  9998=Don't know	/ / / / / /
<b>C4. What are the major sources of income?</b>	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... C=Economic activities other than agriculture (specify): ..... .....	A B  C
<i>(more than one answer allowed)</i>		
<b>C5. Are living standards increasing or decreasing in this community?</b>	Specify: ..... ..... .....	
<b>C6. How have living standards changed in the past 10 years?</b>	Specify: ..... ..... .....	

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### D. Role of Cocoa Production

<b>Respondent Number (from A1)</b>		/ / /
<b>D1. Is cocoa grown in this area?</b>	1=Yes 2=No (-> Go to D3)	1 2
<b>D2. Since when is cocoa grown in this area?</b>	Specify year (estimate)  9998=Don't know	/ / / / / /
<b>D3. What percentage of households in this area is involved in agriculture?</b>	Specify percentage  998=Don't know	/ / / / /
<b>D4. What percentage of households in this area is involved in cocoa growing?</b>	Specify percentage  998=Don't know	/ / / / /
<b>D5. Is cocoa growing a major source of income in this area?</b>	1=Yes 2=No	1 2
<b>D6. Is cocoa growing the most important source of income?</b>	1=Yes 2=No	1 2
<b>D7. Is income from cocoa agriculture increasing or decreasing in this area?</b>	1=Increasing 2=Same 3=Decreasing 8=N/A 9=Don't know	1 2 3 8 9
<b>D8. Why is income from cocoa agriculture increasing or decreasing?</b>	Specify: ..... ..... .....	
<b>D9. How old are the majority of cocoa farms in this area?</b>	Specify number of years  88=N/A 89=Don't know	/ / /
<b>D10. What percentage of cocoa farms was planted in the past 10 years?</b>	Specify percentage  88=N/A 98=Don't know	/ / /
<b>D11. Are aging cocoa farms sometimes replaced with other crops? Which?</b>	Specify: ..... ..... .....	
<b>D12. How many cocoa sheds are located in this area?</b>	Specify number	/ / /
<b>D13. Where are they located?</b>	Specify: ..... ..... .....	
<b>D14. How many cocoa depots are located in this area?</b>	Specify number	/ / /
<b>D15. Where are they located?</b>	Specify: ..... ..... .....	
<b>D16. Are children in this community interested in becoming cocoa farmers? Why or why not?</b>	Specify: ..... ..... .....	



### E. Community Infrastructure

Respondent Number (from A1)		/ / /
E1. How many elementary schools are available to the community?	Specify number	/ / /
E2. What are their names and where are they located?	Specify: .....	
E3. How many secondary schools are available to the community?	Specify number	/ / /
E4. What are their names and where are they located?	Specify: .....	
E5. What other schools or training centers are available and where are they located?	Specify: .....	
E6. Where is the closest hospital located?	Specify: .....	
E7. Where is the closest health center located?	Specify: .....	
E8. Where is the closest pharmacy located?	Specify: .....	
E9. Is cell phone coverage available? Which companies provide service?	1=Yes (specify): ..... 2=No	1 2
E10. Are other types of telephone service available? Which?	1=Yes (specify): ..... 2=No	1 2
E11. Is postal service available?	1=Yes 2=No	1 2
E12. How do community members travel to the next larger towns?	Specify: .....	
E13. Is there a regular bus or minibus service? How often do buses run?	1=Yes (specify): ..... 2=No	1 2
E14. Are taxies available to the community?	1=Yes 2=No	1 2
E15. What other methods of transportation are available?	Specify: .....	
E16. Is electricity available in this community?	1=Yes 2=No	1 2
E17. If electricity is available, who has electricity?	Specify: .....	
E18. What sources of drinking water are available to the community?	Specify: .....	
E19. How types of stores are available to the community?	Specify: .....	

E20. What other infrastructure is available?	Specify: .....	
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### F. Access to Education

Respondent Number (from A1)		/ / /
F1. Are most children in the community able to attend elementary school?	1=Yes 2=No	1 2
F2. What percentage of children do you estimate attends elementary school?	Specify percentage 98=Don't know	/ / /
F3. What are the most important obstacles for families to send children to elementary school?	Specify: .....	
F4. Are most children in the community able to attend secondary school?	1=Yes 2=No	1 2
F5. What percentage of children do you estimate attends secondary school?	Specify percentage 98=Don't know	/ / /
F6. What are the most important obstacles for families to send children to secondary school?	Specify: .....	
F7. What could be done to increase access to education in this community?	Specify: .....	
F8. What could be done to increase the quality of education?	Specify: .....	

### G. Employment Opportunities

Respondent Number (from A1)		/ / /
G1. What employment opportunities are available to the community?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... C=Economic activities other than agriculture (specify): .....	A B C
G2. What percentage of adults works full-time for an employer?	Specify percentage 98=Don't know	/ / /
G3. What percentage of adults works part-time for an	Specify percentage	/ / /

employer?	98=Don't know	
G4. What types of jobs do these adults most often perform?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
G5. What opportunities for paid employment are available in agriculture?	Specify: .....	
G6. What opportunities for paid employment are available in cocoa farming?	Specify: .....	
G7. How much can an adult earn per day for work in agriculture?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G8. How much can an adult earn per day for work in cocoa farming?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G9. How much do men earn for a day of work in agriculture?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G10. How much do women earn for a day of work in agriculture?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G11. What income opportunities are available to children?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
G12. What percentage of children works full-time for an employer?	Specify percentage 98=Don't know	/ _ / _
G13. What percentage of children works part-time for an employer?	Specify percentage 98=Don't know	/ _ / _
G14. What types of jobs do children most often perform?	Specify: .....	
G15. What is the average age of children that are paid for work they perform?	Specify age (in completed years)	/ _ / _
G16. How old are the youngest children that are paid for work they perform?	Specify age (in completed years)	/ _ / _
G17. How much can a child	Specify amount in CFA	/ _ / _ / _ / _ /

earn per day for working for an employer?	9998=Don't know	
G18. How much can a child earn per day for work in agriculture?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G19. How much can a child earn per day for work in cocoa farming?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /
G20. How much do boys earn for a day of work in agriculture?	Specify amount in CFA 9998=Don't know	/ _ / _ / _ / _ /

### H. Child Work

Respondent Number (from A1)		/ _ / _
H1. What types of work do children perform most frequently in this community?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
H2. What household activities do children perform for their family?	Specify: .....	
H3. Do girls perform different household activities than boys? How do their tasks differ?	Specify: .....	
H4. What agricultural activities do children perform for their family?	Specify: .....	
H5. Do girls perform different tasks than boys in agriculture? How do their tasks differ?	Specify: .....	
H6. What tasks do children perform in cocoa farming?	Specify: .....	
H7. Do girls perform different tasks than boys in cocoa farming? How do their tasks differ?	Specify: .....	
H8. Do children today work more or fewer hours than children did 10 years ago? Why?	1=Fewer hours (specify): ..... ..... ..... 2=Same hours (specify): ..... ..... ..... 3=More hours (specify): ..... ..... .....	1    2    3



describe.	.....	
	.....	
	.....	

**K. Project Activities**

Respondent Number (from A1)		/ / /
K1. Have there been projects or activities in this community targeted at increasing knowledge about child labor?	1=Yes 2=No (→ Go to K7)	1 2
K2. If yes, what was the name of the project?	Specify: .....	
K3. What organization or government entity carried out the project?	Specify: .....	
K4. Who financed the project?	Specify: .....	
K5. What activities were carried out?	Specify: .....	
K6. Who benefited from the activities?	Specify: .....	
K7. Have there been projects or activities in this community targeted at reducing child labor or improving the working conditions of children?	1=Yes 2=No (→ Go to K13)	1 2
K8. If yes, what was the name of the project?	Specify: .....	
K9. What organization or government entity carried out the project?	Specify: .....	
K10. Who financed the project?	Specify: .....	
K11. What activities were carried out?	Specify: .....	
K12. Who benefited from the activities?	Specify: .....	
K13. Have there been projects or activities in this community targeted at increasing children's access to education or the quality of education?	1=Yes 2=No (→ Go to K19)	1 2
K14. If yes, what was the name of the project?	Specify: .....	
K15. What organization or	Specify: .....	

government entity carried out the project?	.....	
K16. Who financed the project?	Specify: .....	
K17. What activities were carried out?	Specify: .....	
K18. Who benefited from the activities?	Specify: .....	
K19. Have there been projects or activities in this community targeted at providing children with vocational training?	1=Yes 2=No (→ Go to K25)	1 2
K20. If yes, what was the name of the project?	Specify: .....	
K21. What organization or government entity carried out the project?	Specify: .....	
K22. Who financed the project?	Specify: .....	
K23. What activities were carried out?	Specify: .....	
K24. Who benefited from the activities?	Specify: .....	
K25. Have there been projects or activities in this community targeted at preventing the trafficking of children or helping trafficked children?	1=Yes 2=No (→ Go to K31)	1 2
K26. If yes, what was the name of the project?	Specify: .....	
K27. What organization or government entity carried out the project?	Specify: .....	
K28. Who financed the project?	Specify: .....	
K29. What activities were carried out?	Specify: .....	
K30. Who benefited from the activities?	Specify: .....	
K31. Have there been projects or activities in this community targeted at preventing forced	1=Yes 2=No (→ Go to L1)	1 2

labor or helping victims of forced labor?		
K32. If yes, what was the name of the project?	Specify: .....	
K33. What organization or government entity carried out the project?	Specify: .....	
K34. Who financed the project?	Specify: .....	
K35. What activities were carried out?	Specify: .....	
K36. Who benefited from the activities?	Specify: .....	

### L. Problems, Opportunities and Perspectives

Respondent Number (from A1)		/ / /
L1. What path of development do you envision for this community?	Specify: .....	
L2. Do you believe agriculture is essential? What types?	1=Yes (specify): ..... ..... ..... 2=No	1    2
L3. What role do you believe cocoa will play in 10 years in this community? In 20 years?	Specify: .....	
L4. How does the way change that cocoa is grown?	Specify: .....	
L5. How does the work and life of agricultural households change?	Specify: .....	
L6. How does the work and life of children change?	Specify: .....	
L7. At what age do you think children - boys and girls - should start working aside from household chores?	Specify age (in completed years) a. Boys b. Girls	/ / / / / /
L8. At what age should children - boys and girls - start earning money?	Specify age (in completed years) a. Boys b. Girls	/ / / / / /
L9. Do you think children should work in the cocoa	1=Yes 2=No (→ Go to L11)	

sector?		
L10. If so, under what conditions?	Specify: .....	
L11. Are households aware of the problems associated with child labor?	1=Yes 2=No	
L12. What interventions do you believe would be most effective at reducing child labor, or specific problems associated with child labor?	Specify: .....	
L13. What interventions do you believe would be most effective at increasing children's access to education and training, or the quality of education and training?	Specify: .....	
L14. What interventions do you believe would be most effective at eliminating the trafficking of children, and forced labor of children and adults?	Specify: .....	
K15. What interventions do you believe would be most effective at raising living standards and increasing the quality of life in this community?	Specify: .....	
K16. What do you see as the most important problems that the community is facing today?	Specify: .....	
K17. What opportunities that you see for the development of this community?	Specify: .....	
K18. What opportunities do you see for the children living in this community and their future?	Specify: .....	

We have now come to the end of the interview, do you want to ask me any questions? I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

<sup>i</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

**Tulane University**  
**COTE D'IVOIRE CHILD LABOR SURVEY**  
**Infrastructure Checklist<sup>1</sup>**  
**November 20, 2008**

1. REGION ...../ / /	4. CENSUS DISTRICT...../ / / / /
2. DEPARTMENT...../ / /	5. VILLAGE/TOWN...../ / / /
3. SOUS-PREFECTURE...../ / /	
7. NAME OF VILLAGE/TOWN/SETTLEMENT.....	
8. NAME OF INTERVIEWER .....	
9. NAME OF SUPERVISOR .....	
10. DATE Day / / Month / / Year / / / /	

**TO BE FILLED OUT FOR EACH TOWN, VILLAGE AND SETTLEMENT IN THE SELECTED AREAS.**

<b>A1. Village/Town/ Settlement Number</b>		/ / /
<b>A2. Size of Village/Town/Settlement</b>	Estimate of number of households	/ / / / / /
	Estimate of number of people	/ / / / / / / / / /
<b>A3. Types of housing</b>  <i>(Circle all that apply. Underline the most common types of housing.)</i>	A=Modern houses B=Simple houses C=Compound houses (rooms) D=Huts/several small buildings (same compound) E=Living quarters attached to office/shop/work place F=Improvised home (kiosk, container, tent) G=Other (specify): .....	A B C D E F G
<b>A4. Types of roads</b>  <i>(Circle all that apply. Underline the most common types of roads.)</i>	A=Hard surfaced (asphalt, concrete) B=Improved (suitable for high speeds in certain sections, drivable in all seasons) C=Partially improved (may be impracticable in bad weather) D=Earth roads (drivable at slow speeds, impracticable in bad weather) E=Tracks (not suitable for most vehicles)	A B C D E
<b>A5. Sources of water</b>  <i>(Circle all that apply. Underline the most common sources of water.)</i>	A=Pipe-borne inside house B=Pipe-borne outside house C=River/stream D=Bore-hole/tubewell E=Well F=Dug out/pond/lake/dam G=Rain water H=Other (specify): .....	A B C D E F G H
<b>A6. Sources of cooking fuel</b>  <i>(Circle all that apply. Underline the most common sources of cooking fuel.)</i>	A=Wood B=Charcoal C=Coconut husk D=Kerosene E=Gas F=Millet straw G=Other (specify): .....	A B C D E F G
<b>A7. Primary source of lighting</b>  <i>(Circle all that apply. Underline the most common sources of lighting.)</i>	A=Candles B=Kerosene lantern C=Electricity D=Gas lamp E=Solar energy F=No light G=Other (specify): .....	A B C D E F G

<sup>1</sup> Prepared by Elke de Buhr and William Bertrand based on previous research and with input from partners.

<b>A8. Number of primary schools within walking distance</b>	Number of schools	/ / /
<b>A9. Closest primary school</b>  Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	School in selected enumeration area? 1=Yes 2=No	1 2
<b>A10. Number of secondary schools within walking distance</b>	Number of Secondary Schools	/ / / / / /
<b>A11. Closest secondary school</b>  Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	School in selected enumeration area? 1=Yes 2=No	1 2
<b>A12. Closest health center</b>  Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	Health center in selected enumeration area? 1=Yes 2=No	1 2
<b>A13. Closest hospital</b>  Address: .....	1=less than 2 km 2=2 to 5 km 3=5 to 20 km 4=20 to 50 km 5=more than 50 km	1 2 3 4 5
	Hospital in selected enumeration area? 1=Yes 2=No	1 2
<b>A14. Access to communication</b>  <i>(Circle all that are available in town/village/settlement.)</i>	A=Complete cell phone coverage B=Partial cell phone coverage C=Communication center D=Access to a working phone E=Internet café F=Other (specify): .....	A B C D E F G
<b>A15. Access to transportation</b>  <i>(Circle all that are available in town/village/settlement.)</i>	A=Bus B=Mini bus/Tro-tro C=Taxi D=Other (specify): .....	A B C D E
<b>A16. Closest police station</b>  Address: .....	1=less than 2 km 2=2 to 5 km 3=5 to 20 km 4=20 to 50 km 5=more than 50 km	1 2 3 4 5
	Police station in selected enumeration area? 1=Yes 2=No	1 2

Tulane University  
**GHANA CHILD LABOUR SURVEY**  
**Head of Household Questionnaire<sup>1</sup>**  
**November 20, 2008**

01. REGION ...../ / /	04. ENUMERATION AREA...../ / / / / /
02. DISTRICT...../ / /	05. VILLAGE/TOWN...../ / / / / /
03. COCOA DISTRICT...../ / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / / /	
07. HOUSEHOLD NUMBER...../ / / /	
08. RESPONDENT NUMBER...../ / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**BEFORE THE START OF THE INTERVIEW, FOLLOW THE INFORMED CONSENT PROCEDURES.**

**Title:** Child Labor in the Cocoa Sector  
**Performance Sites:** Cote d'Ivoire and Ghana  
**Investigators:** William E. Bertrand and Elke de Buhr  
**Sponsor:** US Department of Labor

**Purpose:**  
The purpose of this study is to learn more about the work and living conditions of children and their families in the cocoa-growing regions. We hope this will help create projects in support of children in your country and in other West African countries. More than 1,000 individuals will be interviewed as part of this research in your country. We will interview both children and the adults that provide care for them. We expect that the interview with you will take about 30 minutes, and that each interview with a child will take between 45 and 60 minutes.

**Procedures:**  
You will be interviewed first. Afterwards, we would like to interview some or all of the children you are taking care of. We would like to interview children between 5 and 17 years of age. The interviews will cover topics such as living conditions, characteristics of work activities and access to education. We will interview one person at a time. No third person will be allowed to listen when a child is being interviewed but a second person may be in the same room with the child who is not listening but can witness the interview. This person can be any adult or child that the child would like to attend except a parent/guardian.

**Potential Risks:**  
The interviews will take some time and some children may get tired, bored or distracted. Some may also get upset when difficult questions are asked. We will take maximum care to ensure that if this happens that the needs of the child will take precedence over this interview. The children will be allowed to take breaks at any time during the interview. You and the children may also decide to interrupt or discontinue an interview at any point in time.

**Potential Benefits:**  
This study will generate knowledge about working and living conditions in rural communities in your country. It will provide systematic information on how children live and the details on the work they perform. This will help develop programs in support of children and their families in your country and find solutions to common problems.

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires.

**Voluntary Participation:**

Participation in the research is voluntary. You may choose to participate or not. If you choose to participate but later change your mind, you may withdraw from the study at any time. Similarly, the children you are taking care of may refuse to participate or discontinue an interview at any point in time. Refusal to participate or withdrawal from the study will not result in penalty or any loss of benefits to which you or the children you are taking care of are otherwise entitled.

**Confidentiality:**

The interviews will be kept confidential. Your name of identity will be shared with absolutely no one, even though the information you offer will be shared with the other researchers in this study when we are analyzing the answers. It is important for you to understand that nobody will know what you and the children you are taking care of have answered. No adult or child will be identified in any way when study results are published.

**Costs/Payment:**

You will not be paid for participating in this research.

**Study Outcome:**

The findings of the research will be made available to you and your community. If you want you will be able to access the report on the Internet (<http://childlabor-payson.org/>). You can access the Internet at an Internet café in any of the bigger cities in your country. You may also call us for information about the findings of the study.

**Questions:**

If you have questions about the research, you may call Dr. Elke de Buhr at +504-314-2716 in New Orleans, USA. If you have any questions about your rights as a research subject, please call the IRB Compliance Officer at +504-988-3229 at Tulane University in New Orleans, USA. *[Local numbers will be added.]*

I have read this consent form and volunteer to participate in this research.

\_\_\_\_\_  
Subject Date

\_\_\_\_\_  
Parent/Legally Authorized Representative (if applicable) Date

\_\_\_\_\_  
Person Obtaining Consent Date

**HEAD OF HOUSEHOLD QUESTIONNAIRE (Page 1)**

**PART 1**

Person's serial number in household	Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household?  <i>(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related - by blood or marriage - and not all those related in the same house or compound are necessarily of the same household)</i>	Which household member provided information on the individual?  <i>(Write serial number)</i>	What is (NAME)'s relationship to head of the household  1. Household Head 2. Spouse 3. Son/Daughter 4. Brother/Sister 5. Daughter-in-law/son-in-law 6. Grandchild 7. Niece / Nephew 8. Step child 9. Aged parent/parent-in-law 10. Servant (live-in) 11. Other relative 12. Non-relative	What is the sex of each of these individual household members?  1. Male 2. Female	How old was (NAME) at (his/her) last birthday?  <i>(In completed years)</i>	Indicate with "1" if person is between 5-17 years old, "0" otherwise  <i>(All children between 5 and 17 years will participate in the child interview)</i>	What is (NAME)'s marital status (for persons 12 years or above)?  1. Single or never married 2. Married civil/religious 3. Married but separated 4. Polygamous marriage 5. Living together as unmarried partners 6. Divorced 7. Widowed 8. Does not apply	For all household members		
								Please indicate (NAME)'s serial number. <i>(Write 99 if absent or not applicable)</i>		
ID	HR1	HR2	HR3	HR4	HR5	HR6	HR7	HR8	HR9	HR10

**HEAD OF HOUSEHOLD QUESTIONNAIRE (Page 2)**

Person's serial number in household	In which country was (NAME) born?  1. Cote d'Ivoire 2. Ghana 3. Benin 4. Burkina-Faso 5. Guinea 6. Liberia 7. Mali 8. Togo 9. Other (specify)	If born in Ghana, in which region was (NAME) born?  <i>(Enter code for region)</i>	If born in Ghana, in which district was (NAME) born?  <i>(Enter code for district)</i>	What is (NAME)'s nationality?  1. Cote d'Ivoire 2. Ghana 3. Benin 4. Burkina-Faso 5. Guinea 6. Liberia 7. Mali 8. Togo 9. Other (specify)	What is (NAME)'s ethnic group?  <i>(Enter code for ethnic group)</i>	What is (NAME)'s religion?  1. Catholic 2. Protestant 3. Muslim 4. Charismatic/Pentecostal 5. Traditional 6. Other (specify)	Can (NAME) read and write a short, simple statement with understanding in any language?  1. Yes 2. No	Is (NAME) attending school or pre-school during the current school year?  1. Yes 2. No	What is the highest level of school that (NAME) has attended?  0. None 1. Pre-school 2. Primary 3. JSS 4. SSS 5. University or higher 6. Non standard curriculum 7. Don't know	Did (NAME) engage in any work at least one hour during the last week?  <i>(As employee, self employed, employer or unpaid family worker)</i>  1. Yes 2. No	Did (NAME) engage in any work in agriculture at least one hour during the last week?  <i>(Any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household)</i>  1. Yes 2. No	Did (NAME) engage in any work on a cocoa farm at least one hour during the last week?  1. Yes 2. No	How many hours did (NAME) engage in work in agriculture during the last week?  <i>(Number of hours)</i>  98=Don't know



**HEAD OF HOUSEHOLD QUESTIONNAIRE (Part 3)**

Person's serial number in household	How many hours did (NAME) engage in work on a cocoa farm during the last week? <i>(Number of hours)</i> 98=Don't know	How many hours did (NAME) engage in economic activity other than agriculture during the last week? <i>(Number of hours)</i> 98=Don't know	How many hours did (NAME) engage in household work during the last week? <i>(Number of hours)</i> 98=Don't know	Did (NAME) engage in any work in agriculture at least one hour during the last 12 months?  <i>(Any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household)</i> 1. Yes 2. No	Did (NAME) engage in any work on a cocoa farm at least one hour during the last 12 months? 1. Yes 2. No	Did (NAME) engage in economic activities other than agriculture at least one hour during the last 12 months? 1. Yes 2. No	Did (NAME) engage in household work at least one hour during the last 12 months? 1. Yes 2. No	At what age did (NAME) start working in agriculture for the first time in his/her life? <i>(As employee, own account worker, employer or unpaid family worker)?</i>  88=N/A	Was (NAME) paid or rewarded in kind for ANY of the work he/she performed in the last 12 months? 1. Yes 2. No	Indicate with "1" if person is 18 years or older and was paid or rewarded in kind for ANY work performed in the last 12 months, "0" otherwise  <i>(All adults 18 years or older who were paid or rewarded in kind will participate in the adult worker interview)</i>	Household member needs to be interviewed? 0. No interview 1. Yes, head of household 2. Yes, adult worker 3. Yes, child  <i>(ALL head of households and ALL adults who were paid or rewarded in kind for work and ALL children between 5 and 17 years will be interviewed)</i>	Household member has been interviewed? 1. Yes 2. No	Reason for not interviewing selected household member 1. Refused 2. Guardian refused 3. Could not be reached 4. Sick/ill 5. Other
ID	HR24	HR25	HR26	HR27	HR28	HR29	HR30	HR31	HR32	HR33	HR34	HR35	HR36

**Tulane University**  
**GHANA CHILD LABOUR SURVEY**  
**Head of Household Questionnaire, Part 2<sup>2</sup>**

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		_/_/_
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	_/_/_
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Country of birth of respondent</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): ..... 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Ethnic group</b>	Enter code for ethnic group	_/_/_
<b>A7. Religion</b>	1=Catholic 2=Protestant 3=Muslim 4=Charismatic/ Pentecostal 5=Traditional 6=Other (specify): .....	1 2 3 4 5 6
<b>A8. Address</b>	Specify: .....	
<b>A9. Phone number</b>	Specify: .....	

**B. Socio-Economic Characteristics**

<b>Respondent Number (from A1)</b>		_/_/_
<b>B1. In what type of dwelling does your household live?</b>	1=Large house, separate 2=Small house, separate 3=Compound house (rooms) 4=Huts/several small buildings (same compound) 5=Living quarters attached to office/shop/work place 6=Improvised home (kiosk, container, tent) 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B2. Who owns your dwelling?</b>	1=Owned by a household member 2=Co-owner in household 3=Provided free by employer/owner 4=Subsidized by employer 5=Rented from private owner 6=Family house 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B3. If the dwelling is rented, how much do you pay per month?</b>	Amount (in Ghana Cedis)  8888=N/A 9998=Don't know	_/_/_/_/_

<sup>2</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

<b>B4. If this household has separate sleeping rooms, how many sleeping rooms does the household have?</b>	Number of sleeping rooms	_/_/_
<b>B5. If this household has a kitchen, where is the kitchen located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B6. If this household has a bathroom, where is the bathroom located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B7. If this household has a toilet, where is the toilet located?</b>	1=Inside the house, exclusive 2=Inside the house, shared 3=Outside the house, exclusive 4=Outside the house, shared 5=None	1 2 3 4 5
<b>B8. What is the main source of drinking water for the household?</b>	1=Pipe-borne inside house 2=Pipe-borne outside house 3=River/stream 4=Bore-hole/tubewell 5=Well 6=Dug out/pond/lake/dam 7=Rain water 8=Bottled/sachet water 9=Other (specify): .....	1 2 3 4 5 6 7 8 9
<b>B9. What is the main source of cooking fuel?</b>	1=Wood 2=Charcoal 3=Coconut husk 4=Kerosene 5=Gas 6=Millet straw 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B10. What is the main source of lighting?</b>	1=Candles 2=Kerosene lantern 3=Electricity 4=Gas lamp 5=Solar energy 6=No light 7=Other (specify): .....	1 2 3 4 5 6 7
<b>B11. Does the household own any of the following household items?</b>  <i>(read list and mark affirmative answers)</i>	A=Radio B=TV set C=Computer D=Cell phone E=Bicycle F=Motor bike G=Car H=Refrigerator I=Sewing machine J=None	A B C D E F G H I J
<b>B12. What were the main sources of income for the household during the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=Selling cocoa beans B=Selling other crops/produce (specify): ..... C=Agricultural labor D=Regular wage employment (specify): ..... E=Transportation F=Petty trade	A B C D E F

	G=Other self-employment (specify): ..... H=Pensions, dividends, interest, property rent I=Remittances J=Other (specify): .....	G  H I J
<b>B13. In your household, who makes financial decisions?</b>	1=Myself 2=Other (specify):..... 3=Multiple decision makers (specify): .....	1 2 3
<b>B14. What was the total income of this household during the last 7 days?</b>  <i>(If unknown, please estimate.)</i>	Amount (in Ghana Cedis)  99998=Don't know	/ / / / / / / /  
<b>B15. What was the total income of this household during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in Ghana Cedis)  99998=Don't know	/ / / / / / / /  
<b>B16. How much did this household earn from agriculture during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in Ghana Cedis)  99998=Don't know	/ / / / / / / /  
<b>B17. How much did this household earn from cocoa farming the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in Ghana Cedis)  99998=Don't know	/ / / / / / / /  
<b>B18. How much did this household earn from economic activities other than agriculture during the last 12 months?</b>  <i>(If unknown, please estimate.)</i>	Amount (in Ghana Cedis)  99998=Don't know	/ / / / / / / /  
<b>B19. In which areas do you see as the head of household the best opportunity for growth of income in the future?</b>  <i>(more than one answer allowed)</i>	A=Cocoa agriculture B=Agriculture other than cocoa (specify): ..... C=Economic activity other than agriculture (specify): .....	A B  C D

### C. Farming Characteristics

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. What types of agriculture are carried out by the household?</b>  <i>(read list and mark affirmative answers)</i>	A=Cocoa farming B=Other tree crop farming (specify): ..... C=Food crop farming (specify): .....	A B  C

	D=Industrial crop (cotton, jute, tobacco, etc.) E=Livestock/poultry farming (specify): ..... F=Other (specify): .....	D E  F G
<b>C2. How many acres of land does the household own?</b>	Area in acres  8888=Other (specify): .....	/ / / / / / / /  
<b>C3. How many acres of land does the household have under cultivation?</b>	Area in acres  8888=Other (specify): .....	/ / / / / / / /  
<b>C4. How many acres of land does the household have under cocoa cultivation?</b>	Area in acres  8888=Other (specify): .....	/ / / / / / / /  
<b>C5. Does the household own all the land that is under cultivation?</b>	1=Yes (→ go to C8) 2=No 3=Other (specify): .....	1 2 3 4
<b>C6. Who owns the land that is not owned by a household member?</b>  <i>(more than one answer allowed)</i>	A=Extended family ownership B=Joint household ownership C=Rented/share cropping D=Employer E=Community F=Other (specify): .....	A B C D E F G
<b>C7. If a part of the harvest is given to the owner of the land, how much is given?</b>	1=1/2 of harvest 2=1/3 of harvest 3=Other percentage (specify): .....	1 2 3 4 5  9
<b>C8. What livestock does the household own?</b>  <i>(read list and specify number)</i>	Poultry (number) Sheep (number) Goats (number) Pigs (number) Cows (number) Other (specify): .....	/ /
<b>C9. What tools and machinery used in agriculture does the household own?</b>  <i>(read list and specify number)</i>	Machetes (number) Bullocks (number) Hoes (number) Wheelbarrows (number) Tractors (number) Animal drawn-carts (number) Spraying machines (number) Weighing scales for produce (number) Other (specify): .....	/ /
<b>C10. Has the household used fertilizer on the farm in the last 12 months?</b>	1=Yes (specify type): .....	1 2 3
<b>C11. How much did the household spent on fertilizer in the last 12 months?</b>	Amount (in Ghana Cedis)  9998=Don't know	/ / / / / / / /  

<b>C12. Has the household used pesticides on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C14) 3=Don't know (→ go to C14)	1 2 3
<b>C13. How much did the household spent on pesticides in the last 12 months?</b>	Amount (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>C14. Has the household used herbicides on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C16) 3=Don't know (→ go to C16)	1 2 3
<b>C15. How much did the household spent on herbicides in the last 12 months?</b>	Amount (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>C16. Has the household used improved seeds or planting material on the farm in the last 12 months?</b>	1=Yes (specify type): ..... 2=No (→ go to C18) 3=Don't know (→ go to C18)	1 2 3
<b>C17. How much did the household spent on improved seeds or planting material in the last 12 months?</b>	Amount (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>C18. Did you pay people for work performed in agriculture in the last 12 months?</b>	1= Yes, please specify gender and age, duration of employment, and total amount paid:  Worker 1                      Worker 6 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 2                      Worker 7 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 3                      Worker 8 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 4                      Worker 9 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  Worker 5                      Worker 10 Gender: .....                      Gender: ..... Age: .....                      Age: ..... Duration: .....                      Duration: ..... Pay:.....                      Pay:.....  2=No	/ /
<b>C19. If you sometimes pay children for work performed in agriculture, why do you choose to pay them rather than hiring an adult?</b>	Specify: .....	

<b>C20. If you farm cocoa, what was your household's total cocoa output in the last 12 months?</b>	Amount in kg 8888=N/A 9998=Don't know	/ / / / /
<b>C21. If you farm cocoa, who is buying your cocoa?</b>  <i>(more than one answer allowed)</i>	A=Local cocoa shed/depot B=Buying agent C=Other (specify): .....  Z=N/A	A B C  Z

#### D. Child Work and Education

Respondent Number (from A1)		/ / /
<b>D1. What economic activities were performed by children (5-17 years) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... L=None Z=N/A	A B C  D  E F G H  I J K L Z
<b>D2. During the last 7 days, did children (5-17 years) living in this household perform any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation	A B C D E F G H I J K L M N  O P Q R S T

	U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	U V W X Y Z
<b>D3. What household work was performed by children (5-17 years) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=None	A B C D E F G H
<b>D4. Are there children, 5-17 years, living in this household who are not members of the extended family?</b>	1= Yes, please specify gender, age, since when the child is living in the household, whether or not the child attends school, performs works, and/or is paid:  Child 1 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 2 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 3 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Child 4 Gender: ..... Age: ..... Since when in HH: ..... In school (yes/no): ..... Performs work (yes/no): ..... Is paid (yes/no): .....  2=No (→ go to D7)	/ /
<b>D5. If children are living in this household who are not members of the extended family, how would you describe them?</b>  <i>(read list and specify number)</i>	Temporary visitors (number) Domestic workers/house help (number) Farm laborers (number) Children of farm laborers (number) Orphans/adopted children (number) Other (specify): .....	/ / / / / / / / / / / /
<b>D6. What is the reason that these</b>	A=They came on their own looking for work	A

<b>children are living in your household?</b>  <i>(read list and mark affirmative answers)</i>	B=We went looking for additional help and found them C=They were brought here by the person who knew we needed additional help D=They were brought here by a relative of theirs for work purposes E=They came with their parents/relatives who work for us F=Other (specify): ..... Z=N/A	B C D E F Z
<b>D7. Did any of the children living in your household receive any payment or reward in kind for any work performed in the last 12 months?</b>	1=Yes 2=No (→ go to D12) 8=N/A (→ go to D12) 9=Don't know (→ go to D12)	1 2 8 9
<b>D8. For what type of work were these children paid or rewarded for in kind in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... Z=N/A	A B C D E F G H I J K Z
<b>D9. In the last 12 months, were children living in your household paid or rewarded for in kind for any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods	A B C D E F G H I J K L M N O P Q R S

	T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	T U V W X Y Z
<b>D10. If children were paid or rewarded in kind, who paid or rewarded them?</b>  <i>(read list and mark affirmative answers)</i>	A=I did B=Another household member did (specify): ..... C=A neighbor D=Someone else (specify):.....	A B C D
<b>D11. If children living in your household were paid or rewarded in kind for work performed in the last 12 months, how much did they earn?</b>	Specify gender, age, type of work, duration, total income (in Ghana Cedis) and/or other rewards:  Child 1 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 2 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 3 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 4 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 5 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Child 6 Gender: ..... Age: .....	

	Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....	
<b>D12. Do you ask your children to work every day? If yes, why? If no, why not?</b>	1=Yes (specify):..... ..... ..... 2=No (specify): .....	1 2
<b>D13. In general, at what age do you think children should start working aside from household chores?</b>	Age (in completed years)  Boys Girls	  / / / / / /
<b>D14. In general, at what age do you think children should start earning money?</b>	Age (in completed years)  Boys Girls	  / / / / / /
<b>D15. Have all the children between 5 and 17 years living in your household attended school in the last 12 months?</b>	1=Yes (→ go to D17) 2=No  8=N/A (→ go to D24)	1 2 8
<b>D16. If not all of the children in this household attended school, why not?</b>	Specify: ..... ..... .....	
<b>D17. Were any of the following reasons for children living in this household to not attend school or to miss classes in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Completed compulsory schooling B=Too old for school C=Too young for school D=Disability/illness E=No school/school too far F=Cannot afford schooling G=Family did not allow schooling H=Poor in studies/not interested in school I=Education not considered valuable J=School not safe K=To learn a job L=Work for pay or family business or farm M=Help at home with household chores N=Other (specify): .....	A B C D E F G H I J K L M N
<b>D18. Do you ask your children to attend school every day? If yes, why? If no, why not?</b>	1=Yes (specify):..... ..... ..... 2=No (specify): .....	1 2
<b>D19. Did you pay for your children's school fees in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D20. Did you pay for your children's school uniforms in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D21. Did you pay for your children's transport expenses to go to school in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D22. Did you pay for your children's learning materials for school in the last 12 months?</b>	1=Yes (specify amount): ..... 2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	1 2 3 4
<b>D23. Did you pay for your</b>	1=Yes (specify amount): .....	1


children's food in school in the last 12 months?	2=Free (specify): ..... 3=No (specify): ..... 4=Other (specify):.....	2 3 4
D24. In general, for how many years do you think children should attend in school?	Number of years	/ /

### E. Adult Worker Characteristics

Respondent Number (from A1)		/ / /	
<b>E1. What economic activities were performed by adults (18 years and above) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture	A	
	B=Work in cocoa agriculture	B	
	C=Run or do any kind of business, big or small, for himself/herself or with one or more partners	C	
	D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)	D	
	E=Do any work as a domestic worker for a wage, salary or any payment in kind	E	
	F=Help unpaid in a household business of any kind	F	
	G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household	G	
	H=Catch any fish, prawns, shells, wild animals or other food for sale or household food	H	
	I=Fetch water or collect firewood for household use	I	
	J=Produce any other good for this household use	J	
	K=Other (specify): .....	K	
	Z=N/A	Z	
	<b>E2. During the last 7 days, did adults (18 years and above) living in this household perform any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing	A
		B=Felling and chopping	B
C=Burning		C	
D=Stumping		D	
E=Pegs cutting		E	
F=Lining and pegging		F	
G=Holing/planting of suckers		G	
H=Preparation of seedlings		H	
I=Holing/planting of seedlings		I	
J=Sowing at stake		J	
K=Weeding		K	
L=Spraying insecticide		L	
M=Applying fertilizer		M	
N=Applying fungicide/herbicides/other chemicals		N	
O=Carrying water for spraying		O	
P=Sanitation and pruning		P	
Q=Mistletoe control		Q	
R=Plucking of cocoa pods		R	
S=Gathering and heaping cocoa pods		S	
T=Cocoa pod breaking and fermentation		T	
U=Carting fermented cocoa beans	U		
V=Drying cocoa beans	V		
W=Carting of dry cocoa beans to shed	W		
X=Other (specify): .....	X		

	Y=None Z=N/A	Y Z
<b>E3. What household work was performed by adults (18 years and above) living in this household in the last 7 days?</b>  <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... ..... H=None	A B C D E F G  H
	<b>E4. Are there adults, 18 years or older, living in this household who are not members of the extended family?</b>	1= Yes, please specify gender, age, since when the adult is living in the household, whether or not the adult performs works, and/or is paid:  Adult 1 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Adult 2 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Adult 3 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....  Adult 4 Gender: ..... Age: ..... Since when in HH: ..... Performs work (yes/no): ..... Is paid (yes/no): .....  2=No (→ go to E7)
<b>E5. If adults are living in this household who are not members of the extended family, how would you describe them?</b>  <i>(read list and specify number)</i>	Temporary visitors (number) Domestic workers (number) Farm laborers (number) Other (specify): .....	/ / / / / / / / / / / /
<b>E6. What is the reason that these adults are living in your household?</b>  <i>(read list and mark affirmative answers)</i>	A=They came on their own looking for work B=We went looking for additional help and found them C=They were brought here by the person who knew we needed additional help D=They were brought here by a relative of theirs for work purposes E=They came as children with their parents/relatives who also work for us	A B C D E

	F=Other (specify): .....	F
<b>E7. Did any of the adults living in your household receive any payment or reward in kind for any work performed in the last 12 months?</b>	1=Yes 2=No (→ go to E12) 8=N/A (→ go to E12) 9=Don't know (→ go to E12)	1 2 8 9
<b>E8. For what type of work were these adults paid or rewarded for in kind in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Work in agriculture B=Work in cocoa agriculture C=Run or do any kind of business, big or small, for himself/herself or with one or more partners D=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) E=Do any work as a domestic worker for a wage, salary or any payment in kind F=Help unpaid in a household business of any kind G=Do any construction or major repair work on his/her own home, plot, or business, or those of the household H=Catch any fish, prawns, shells, wild animals or other food for sale or household food I=Fetch water or collect firewood for household use J=Produce any other good for this household use K=Other (specify): ..... Z=N/A	A B C  D  E F G  H  I J  K Z
<b>E9. In the last 12 months, were adults living in your household paid or rewarded for in kind for any of the following activities performed on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None Z=N/A	A B C D E F G H I J K L M N  O P Q R S T U V W X Y Z
<b>E10. If adults were paid or rewarded in kind, who paid or rewarded them?</b>	A=I did B=Another household member did (specify): .....	A B

<i>(read list and mark affirmative answers)</i>	C=A neighbor D=Someone else (specify):.....	C D
<b>E11. If adults living in your household were paid or rewarded in kind for work performed in the last 12 months, how much did they earn?</b>	Specify gender, age, type of work, duration, total income (in Ghana Cedis) and/or other rewards:  Adult 1 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 2 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 3 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 4 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 5 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....  Adult 6 Gender: ..... Age: ..... Type of work: ..... Duration: ..... Total income: ..... Other rewards: .....	
<b>E14. How much do you pay an adult worker – male or female - for a day of work in agriculture?</b>	Amount (in Ghana Cedis)  Male Female  88=N/A	  



<b>E15. How much do you pay an adult worker – male or female - for a day of work in cocoa growing?</b>	Amount (in Ghana Cedis) Male Female 88=N/A	<input type="text"/> <input type="text"/> <input type="text"/>
<b>E16. How much do you pay an adult worker – male or female - for a day of household work?</b>	Amount (in Ghana Cedis) Male Female 88=N/A	<input type="text"/> <input type="text"/> <input type="text"/>

### F. Migration, Family Separation and Trafficking

Respondent Number (from A1)		<input type="text"/>
<b>F1. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Cote d'Ivoire B=Burkina-Faso C=Mali D=Togo E=Benin F=Liberia G=Nigeria H=Other country (specify): ..... I=None (-> go to F3)	A B C D E F G H I
<b>F2. If you ever lived outside of this country before, where exactly did you live and how long did you stay?</b>  <i>(if more than one, specify in chronological order)</i>	Name of country..... Name of region..... Name of district..... Name of village/town..... Duration of stay.....  Name of country..... Name of region..... Name of district..... Name of village/town..... Duration of stay.....  Name of country..... Name of region..... Name of district..... Name of village/town..... Duration of stay.....	
<b>F3. Within this country, have you ever lived in a region other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify): Name of region..... Enter code for region <input type="text"/>  Name of region..... Enter code for region <input type="text"/>  Name of region..... Enter code for region <input type="text"/>  2=No	1      2
<b>F4. Within this country, have you ever lived in a district other than the one you are living in right now? Where?</b>	1=Yes (specify): Name of district..... Enter code for district <input type="text"/>	1

<i>(if more than one, specify in chronological order)</i>	Name of district ..... Enter code for district <input type="text"/>	
	Name of district ..... Enter code for district <input type="text"/>	
	2=No	2
<b>F5. Within this country, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Name of village/town (specify): ..... ..... .....  2=No	1    2
<b>F6. Did you move alone or together with others? With whom?</b>	1=Alone 2=With my husband/wife (and children) 3=With my parent(s) 4=With another relative/other relatives (specify): ..... 5=With one or more persons who are not related to me (specify): ..... 6=Other (specify): ..... 9=N/A	1 2 3 4 5 6 9
<b>F7. When did you move to your current place of residence?</b>	Year  8888=N/A 9998=Don't know	<input type="text"/>
<b>F8. What was the reason for moving to your current place of residence?</b>  <i>(more than one answer allowed)</i>	A=Built a house B=Bought farm/land C=Inherited farm/land D=Entered sharecropping arrangement E=Seasonal work in agriculture F=Looking for job G=Found a job (specify): ..... ..... H=I wanted my children to go to school I=Other (specify): ..... ..... J=Don't know Z=N/A	A B C D E F G H I J Z
<b>F9. Have you ever been separated from any of your biological children for more than one year at a time while they were under 18 years old?</b>	1=Yes 2=No (→ go to F15)	1 2
<b>F10. How old were the children at that time?</b>	Age (in completed years)  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>F11. What is the gender of the children?</b>	Number of males Number of females	<input type="text"/> <input type="text"/>
<b>F12. Why did this separation occur?</b>	A=I was looking for job	A

<b>(more than one answer allowed)</b>	B=I found a job (specify): .....	B
	C=Child was looking for job D=Child found a job (specify): .....	C D
<b>F13. Who made this decision?</b>	E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	E F G H I
	1=I made the decision 2=Child made the decision 3=Another member of the household made the decision (specify): .....	1 2 3
<b>F14. For how many years have you been separated?</b>	4=Other (specify): .....	4
	Number of years	
<b>F15. Did you ever send any of the children in this household to live in a different village or town when they were under 18 years old?</b>	Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	/ /
	1=Yes 2=No (→ go to G1)	1 2
<b>F16. What was the age of the children when they left?</b>	Age of child	
	Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	/ /
<b>F17. What is the gender of the children?</b>	Number of males Number of females	/ / / / / / / /
	<b>F18. Where did the children move to?</b>	1
	1=Yes (specify): Child 1 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	
	Child 2 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	
	Child 3 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	
	Child 4 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	2

	Child 5 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	
	Child 6 Enter code for district / / / / / / / / Enter code for district / / / / / / / / Name of village/town .....	
<b>F19. Why did you send the children to the new residence?</b>	2=No	
	A=I was looking for job B=I found a job (specify): .....	A B
<b>(more than one answer allowed)</b>	C=Child was looking for job D=Child found a job (specify): .....	C D
	E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	E F G H I
<b>F20. Who was taking care of the children at the new residence?</b>	A=Alone B=With the other biological parent C=With a grandparent D=With another relative (specify): .....	A B C D
	<b>(more than one answer allowed)</b>	
	E=With someone who is not a relative (specify): .....	E
	F=Other (specify): .....	F
<b>F21. For how many years did the children stay at the new residence?</b>	Number of years	
	Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	/ /

### G. Hazardous Work and Access to Health Care

<b>Respondent Number (from A1)</b>		/ / / /
<b>G1. Did any of the children (5 to 17 years) who live in your household experience any of the following injuries related to work in agriculture in the last 12 months?</b>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): .....	A B C D E F G
	<b>(read list and mark affirmative answers)</b>	
<b>G2. How many times do you remember that a child has been injured while performing work in</b>	H=Burns I=Skin itchiness or scratches J=Other (specify): .....	H I J
	Number of times	/ / / /
	98=Don't know	

<b>agriculture in the last 12 months?</b>		
<b>G3. What work were the children doing when they experienced their most serious injury related to work in agriculture in the last 12 months?</b>	Specify: .....	
<b>G4. Did any of the children who live in your household experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b>	A=Child was in very bad pain B=Child felt very sick or tired C=Child did not feel well for a long time D=Child had to receive treatment at a health center E=Child had to receive treatment at a hospital F=Child could not continue working (temporarily or permanently) G=Child could not go to school H=Other (specify): ..... I=No impact experienced	A B C D E F G H I
<i>(read list and mark affirmative answers)</i>		
<b>G5. Have any of the children (5 to 17 years) who live in your household experienced any injuries while performing economic activity other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>G6. Have any of the children (5 to 17 years) who live in your household experienced any injuries while performing household chores in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>G7. Have any of the children (5 to 17 years) living in your household been involved any of the following activities in the last 12 months? How many of your children were involved in these activities?</b>	a. Clearing of forest and/or felling of trees b. Bush burning c. Working with agrochemicals, i.e. purchasing, transport, storage, use, washing of containers and spraying machine, and disposal d. Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying e. Application of chemicals (insecticides, herbicides, fungicides, chemical fertilizer, etc.) f. Using machetes/long cutlasses for weeding Climbing trees higher than 3 metres (9 feet) to cut mistletoe with cutlass g. Working with motorized mist blower, knapsack sprayer and/or chainsaw h. Harvesting overhead cocoa pods with harvesting hook i. Breaking cocoa pods with breaking knife j. Carrying heavy loads k. Carrying loads above 30% of body weight for more than 2 miles (3km) l. Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or have completed school) m. For children in school, working more than 2 hours/day on a school day n. Working without adequate basic foot and body protective clothing (e.g. long sleeves, trousers, boots, etc.) o. A child working alone on the farm in isolation (i.e.	/ /
<i>(read list and specify number)</i>		

	beyond visible or audible range of nearest adult) p. Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. q. A child withdrawn from school during cocoa season to do farm work r. Working full time on farm and not attending formal/non-formal school (applicable to children under 15 years )	/ / / / / / / / / / / /
<b>G8. Have any of the children (5 to 17 years) living in your household had any of the following illnesses or other health problems in the last 12 months?</b>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M N
<i>(read list and mark affirmative answers)</i>		
<b>G9. When children who live in your household were ill or injured in the last 12 months, what type of treatment did they receive?</b>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=No child was ill or injured	A B C D E F G H I J K
<i>(more than one answer allowed)</i>		
<b>G9. When the children who live in your household were ill or injured in the last 12 months, who paid for their treatment?</b>	A=Child's parents/guardians B=Family relatives (specify): ..... C=Child pays for him/herself D=Person child works for E=Family health insurance F=It was free G=Other (specify): ..... H=Nobody paid for child, child did not receive treatment I=No child was ill or injured	A B C D E F G H I
<i>(more than one answer allowed)</i>		

#### H. Project Activities

Respondent Number (from A1)		/ / / /
<b>H1. Sometimes projects are being carried out in support of working children, school children and other groups of children. Have any of the children living in your household ever participated in a project?</b>	1=Yes 2=No (→ go to l1) 3=Don't know (→ go to l1)	1 2 3
<b>H2. Do you know the name of the project?</b>	1=Yes (specify): ..... 2=No	1 2
<b>H3. Do you know the name of the organization that carried out the project?</b>	1=Yes (specify): ..... 2=No	1 2
<b>H4. Where was the project carried out?</b>	Specify: .....	

H5. What activities were carried out?	Specify: .....	
H6. When did the children participate in the project?	Year	/ / / / /
	9998=Don't know	
H7. How where the project participants selected?	Specify: .....	
	.....	
H8. Do you believe the project had an impact? Why or why not?	Specify: .....	
	.....	
	.....	
	.....	

### I. Additional Questions on HIV/AIDS<sup>3</sup>

Respondent Number (from A1)		/ / /
I1. Have you ever heard of the virus HIV or the illness AIDS?	1=Yes 2=No (→end of interview)	1 2
I2. Who told you about it?	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
I3. <i>Only if the response to I2 is "school": Are there prevention or intervention programs within your school?</i>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B C D E F G H
I4. <i>Only if the response to I2 is "workplace": Are there prevention or intervention programs within your workplace?</i>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B C D E F G H
I5. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?	1=Yes (specify): .....	1 2 3
I6. Do you think a person can get infected with AIDS through supernatural means?	1=Yes 2=No 3=Don't know	1 2 3
I7. Can people protect themselves from the AIDS virus by using a condom?	1=Yes 2=No 3=Don't know	1 2 3
I8. Can a person get AIDS from mosquito bites?	1=Yes 2=No	1 2

<sup>3</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.

	3=Don't know	3
I9. Is it possible for a healthy-looking person to be HIV-positive?	1=Yes 2=No 3=Don't know	1 2 3
I10. Can HIV be transmitted from mother to child?	1=Yes 2=No 3=Don't know	1 2 3
I11. Do you know of a place where you can get a test to see if you have AIDS?	1=Yes 2=No	1 2
I12. I do not want to know the results, but have you ever been tested to see if you have HIV?	1=Yes 2=No (→ go to I14) 3=Refuses to say (→ go to I14)	1 2 3
I13. I do not want to know the results of the test, but have you been told the results?	1=Yes 2=No 3=Refuses to say	1 2 3
I14. Does your work have any risks to you getting HIV? What are some of the risks?	1=Yes (specify): .....	1
	..... 2=None	2

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**GHANA CHILD LABOUR SURVEY**  
**Shortened Adult Worker Questionnaire for**  
**Heads of Households<sup>1</sup>**

**November 20, 2008**

01. REGION ..... / / /	04. ENUMERATION AREA ..... / / / / /
02. DISTRICT ..... / / /	05. VILLAGE/TOWN ..... / / / / /
03. COCOA DISTRICT ..... / / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER ..... / / / / /	
07. HOUSEHOLD NUMBER ..... / / /	
08. RESPONDENT NUMBER ..... / / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2

**B. Migration and Movement (Additional Questions)**

Respondent Number (from A1)		/ / /
<b>B1. Where does your father's family come from?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
<b>B2. Where was your father born?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

<b>B3. Where does your mother's family come from?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
<b>B4. Where was your mother born?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

**C. Family Separation (Additional Questions)**

Respondent Number (from A1)		/ / /
<b>C1. Are you currently married?</b>	1=Yes	1
	2=No (→ go to C3)	2
<b>C2. Where does your husband/wife live?</b>	1=Same household	1
	2=Other household (specify): .....	2

**D. Work Activities**

Respondent Number (from A1)		/ / /
<b>D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?</b>	1=Yes	1
	2=No	2
<b>D2. Did you work on a cocoa farm for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?</b>  <i>(read list and mark affirmative answers)</i>	A=Land clearing	A
	B=Felling and chopping	B
	C=Burning	C
	D=Stumping	D
	E=Pegs cutting	E
	F=Lining and pegging	F
	G=Holing/planting of suckers	G
	H=Preparation of seedlings	H
	I=Holing/planting of seedlings	I
	J=Sowing at stake	J
	K=Weeding	K
	L=Spraying insecticide	L
	M=Applying fertilizer	M
	N=Applying fungicide/herbicides/other chemicals	N
	O=Carrying water for spraying	O

	P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	P Q R S T U V W X Y
<b>D4. During the last 12 months, have you worked in agriculture?</b>	1=Yes 2=No	1 2
<b>D5. During the last 12 months, have you worked in cocoa farming?</b>	1=Yes 2=No	1 2
<b>D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? (read each and mark affirmative answers)</b>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (→ go to D10)	A B C D E F G H I J K L M N O P Q R S T U V W X Y
<b>D7. During the last 12 months, who did you work for when doing work in agriculture?</b>  <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D=The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
<b>D8. During the last 12 months, were you paid for the work you did in agriculture?</b>	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3

<b>D9. How much were you paid for the work you did in agriculture in the last 12 months?</b>	Amount (in Ghana Cedis)  9998=Don't know	/ / / / /
<b>D10. Have you performed economic activity other than agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D11. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.</b>  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	A B C D E F G H I J
<b>D12. During the last 12 months, have you done economic activities other than agriculture?</b>	1=Yes 2=No	1 2
<b>D13. During the last 12 months, have you done any of the following work activities?</b>  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D17)	A B C D E F G H I J
<b>D14. During the last 12 months, who did you work for when performing economic activity other than agriculture?</b>	A=My father or mother B=Another relative (specify): .....	A B

<i>(more than one answer allowed)</i>	C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	C D E F G
D15. During the last 12 months, were you paid for the work you did in economic activities other than agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D16. How much were you paid for the work you did in economic activities other than agriculture in the last 12 months?	Amount (in Ghana Cedis) 9998=Don't know	/ / / / /
D17. During the last 7 days, have you done any household work?	1=Yes 2=No	1 2
D18. In the last 7 days, did you do any of the following work activities? <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	A B C D E F G H
D19. During the last 12 months, have you done any household work?	1=Yes 2=No	1 2
D20. In the last 12 months, did you do any of the following activities? <i>(read each and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	A B C D E F G H
D21. During the last 12 months, who did you work for when performing household work? <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
D22. During the last 12 months, were you paid for performing household work?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D23. How much were you paid for performing household work in the last 12 months?	Amount (in Ghana Cedis) 9998=Don't know	/ / / / /

### E. Working Hours

Respondent Number (from A1) / / /

E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ / /
E2. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ / /
E3. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /
E4. What is the total number of hours you spent on work in agriculture in the last 7 days?	Number of hours per week 98=Don't know	/ / /
E5. For each day worked during the past week, how many hours did you actually work on a cocoa farm? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ /
E6. What is the total number of hours you worked on a cocoa farm in the last 7 days?	Number of hours per week 98=Don't know	/ / /
E7. How old were you when you started working in agriculture for the first time?	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
E8. How old were you when you started working on a cocoa farm for the first time?	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
E9. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?	Number of hours per day 98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / /
E10. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)	/ /

	98=Don't know	
<b>E11. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week	/_/_/
	98=Don't know	
<b>E12. How old were you when you started doing economic activities other than agriculture for the first time?</b>	Age in years	/_/_/
	98=Don't know 99=Never performed economic activities other than agriculture	
<b>E13. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day	/_/_/
	98=Don't know 99=I usually don't perform household work	
<b>E14. For each day worked during the past week, how many hours did you actually spend on household work?</b>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)	/_/_/ /_/_/ /_/_/ /_/_/ /_/_/ /_/_/ /_/_/
<i>(read list and specify number)</i>		
	98=Don't know	
<b>E15. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week	/_/_/
	98=Don't know	
<b>E16. How old were you when you started doing household work for the first time?</b>	Age in years	/_/_/
	98=Don't know 99=Never performed household work	

#### F. Injury and Illness

Respondent Number (from A1)		/_/_/
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times	/_/_/
	98=Don't know	
<b>F3. What were the agricultural activities that you carried out when you suffered your worst injury in the last 12 months?</b>	Specify: ..... ..... .....	

	...	
<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G  H
<i>(read list and mark affirmative answers)</i>		
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>F7. Have you had any of the following illnesses or other health problems in the last 12 months?</b>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M  N
<i>(read list and mark affirmative answers)</i>		
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=I did not experience an illness or injury	A B C D  E  F G H I J K
<i>(more than one answer allowed)</i>		
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>	A=My parents/guardians B=Family relatives (specify): ..... C=I paid for myself D=Person I work for E=Family health insurance F=The treatment was free G=Other (specify): ..... H=Nobody paid for me, I did not receive treatment I=I did not experience an illness or injury	A B  C D E F G H I
<i>(more than one answer allowed)</i>		



### G. Heavy Loads

Respondent Number (from A1)		/ / /
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing B=Carrying water for spraying C=Gathering and heaping cocoa pods D=Carting fermented cocoa beans E=Carting of dry cocoa beans to shed F=Other (specify): ..... G=None H=I don't work in agriculture (→ go to G5)	A B C D E F G H
<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture?</b>	Estimate in kg	/ _ / _
<b>G3. Over what distance do you often have to carry these loads?</b>	Estimate in km	/ _ / _
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>G6. Did you have to carry heavy loads as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2

### H. Exposure to Environmental Hazards and Other Dangers

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): ..... B=Fire, gas or flames (specify): ..... C=Long hours in the direct sun D=Work at dangerous heights (high up on a trees, etc.) E= Climbing trees higher than 3 meters to cut mistletoe with cutlass F=Work in water, like, pond or river G=Spraying of pesticides, insecticides H=Being present or working in the vicinity of farm during pesticide spraying I=Reentering a sprayed farm within less than 12 hours of spraying J= Working alone on the farm in isolation	A B C D E F G H I J

9

	K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. L=Other (specify): ..... M=None N=I don't work in agriculture (→ go to H3)	K L M N
<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete B=Tractor C=Bullock D=Hoe E=Sprayer F=Other (specify): ..... G=None H=Did not work in agriculture (→ go to I6)	A B C D E F G H
<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding B= Working with motorized mist blower, knapsack sprayer and/or chainsaw C= Harvesting overhead cocoa pods with harvesting hook D= Breaking cocoa pods with breaking knife E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading, spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	A B C D E
<b>I3. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>I4. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H
<b>I5. In the last 12 months, did you use any protective wear while working in agriculture?</b>	A=Protective boots B=Gloves C=Protective clothing	A B C

10

<i>(read list and mark affirmative answers)</i>	D=Nose/gas mask E=Other (specify): ..... F=None	D E F
<b>I6. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>I7. Did you operate tools and machinery as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2

### J. Forced Labor and Involuntary Work

Respondent Number (from A1)		/ / /
<b>J1. In the last 12 months, have you been forced to perform work against your will?</b>	1=Yes 2=No (→ go to K1)	1 2
<b>J2. What kind of work have you been forced to perform against your will in the last 12 months?</b>	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
<i>(more than one answer allowed)</i>		
<b>J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.</b>	Specify: ..... ..... .....	
<b>J4. In the last 12 months, how often have you been forced to perform work against your will?</b>	1=1 time 2=2-5 times 3=3-20 times 4=More than 20 times 5=Other (specify): .....	1 2 3 4 5
<b>J5. Who forced you to perform the work?</b>	A=My biological father B=My biological mother C=Another family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
<i>(more than one answer allowed)</i>		
<b>J6. Why didn't you want to perform the work?</b>	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): .....	A B C D E F G H I J K L

	..... ..... .....	
<b>J7. If you had refused to work, what would have happened?</b>	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H
<i>(more than one answer allowed)</i>		

### K. Compensation, Expenditures and Debts

Respondent Number (from A1)		/ / /
<b>K1. Have you received any payment for work you did in agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
<b>K2. How much were you paid for work you did in agriculture in the last 12 months?</b>	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>K3. What other rewards have you received for work you did in agriculture in the last 12 months?</b>	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... H=Other (specify): ..... I=None	A B C D E F G H I
<i>(read list and mark affirmative answers)</i>		
<b>K4. Have you received any payment for economic activity other than agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K6)	1 2
<b>K5. How much were you paid for economic activity other than agriculture in the last 12 months?</b>	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>K6. Has someone else, for example another member of your family, been paid for work you did in the last 12 months?</b>	1=Yes 2=No (→ go to K9)	1 2
<b>K7. Who received payment for work you did in the last 12 months?</b>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
<i>(more than one answer allowed)</i>		
<b>K8. How much was this person paid for work you did?</b>	Payment (in Ghana Cedis)	/ / / / /

	9998=Don't know		
K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings?  <i>(more than one answer allowed)</i>	A=Gave all/part of money to another member of my family (specify): .....	A	
	B=Employer gave all/part of money to another member of my family (specify): .....	B	
	C=Paid my children's school fees	C	
	D=Bought things for my children's school	D	
	E= Bought things for household	E	
	F= Bought things for myself	F	
	G=Paid debts	G	
	H=Saved	H	
	I=Spent on housing	I	
	J=Spent on food	J	
K=Other (specify): .....	K		
L=I did not receive any payment	L		
K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?	1=Yes, it helped to pay off my debts	1	
	2=Yes, it helped to pay off my family's debts	2	
	3=My family or I do not have debts (→ go to K14)	3	
	4=Don't know (→ go to K14)	4	
K11. Who received the money that you used to pay off debts?  <i>(more than one answer allowed)</i>	A=Employer/farm owner	A	
	B=People who helped with travel arrangements	B	
	C=People who helped with finding this job	C	
	D=Someone I borrowed money from	D	
	E=Someone another member of my family borrowed money from	E	
	F=Other (specify): .....	F	
	G=Don't know	G	
K12. How much do you or your family still owe?	My debt (in Ghana Cedis)	/ / / / / /	
	My family's debt (in Ghana Cedis)	/ / / / / /	
	99998=Don't know		
K13. Do you have to continue working until all the money is paid back?	1=Yes	1	
	2=No	2	
	3=Other (specify): .....	3	
	9=Don't know	9	
K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?  a. Land clearing b. Felling and chopping c. Burning d. Stumping e. Pegs cutting f. Lining and pegging g. Holing/planting of suckers h. Preparation of seedlings i. Holing/planting of seedlings j. Sowing at stake k. Weeding	Duration in hours	Amount in Ghana Cedis	Wages per hour in Ghana Cedis  <i>(calculate)</i>
	/ / /	/ / /	/ / /
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I. Spraying insecticide	/ / /	/ / /	/ / /
m. Applying fertilizer	/ / /	/ / /	/ / /
n. Applying fungicide/herbicides/ other chemicals	/ / /	/ / /	/ / /
o. Carrying water for spraying	/ / /	/ / /	/ / /
p. Sanitation and pruning	/ / /	/ / /	/ / /
q. Mistletoe control	/ / /	/ / /	/ / /
r. Plucking of cocoa pods	/ / /	/ / /	/ / /
s. Gathering cocoa pods	/ / /	/ / /	/ / /
t. Heaping cocoa pods	/ / /	/ / /	/ / /
u. Cocoa pod breaking	/ / /	/ / /	/ / /
v. Fermentation	/ / /	/ / /	/ / /
w. Carting fermented cocoa beans	/ / /	/ / /	/ / /
x. Drying cocoa beans	/ / /	/ / /	/ / /
y. Carting of dry cocoa beans to shed	/ / /	/ / /	/ / /
z. Other (specify): .....	/ / /	/ / /	/ / /
K15. How much money can you earn in one year working in cocoa agriculture?	Amount in Ghana Cedis		/ / / / /
	9998=Don't know		
K16. How much money can you earn in one year working in agriculture other than cocoa?	Amount in Ghana Cedis		/ / / / /
	9998=Don't know		
K17. How much money do you spend on average per day?	Amount in Ghana Cedis		/ / / /
	998=Don't know		
K18. How much money did you spent yesterday?	Amount in Ghana Cedis		/ / / /
	998=Don't know		
K19. Has your total income increased or decreased in the current year compared to the previous year?	1=Increased		1
	2=No change (→ go to L1)		2
	3=Decreased		3
	8=N/A (→ go to L1)		8
K20. If your wage or payment has increased or decreased, why?	Specify: .....		
	.....		
	.....		
	.....		

### L. Education

Respondent Number (from A1)		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2

L4. Have you ever attended school or preschool?	1=Yes	1
	2=No (→ go to L8)	2
L5. If you have attended school or preschool, what was the highest type of school that you attended?	1=Pre-school	1
	2=Primary	2
	3=JSS	3
	4=SSS	4
	5=Other (specify): .....	5
L6. What was the highest level/grade that you have completed at this school?	Grade	/ / /
	98=Don't know	
	99=Preschool	
L7. Has your education been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2
L8. Have you ever received a vocational or skill training?	1=Yes	1
	2=No (→ go to M1)	2
L9. If you have received a vocational or skill training, what were you trained in?  <i>(more than one answer allowed)</i>	A=Agriculture	A
	B=Carpentry	B
	C=Masonry	C
	D=Fitting/mechanics	D
	E=Tailoring/dressmaking	E
	F=Driving	F
	G=Blacksmithing	G
	H=Electrical	H
	I=Draughtsmanship	I
	J=Hairdressing	J
	K=Bakery/catering	L
L=Textiles/weaving	K	
M=Other (specify): .....	M	
L10. Did you receive a certificate for the training?	1=Yes (specify): .....	1
	2=No	2
L11. Has your training been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2

**We have now come to the end of the interview**, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**GHANA CHILD LABOUR SURVEY**  
**Adult Worker Questionnaire<sup>1</sup>**

**November 20, 2008**

01. REGION ...../ / /	04. ENUMERATION AREA...../ / / / /
02. DISTRICT...../ / /	05. VILLAGE/TOWN...../ / / /
03. COCOA DISTRICT...../ / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / /	
07. HOUSEHOLD NUMBER...../ / /	
08. RESPONDENT NUMBER...../ / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Country of birth of respondent</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): ..... 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Ethnic group</b>	Enter code for ethnic group	/ / / /
<b>A7. Religion</b>	1=Catholic 2=Protestant 3=Muslim 4=Charismatic/ Pentecostal 5=Traditional 6=Other (specify): .....	1 2 3 4 5 6
<b>A8. Address</b>	Specify: .....	
<b>A9. Phone number</b>	Specify: .....	

**B. Migration and Movement**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. Where does your father's family come from?</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): .....	1 2

<sup>1</sup> Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

	3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	3 4 5 6 7 8 9
<b>B2. Where was your father born?</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): ..... 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B3. Where does your mother's family come from?</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): ..... 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B4. Where was your mother born?</b>	1=Cote d'Ivoire 2=Ghana (specify village/town): ..... 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>B5. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Togo B=Cote d'Ivoire C=Burkina-Faso D=Mali E=Benin F=Liberia G=Nigeria H=Other country (specify): ..... I=None (-> go to B7)	A B C D E F G H I
<b>B6. If you ever lived outside of this country before, where exactly did you live?</b>  <i>(if more than one, specify in chronological order)</i>	Name of country..... Name of region ..... Name of district ..... Name of village/town..... Duration of stay.....  Name of country..... Name of region ..... Name of district ..... Name of village/town..... Duration of stay.....  Name of country..... Name of region ..... Name of district .....	

	Name of village/town..... Duration of stay.....	
<b>B7. Within this country, have you ever lived in a region other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify):  Name of region ..... Enter code for region    / / / / /  Name of region ..... Enter code for region    / / / / /  Name of region ..... Enter code for region    / / / / /  2=No	1   2
<b>B8. Within this country, have you ever lived in a district other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify):  Name of district ..... Enter code for district    / / / / /  Name of district ..... Enter code for district    / / / / /  Name of district ..... Enter code for district    / / / / /  2=No	1   2
<b>B9. Within this country, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Name of village/town (specify): ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....  2=No	1                       2
<b>B10. Did you move alone or together with others? With whom?</b>	1=Alone 2=With my husband/wife (and children) 3=With my parent(s) 4=With another relative/other relatives (specify): ..... 5=With one or more persons who are not related to me (specify): ..... 6=Other (specify): ..... 9=N/A	1 2 3 4  5  6  9
<b>B11. When did you move to your current place of residence?</b>	Year  8888=N/A 9998=Don't know	/ / / / /   
<b>B12. What was the reason for moving to your current place of residence?</b>  <i>(more than one answer allowed)</i>	A=Built a house B=Bought farm/land C=Inherited farm/land D=Entered sharecropping arrangement E=Seasonal work in agriculture F=Looking for job G=Found a job (specify): ..... H=I wanted my children to go to school	A B C D E F G

	I=Other (specify): ..... J=Don't know Z=N/A	H I  J Z
--	---	----------------------

### C. Family Separation

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. Are you currently married?</b>	1=Yes 2=No (→ go to C3)	1 2
<b>C2. Where does your husband/wife live?</b>	1=Same household 2=Other household (specify): .....	1 2
<b>C3. Have you ever been separated from any of your biological children for more than one year at a time while they were under 18 years old?</b>	1=Yes 2=No (→ go to D1)	1 2
<b>C4. How old were the children at that time?</b>	Age (in completed years)  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	  / / / / / / / / / / / / / / / / / /
<b>C5. What is the gender of the children?</b>	Number of males Number of females	/ / / / / /
<b>C6. Why did this separation occur?</b>  <i>(more than one answer allowed)</i>	A=I was looking for job B=I found a job (specify): ..... C=Child was looking for job D=Child found a job (specify): ..... E=Because of child's school/training F=Because of my divorce G=I could not take care of child H=I sent child to stay with my relatives I=Other (specify): .....	A B  C D  E F G H I
<b>C7. Who made this decision?</b>	1=I made the decision 2=Child made the decision 3=Another member of the household made the decision (specify): ..... 4=Other (specify):.....	1 2 3  4
<b>C8. For how many years have you been separated?</b>	Number of years  Child 1 Child 2 Child 3 Child 4 Child 5 Child 6	  / / / / / / / / / / / / / / / / / /

### D. Work Activities

Respondent Number (from A1)		/ / /
D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D2. Did you work on a cocoa farm for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?  <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	A B C D E F G H I J K L M N O P Q R S T U V W X Y
D4. During the last 12 months, have you worked in agriculture?	1=Yes 2=No	1 2
D5. During the last 12 months, have you worked in cocoa farming?	1=Yes 2=No	1 2
D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? <i>(read each and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other	A B C D E F G H I J K L M N

	chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (-> go to D10)	O P Q R S T U V W X Y
D7. During the last 12 months, who did you work for when doing work in agriculture?  <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B C D E F G
D8. During the last 12 months, were you paid for the work you did in agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D9. How much were you paid for the work you did in agriculture in the last 12 months?	Amount (in Ghana Cedis)  9998=Don't know	/ / / / /
D10. Have you performed economic activity other than agriculture for at least one hour during the last 7 days?	1=Yes 2=No	1 2
D11. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.  <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	A B C D E F G H I J
D12. During the last 12 months, have you done economic activities other than agriculture?	1=Yes 2=No	1 2
D13. During the last 12 months, have you	A=Run or do any kind of business, big or	A

done any of the following work activities? <i>(read list and mark affirmative answers)</i>	small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D17)	B  C  D  E  F  G  H  I  J
D14. During the last 12 months, who did you work for when performing economic activity other than agriculture? <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B  C D E  F G
D15. During the last 12 months, were you paid for the work you did in economic activities other than agriculture?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D16. How much were you paid for the work you did in economic activities other than agriculture in the last 12 months?	Amount (in Ghana Cedis) 9998=Don't know	/ _ / _ / _ / _ /
D17. During the last 7 days, have you done any household work?	1=Yes 2=No	1 2
D18. In the last 7 days, did you do any of the following work activities? <i>(read list and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	A B C D E F G  H
D19. During the last 12 months, have you done any household work?	1=Yes 2=No	1 2
D20. In the last 12 months, did you do any of the following activities? <i>(read each and mark affirmative answers)</i>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes	A B C D E

	F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	F G  H
D21. During the last 12 months, who did you work for when performing household work? <i>(more than one answer allowed)</i>	A=My father or mother B=Another relative (specify): ..... C=A friend/neighbor D= The man who owns the farm or field E=The contractor who rents the farm or field F=Myself G=Other (specify):.....	A B  C D E  F G
D22. During the last 12 months, were you paid for performing household work?	1=Yes, for all of it 2=Yes, for some of it 3=No, for none	1 2 3
D23. How much were you paid for performing household work in the last 12 months?	Amount (in Ghana Cedis) 9998=Don't know	/ _ / _ / _ / _ /

### E. Working Hours

Respondent Number (from A1)		/ _ / _ /
E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ _ / _ /
E2. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ _ / _ /
E3. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ /
E4. What is the total number of hours you spent on work in agriculture in the last 7 days?	Number of hours per week 98=Don't know	/ _ / _ /
E5. For each day worked during the past week, how many hours did you actually work on a cocoa farm? <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours) 98=Don't know	/ _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ /



<b>E6. What is the total number of hours you worked on a cocoa farm in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E7. How old were you when you started working in agriculture for the first time?</b>	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
<b>E8. How old were you when you started working on a cocoa farm for the first time?</b>	Age in years 98=Don't know 99=Never worked in agriculture	/ / /
<b>E9. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?</b>	Number of hours per day 98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / /
<b>E10. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture?</b> <i>(read list and specify number)</i>	Monday (number of hours) / / / Tuesday (number of hours) / / / Wednesday (number of hours) / / / Thursday (number of hours) / / / Friday (number of hours) / / / Saturday (number of hours) / / / Sunday (number of hours) / / / 98=Don't know	/ /
<b>E11. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E12. How old were you when you started doing economic activities other than agriculture for the first time?</b>	Age in years 98=Don't know 99=Never performed economic activities other than agriculture	/ / /
<b>E13. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day 98=Don't know 99=I usually don't perform household work	/ / /
<b>E14. For each day worked during the past week, how many hours did you actually spend on household work?</b> <i>(read list and specify number)</i>	Monday (number of hours) / / / Tuesday (number of hours) / / / Wednesday (number of hours) / / / Thursday (number of hours) / / / Friday (number of hours) / / / Saturday (number of hours) / / / Sunday (number of hours) / / / 98=Don't know	/ /
<b>E15. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week 98=Don't know	/ / /
<b>E16. How old were you when you started doing household work for the first time?</b>	Age in years 98=Don't know 99=Never performed household work	/ / /

**F. Injury and Illness**

<b>Respondent Number (from A1)</b>		/ / /
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times 98=Don't know	/ / /
<b>F3. What were the agricultural activities that you carried out when you suffered your worst injury in the last 12 months?</b>	Specify: ..... ..... .....	
<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G  H
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F7. Have you had any of the following illnesses or other health problems in the last 12 months?</b> <i>(read list and mark affirmative answers)</i>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M  N
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me	A B C

<i>(more than one answer allowed)</i>	D=A doctor and/or nurse in the hospital cared for me	D
	E=I went to the drug store and the person who knows about drugs helped me	E
	F=I took some herbal medicine	F
	G=A spiritualist/religious person cared for me	G
	H=I prayed using traditional methods	H
	I=Other (specify): .....	I
	J=I did not receive any care or help	J
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>  <i>(more than one answer allowed)</i>	K=I did not experience an illness or injury	K
	A=My parents/guardians	A
	B=Family relatives (specify): .....	B
	C=I paid for myself	C
	D=Person I work for	D
	E=Family health insurance	E
	F=The treatment was free	F
	G=Other (specify): .....	G
	H=Nobody paid for me, I did not receive treatment	H
	I=I did not experience an illness or injury	I

### G. Heavy Loads

Respondent Number (from A1)		/ / /	
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing	A	
	B=Carrying water for spraying	B	
	C=Gathering and heaping cocoa pods	C	
	D=Carting fermented cocoa beans	D	
	E=Carting of dry cocoa beans to shed	E	
	F=Other (specify): .....	F	
	G=None	G	
	H=I don't work in agriculture (→ go to G5)	H	
	<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture?</b>	Estimate in kg	/ _ /
	<b>G3. Over what distance do you often have to carry these loads?</b>	Estimate in km	/ _ /
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain	A	
	B=I felt very sick or tired	B	
	C=I did not feel well for a long time	C	
	D=I had to receive treatment at a health center	D	
	E=I had to receive treatment at a hospital	E	
	F=I could not continue working	F	
	G=Other (specify): .....	G	
	H=I did not experience any impact	H	
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): .....	1	
	2=No	2	
<b>G6. Did you have to carry heavy loads as part of</b>	1=Yes (specify): .....	1	
	2=No	2	

household work in the last 12 months?		
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### H. Exposure to Environmental Hazards and Other Dangers

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): .....	A
	B=Fire, gas or flames (specify): .....	B
	C=Long hours in the direct sun	C
	D=Work at dangerous heights (high up on a trees, etc.)	D
	E= Climbing trees higher than 3 meters to cut mistletoe with cutlass	E
	F=Work in water, like, pond or river	F
	G=Spraying of pesticides, insecticides	G
	H=Being present or working in the vicinity of farm during pesticide spraying	H
	I=Reentering a sprayed farm within less than 12 hours of spraying	I
	J= Working alone on the farm in isolation	J
	K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.	K
	L=Other (specify): .....	L
	M=None	M
	N=I don't work in agriculture (→ go to H3)	N
	<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain
B=I felt very sick or tired		B
C=I did not feel well for a long time		C
D=I had to receive treatment at a health center		D
E=I had to receive treatment at a hospital		E
F=I could not continue working		F
G=Other (specify): .....		G
H=I did not experience any impact		H

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /	
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete	A	
	B=Tractor	B	
	C=Bullock	C	
	D=Hoe	D	
	E=Sprayer	E	
	F=Other (specify): .....	F	
	G=None	G	
	H=Did not work in agriculture (→ go to I6)	H	
	<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding	A
		B= Working with motorized mist blower, knapsack sprayer and/or chainsaw	B
C= Harvesting overhead cocoa pods with harvesting hook		C	
D= Breaking cocoa pods with breaking knife		D	
E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading,		E	

	spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	
13. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
14. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?  (read list and mark affirmative answers)	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=Other (specify): ..... H=I did not experience any impact	A B C D E F G H
15. In the last 12 months, did you use any protective wear while working in agriculture?  (read list and mark affirmative answers)	A=Protective boots B=Gloves C=Protective clothing D=Nose/gas mask E=Other (specify): ..... F=None	A B C D E F
16. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?	1=Yes (specify): ..... 2=No	1 2
17. Did you operate tools and machinery as part of household work in the last 12 months?	1=Yes (specify): ..... 2=No	1 2

#### J. Forced Labor and Involuntary Work

Respondent Number (from A1)		/ / /
J1. In the last 12 months, have you been forced to perform work against your will?	1=Yes 2=No (→ go to K1)	1 2
J2. What kind of work have you been forced to perform against your will in the last 12 months?  (more than one answer allowed)	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.	Specify: ..... ..... .....	
J4. In the last 12 months, how often have you been forced to perform work against your will?	1=1 time 2=2-5 times 3=5-20 times 4=More than 20 times 5=Other (specify): .....	1 2 3 4 5
J5. Who forced you to perform	A=My biological father	A

the work?  (more than one answer allowed)	B=My biological mother C=Another family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	B C D E F
J6. Why didn't you want to perform the work?  (more than one answer allowed)	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): ..... ..... .....	A B C D E F G H I J K L
J7. If you had refused to work, what would have happened?  (more than one answer allowed)	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H

#### K. Compensation, Expenditures and Debts

Respondent Number (from A1)		/ / /
K1. Have you received any payment for work you did in agriculture in the last 12 months?	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
K2. How much were you paid for work you did in agriculture in the last 12 months?	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
K3. What other rewards have you received for work you did in agriculture in the last 12 months?  (read list and mark affirmative answers)	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... H=Other (specify): ..... I=None	A B C D E F G H I
K4. Have you received any	1=Yes	1

payment for economic activity other than agriculture in the last 12 months?	2=No (→ go to K6)	2
K5. How much were you paid for economic activity other than agriculture in the last 12 months?	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
K6. Has someone else, for example another member of your family, been paid for work you did in the last 12 months?	1=Yes 2=No (→ go to K9)	1 2
K7. Who received payment for work you did in the last 12 months? <i>(more than one answer allowed)</i>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
K8. How much was this person paid for work you did?	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings? <i>(more than one answer allowed)</i>	A=Gave all/part of money to another member of my family (specify): ..... B=Employer gave all/part of money to another member of my family (specify): ..... C=Paid my children's school fees D=Bought things for my children's school E= Bought things for household F= Bought things for myself G=Paid debts H=Saved I=Spent on housing J=Spent on food K=Other (specify): ..... L=I did not receive any payment	A B C D E F G H I J K L
K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?	1=Yes, it helped to pay off my debts 2=Yes, it helped to pay off my family's debts 3=My family or I do not have debts (→ go to K14) 4=Don't know (→ go to K14)	1 2 3 4
K11. Who received the money that you used to pay off debts? <i>(more than one answer allowed)</i>	A=Employer/farm owner B=People who helped with travel arrangements C=People who helped with finding this job D=Someone I borrowed money from E=Someone another member of my family borrowed money from F=Other (specify): ..... G=Don't know	A B C D E F G
K12. How much do you or your family still owe?	My debt (in Ghana Cedis) My family's debt (in Ghana Cedis) 99998=Don't know	/ / / / / / / / / / / / / / / /

K13. Do you have to continue working until all the money is paid back?	1=Yes 2=No 3=Other (specify): ..... ..... 9=Don't know	1 2 3 9
K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?	Duration in hours Amount in Ghana Cedis	Wages per hour in Ghana Cedis <i>(calculate)</i>
a. Land clearing	/ / / /	/ / / /
b. Felling and chopping	/ / / /	/ / / /
c. Burning	/ / / /	/ / / /
d. Stumping	/ / / /	/ / / /
e. Pegs cutting	/ / / /	/ / / /
f. Lining and pegging	/ / / /	/ / / /
g. Holing/planting of suckers	/ / / /	/ / / /
h. Preparation of seedlings	/ / / /	/ / / /
i. Holing/planting of seedlings	/ / / /	/ / / /
j. Sowing at stake	/ / / /	/ / / /
k. Weeding	/ / / /	/ / / /
l. Spraying insecticide	/ / / /	/ / / /
m. Applying fertilizer	/ / / /	/ / / /
n. Applying fungicide/herbicides/ other chemicals	/ / / /	/ / / /
o. Carrying water for spraying	/ / / /	/ / / /
p. Sanitation and pruning	/ / / /	/ / / /
q. Mistletoe control	/ / / /	/ / / /
r. Plucking of cocoa pods	/ / / /	/ / / /
s. Gathering cocoa pods	/ / / /	/ / / /
t. Heaping cocoa pods	/ / / /	/ / / /
u. Cocoa pod breaking	/ / / /	/ / / /
v. Fermentation	/ / / /	/ / / /
w. Carting fermented cocoa beans	/ / / /	/ / / /
x. Drying cocoa beans	/ / / /	/ / / /
y. Carting of dry cocoa beans to shed	/ / / /	/ / / /
z. Other (specify): .....	/ / / /	/ / / /
K15. How much money can you earn in one year working in cocoa agriculture?	Amount in Ghana Cedis 9998=Don't know	/ / / / /
K16. How much money can you earn in one year working in agriculture other than cocoa?	Amount in Ghana Cedis 9998=Don't know	/ / / / /
K17. How much money do you spend on average per day?	Amount in Ghana Cedis 998=Don't know	/ / / / /
K18. How much money did you spent yesterday?	Amount in Ghana Cedis 998=Don't know	/ / / / /
K19. Has your total income increased or decreased in the current year compared to the	1=Increased 2=No change (→ go to L1) 3=Decreased	1 2 3

previous year?	8=N/A (→ go to L1)	8
K20. If your wage or payment has increased or decreased, why?	Specify: .....	

### L. Education

Respondent Number (from A1)		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2
L4. Have you ever attended school or preschool?	1=Yes 2=No (→ go to L8)	1 2
L5. If you have attended school or preschool, what was the highest type of school that you attended?	1=Pre-school 2=Primary 3=JSS 4=SSS 5=Other (specify): .....	1 2 3 4 5
L6. What was the highest level/grade that you have completed at this school?	Grade  98=Don't know 99=Preschool	/ / /   
L7. Has your education been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2
L8. Have you ever received a vocational or skill training?	1=Yes 2=No (→ go to M1)	1 2
L9. If you have received a vocational or skill training, what were you trained in?  <i>(more than one answer allowed)</i>	A=Agriculture B=Carpentry C=Masonry D=Fitting/mechanics E=Tailoring/dressmaking F=Driving G=Blacksmithing H=Electrical I=Draughtsmanship J=Hairdressing K=Bakery/catering L=Textiles/weaving M=Other (specify): .....	A B C D E F G H I J K L M
L10. Did you receive a certificate for the training?	1=Yes (specify): .....	1
	2=No	2
L11. Has your training been beneficial to you? Why or why not?	1= Yes, specify: .....	1
	2= No, specify: .....	2

### M. Additional Questions on HIV/AIDS<sup>2</sup>

Respondent Number (from A1)		/ / /
M1. Have you ever heard of the virus HIV or the illness AIDS?	1=Yes 2=No (→end of interview)	1 2
M2. Who told you about it?	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
M3. Only if the response to M2 is "school": Are there prevention or intervention programs within your school?  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A  B C D E F G H
M4. Only if the response to M2 is "workplace": Are there prevention or intervention programs within your workplace?  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B  C D E F G H
M5. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?	1=Yes 2=No 3=Don't know	1 2 3
M6. Do you think a person can get infected with AIDS through supernatural means?	1=Yes 2=No 3=Don't know	1 2 3
M7. Can people protect themselves from the AIDS virus by using a condom?	1=Yes 2=No 3=Don't know	1 2 3
M8. Can a person get AIDS from mosquito bites?	1=Yes 2=No 3=Don't know	1 2 3
M9. Is it possible for a healthy-looking person to be HIV-positive?	1=Yes 2=No 3=Don't know	1 2 3
M10. Can HIV be transmitted from mother to child?	1=Yes 2=No 3=Don't know	1 2 3
M11. Do you know of a place where you can go to get such a test to see if you have AIDS?	1=Yes 2=No	1 2
M12. I do not want to know the results, but have you ever been tested to see if you have HIV?	1=Yes 2=No (→ go to M14) 3=Refuses to say (→ go to M14)	1 2 3

<sup>2</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.

M13. I do not want to know the results of the test, but have you been told the results?	1=Yes	1
	2=No	2
	3=Refuses to say	3
M14. Does your work have any risks to you getting HIV? What are some of the risks?	1=Yes (specify): .....	1
	2=None	2

**We have now come to the end of the interview**, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**GHANA CHILD LABOUR SURVEY**  
**Child Questionnaire<sup>1</sup>**

**November 20, 2008**

01. REGION ...../ / /	04. ENUMERATION AREA...../ / / / /
02. DISTRICT...../ / /	05. VILLAGE/TOWN...../ / /
03. COCOA DISTRICT...../ / /	
<b>HOUSEHOLD</b>	
06. HOUSE NUMBER...../ / / / /	
07. HOUSEHOLD NUMBER...../ / /	
08. RESPONDENT NUMBER...../ / /	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / / Month / / / Year / / / / /	
13. START OF INTERVIEW Hour / / / Minute / / /	
14. END OF INTERVIEW Hour / / / Minute / / /	

**BEFORE THE START OF THE INTERVIEW, FOLLOW THE INFORMED CONSENT PROCEDURES FOR INTERVIEWING A CHILD.**

**Study Title:** Child Labor in the Cocoa Sector  
**Investigators:** William E. Bertrand and Elke de Buhr

We are doing a research study. A research study is a way to find out about something. We are trying to find out about the living situation and the work activities of children in the villages of your country.

You can decide if you want to be in the research study. If you want to be in the study, this is what will happen. You will talk with me. I am the interviewer. I will be asking you questions about your life and work. I will not tell anybody in the house or the village what you have answered, and we will not give your name to anyone. When you talk to me, no other adults or other children are allowed to listen but you may choose an adult or other child to observe the interview from a distance. You can choose any adult or child except one of your parents or guardians.

Some questions may be difficult to answer or the interview may be too long.

We don't know if this study will help you. We hope to learn something that will help children and young people some day.

You don't have to be in this study. It is up to you. You will still be taken care of if you decide that you don't want to be in the study. If you decide to do this but then change your mind, just tell me and I will stop the interview.

If you want to be in this study, please sign or print your name.

I, \_\_\_\_\_, want to be in this research study.  
 Print your name here

\_\_\_\_\_  
 Sign your name here                      \_\_\_\_\_  
 Date

<sup>1</sup>Prepared by William Bertrand and Elke de Buhr based on ILO National Child Labor Questionnaires and other instruments. Valuable input was provided by team members, partners and other stakeholders.

Thank you for agreeing to answer these questions. If at any time you do not understand a word I use or a question I ask, please let me know. Remember that you can stop me at any time. No one will know what you tell us. We will not give your name to anyone.

If you are ready then, we could start the interview.

**A. Individual and Demographic Characteristics**

I will start with asking you a few questions about yourself...

<b>A1. Respondent Number</b>		/ / /
<b>A2. How old are you?</b>	Age in years (if unknown, estimate)	/ / /
<b>A3. Gender of child</b>	1=Boy	1
	2=Girl	2
<b>A4. What ethnic group do you belong to?</b>	Enter code for ethnic group	/ / / /
<b>A5. What religion do you belong to?</b>	1=Catholic	1
	2=Protestant	2
	3=Muslim	3
	4=Charismatic/ Pentecostal	4
	5=Traditional	5
	6=Other (specify): .....	6
<b>A6. Where were you born?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9

**B. Caregiving Arrangement**

I will now ask you a few questions about who is taking care of you...

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. Can you tell me who primarily takes care of you? (more than one answer allowed)</b>	A=Father	A
	B=Mother	B
	C=Grandfather	C
	D=Grandmother	D
	E=Uncle	E
	F=Aunt	F
	G=Brother	G
	H=Sister	H
	I=Other relative (specify): .....	I
	J=Employer	J
	K=Nobody (specify): .....	K
L=Other (specify): .....	L	
<b>B2. Do you live with your birth father?</b>	1=Yes (→ go to B5)	1
	2=No	2
<b>B3. Why are you not living with your birth father?</b>	1=He died	1
	2=He works in different village/town	2
	3=He is divorced/separated from my mother	3
	4=He left me/us	4
	5=I go to school in different village/town	5
	6=I go to work in different village/town	6
	7=I was sent to live with my family relatives	7

	8=Other (specify): .....	8
	9=Don't know	9
<b>B4. How old were you when you stopped living with your birth father?</b>	Age (in completed years) 98=Don't know	/ _ / _
<b>B5. Do you live with your birth mother?</b>	1=Yes (→ go to C1) 2=No	1 2
<b>B6. Why are you not living with your birth mother?</b>	1=She died 2=She works in different village/town 3=She is divorced/separated from my father 4=She left me/us 5=I go to school in different village/town 6=I go to work in different village/town 7=I was sent to live with my family relatives 8=Other (specify): .....	1 2 3 4 5 6 7 8 9
<b>B7. How old were you when you stopped living with your birth mother?</b>	Age (in completed years) 98=Don't know	/ _ / _

### C. Migration and Movement

I am now going to ask a few questions about where you and your family come from...

Respondent Number (from A1)		/ _ / _
<b>C1. Where does your father's family come from?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
	98=Don't know	98
<b>C2. Where was your father born?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
	98=Don't know	98
<b>C3. Where does your mother's family come from?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5
	6=Benin	6
	7=Liberia	7
	8=Nigeria	8
	9=Other country (specify): .....	9
	98=Don't know	98
<b>C4. Where was your mother born?</b>	1=Cote d'Ivoire	1
	2=Ghana (specify village/town): .....	2
	3=Burkina-Faso	3
	4=Mali	4
	5=Togo	5

	6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	6 7 8 9 98
<b>C5. Have you ever lived in another country? Where?</b>  <i>(more than one answer allowed)</i>	A=Togo B=Cote d'Ivoire C=Burkina-Faso D=Mali E=Benin F=Liberia G=Nigeria H=Other country (specify): .....	A B C D E F G H I
<b>C6. Within Ghana, have you ever lived in a village/town other than the one you are living in right now? Where?</b>  <i>(if more than one, specify in chronological order)</i>	1=Yes (specify name of village/town):          2=No	1          2
<b>C7. For how many years have you lived where you live today?</b>	Number of years  88=N/A 98=Don't know	/ _ / _    
<b>C8. If you have ever changed your place of residence, who moved with you to where you live today?</b>	1=My mother and father 2=Only my father 3=My father and his new/other wife/wives 4=Only my mother 5=My mother with her new/other husband 6=I moved with other relatives (specify): .....	1 2 3 4 5 6 7 8 9
<b>C9. If you moved with a parent or guardian, what was the reason for moving?</b>  <i>(more than one answer allowed)</i>	A=My parent/guardian built a house B=My parent/guardian bought farm/land C=My parent/guardian inherited farm/land D=My parent/guardian entered a sharecropping arrangement E=My parent/guardian started seasonal work in agriculture F=My parent/guardian was looking for job G=My parent/guardian found a job (specify): .....	A B C D E F G H I J Z
<b>C10. If you moved without a parent or guardian, what was the reason for moving?</b>  <i>(more than one answer allowed)</i>	A=I was looking for job B=I found a job (specify): .....	A B C D E F G H I J Z



<b>C11. Who decided that you would move to where you live today?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=Other relatives (specify): ..... D=My friends (specify): ..... E=A person I recently met (specify): ..... F=I decided G=Someone else (specify): ..... H=Don't know	A B C D E F G H
<b>C12. Did you want to move?</b>	1=Yes 2=I was not sure about it 3=No (→ go to C14) 4=I don't know (→ go to C14)	1 2 3 4
<b>C13. Why didn't you want to move or had mixed feelings about moving?</b> <i>(read list and mark affirmative answers)</i>	A=I was going to be separated from my parent(s) B=I was going to be separated from my other relatives C=I was going to be separated from my friends and community D=I was not sure about the person I was going with E=I did not want to leave my school/training F=I was frightened about what would happen G=I was frightened about being hurt/abused H=Other (specify): ..... I=I don't know	A B C D E F G H I
<b>C14. How would you describe your life after you moved?</b> <i>(read list and mark affirmative answers)</i>	A=I am happy that I moved, my life is better B=I am unhappy that I moved, my life is worse C=My life is the same D=I was told about all these good things that were going to happen, but I find that it was not true E=Other (specify): ..... F=I don't know	A B C D E F

#### D. Work Activities

I am now going to ask you some question about your work...

Respondent Number (from A1)		/ / /
<b>D1. Work in agriculture involves work on your own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household. Did you work in agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D2. Did you work on a cocoa farm for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D3. I am going to read a list of work activities in agriculture, please tell me, during the last 7 days, have you worked at any of the following activities on a cocoa farm?</b> <i>(read list and mark affirmative answers)</i>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning	A B C D E F G H I J K L M N O P

	Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None	Q R S T U V W X Y
<b>D4. During the last 12 months, have you worked in agriculture?</b>	1=Yes 2=No	1 2
<b>D5. During the last 12 months, have you worked in cocoa farming?</b>	1=Yes 2=No	1 2
<b>D6. I am going to read a list of work activities in agriculture, please tell me, during the last 12 months, have you worked at any of the following activities on a cocoa farm? (read each and mark affirmative answers)</b>	A=Land clearing B=Felling and chopping C=Burning D=Stumping E=Pegs cutting F=Lining and pegging G=Holing/planting of suckers H=Preparation of seedlings I=Holing/planting of seedlings J=Sowing at stake K=Weeding L=Spraying insecticide M=Applying fertilizer N=Applying fungicide/herbicides/other chemicals O=Carrying water for spraying P=Sanitation and pruning Q=Mistletoe control R=Plucking of cocoa pods S=Gathering and heaping cocoa pods T=Cocoa pod breaking and fermentation U=Carting fermented cocoa beans V=Drying cocoa beans W=Carting of dry cocoa beans to shed X=Other (specify): ..... Y=None (→ go to D8)	A B C D E F G H I J K L M N O P Q R S T U V W X Y
<b>D7. During the last 12 months, who did you work for when doing work in agriculture?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J
<b>D8. Have you done economic activity other than agriculture for at least one hour during the last 7 days?</b>	1=Yes 2=No	1 2
<b>D9. During the last 7 days, have you done any of the following work activities? I am going to list a number of work activities, you can answer yes to more than one activity if you have done it.</b>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind	A B

<i>(read list and mark affirmative answers)</i>	(excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None	C D E F G H I J
<b>D10. During the last 12 months, have you done economic activities other than agriculture?</b>	1=Yes 2=No	1 2
<b>D11. During the last 12 months, have you done any of the following work activities?</b> <i>(read list and mark affirmative answers)</i>	A=Run or do any kind of business, big or small, for himself/herself or with one or more partners B=Do any work for a wage, salary, commission or any payment in kind (excluding domestic work) C=Do any work as a domestic worker for a wage, salary or any payment in kind D=Help unpaid in a household business of any kind E=Do any construction or major repair work on his/her own home, plot, or business, or those of the household F=Catch any fish, prawns, shells, wild animals or other food for sale or household food G=Fetch water or collect firewood for household use H=Produce any other good for this household use I=Other (specify): ..... J=None (→ go to D13)	A B C D E F G H I J
<b>D12. During the last 12 months, who did you work for when performing economic activity other than agriculture?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J
<b>D13. During the last 7 days, have you done any household work?</b>	1=Yes 2=No	1 2
<b>D14. In the last 7 days, did you do any of the following work activities?</b>	A=Shopping for household B=Repairing any household equipment C=Cooking	A B C

<i>(read list and mark affirmative answers)</i>	D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work	D E F G H
<b>D15. During the last 12 months, have you done any household work?</b>	1=Yes 2=No	1 2
<b>D16. In the last 12 months, did you do any of the following activities? (read each and mark affirmative answers)</b>	A=Shopping for household B=Repairing any household equipment C=Cooking D=Cleaning utensils/house E=Washing clothes F=Caring for children/older/sick G=Other household tasks (specify): ..... H=I did not perform household work (→ go to E1)	A B C D E F G H
<b>D17. During the last 12 months, who did you work for when performing household work?</b> <i>(more than one answer allowed)</i>	A=My father B=My mother C=My relative (specify): ..... D=A friend of my mother and father E=My friend F=A man who owns the farm or field G=A contractor who rents the farm or field H=Myself I=Other (specify): ..... J=Don't know	A B C D E F G H I J

### E. Working Hours

I am now going to ask you some questions about your working hours...

Respondent Number (from A1)		/ / / / / /
<b>E1. Approximately, how many hours do you usually spend per day on work in agriculture? Give me your best guess if you don't know the exact number of hours.</b>	Number of hours per day 98=Don't know 99=I usually don't work in agriculture	/ / / / / /
<b>E2. When do you usually work in agriculture?</b> <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know H= I usually don't work in agriculture	A B C D E F G H
<b>E3. Approximately, how many hours do you usually work per day on a cocoa farm? Give me your best guess if you don't know the exact number of hours.</b>	Number of hours per day 98=Don't know 99=I usually don't work on a cocoa farm	/ / / / / /
<b>E4. When do you usually work on a cocoa farm?</b> <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays	A B C D E F

	G=Don't know H= I usually don't work on a cocoa farm	G H
<b>E5. I would like to get a better idea of your working hours. For each day worked during the past week, how many hours did you actually work in agriculture?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E6. What is the total number of hours you spent on work in agriculture in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E7. For each day worked during the past week, how many hours did you actually work on a cocoa farm?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E8. What is the total number of hours you worked on a cocoa farm in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E9. How old were you when you started working in agriculture for the first time?</b>	Age in years  98=Don't know 99=Never worked in agriculture	/ / / /  / / / /
<b>E10. How old were you when you started working on a cocoa farm for the first time?</b>	Age in years  98=Don't know 99=Never worked on a cocoa farm	/ / / /  / / / /
<b>E11. Approximately, how many hours do you usually spend a day on economic activities other than agriculture?</b>	Number of hours per day  98=Don't know 99=I usually don't perform economic activities other than agriculture	/ / / /  / / / /
<b>E12. When do you usually work on economic activities other than agriculture?</b>  <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know H= I usually don't perform economic activities other than agriculture	A B C D E F G H
<b>E13. For each day worked during the past week, how many hours did you actually work in economic activities other than agriculture?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E14. What is the total number of hours you spent on economic activities other than agriculture in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E15. How old were you when</b>	Age in years	/ / / /

<b>you started doing economic activities other than agriculture for the first time?</b>	98=Don't know 99=Never performed economic activities other than agriculture	
<b>E16. Approximately, how many hours do you usually spend a day on household work?</b>	Number of hours per day  98=Don't know 99=I usually don't perform household work	/ / / /  / / / /
<b>E17. When do you usually work in the household?</b>  <i>(read list and mark affirmative answers)</i>	A=All day B=In the morning C=In the afternoon D=After school E=On the weekends F=During school holidays G=Don't know	A B C D E F G
<b>E18. For each day worked during the past week, how many hours did you actually spend on household work?</b>  <i>(read list and specify number)</i>	Monday (number of hours) Tuesday (number of hours) Wednesday (number of hours) Thursday (number of hours) Friday (number of hours) Saturday (number of hours) Sunday (number of hours)  98=Don't know	/  / / / /
<b>E19. What is the total number of hours you spent on household work in the last 7 days?</b>	Number of hours per week  98=Don't know	/ / / /  / / / /
<b>E20. How old were you when you started doing household work for the first time?</b>	Age in years  98=Don't know 99=Never performed household work	/ / / /  / / / /

## F. Injury and Illness

I am now going to ask you some questions about your experience with difficult or dangerous work, including any accidents or illness you might have experienced in the last 12 months...

<b>Respondent Number (from A1)</b>		/ / / /
<b>F1. Did you experience any of the following injuries related to work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Wounds/cuts B=Broken bones C=Snake bites D=Insect bites E=Back pains F=Muscle pains G=Other pains (specify): ..... H=Burns I=Skin itchiness or scratches J=Other (specify): ..... K=I did not experience any injuries (→ go to F5) L=I do not work in agriculture (→ go to F5)	A B C D E F G  H I J  K L
<b>F2. How many times do you recall having been injured while performing work in agriculture in the last 12 months?</b>	Number of times  98=Don't know	/ / / /  / / / /
<b>F3. What were the agricultural activities that you carried out when you suffered your worst injury in the last 12 months?</b>	Specify: ..... ..... .....	

<b>F4. Did you experience any of the following health consequences from injuries related to work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H I
<b>F5. Have you experienced any injuries related to economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F6. Have you experienced any injuries related to household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1 2
<b>F7. Have you had any of the following illnesses and other health problems in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Diarrhea B=Vomiting C=Fever (high body temperature) D=Infections of respiratory tracts (flu) E=Malaria F=Typhoid fever G=Anemia H=Cholera I=Eye problems (hurt or sore) J=Stomach problems (pains or other discomfort) K=Breathing problems (difficulty in breathing) L=Extreme fatigue (very tired) M=Other (specify): ..... N=None	A B C D E F G H I J K L M N
<b>F8. When you were ill or injured in the last 12 months, what type of treatment did you receive?</b>  <i>(more than one answer allowed)</i>	A=I received first aid B=I took medicine C=A nurse at the health center cared for me D=A doctor and/or nurse in the hospital cared for me E=I went to the drug store and the person who knows about drugs helped me F=I took some herbal medicine G=A spiritualist/religious person cared for me H=I prayed using traditional methods I=Other (specify): ..... J=I did not receive any care or help K=I did not experience an illness or injury	A B C D E F G H I J K
<b>F9. When you were ill or injured in the last 12 months, who paid for your treatment?</b>  <i>(more than one answer allowed)</i>	A=My parents/guardians B=Family relatives (specify): ..... C=I paid for myself D=Person I work for E=Family health insurance F=The treatment was free G=Other (specify): ..... H=Nobody paid for me, I did not receive treatment I=I did not experience an illness or injury	A B C D E F G H I

### G. Heavy Loads

I am now going to ask you some question about heavy loads when you are working...

Respondent Number (from A1)		/ / /
<b>G1. Did you have to carry heavy loads as part of the following agricultural activities in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Carrying wood and other loads during land clearing B=Carrying water for spraying C=Gathering and heaping cocoa pods D=Carting fermented cocoa beans E=Carting of dry cocoa beans to shed F=Other (specify): G=None H=I don't work in agriculture (→ go to G5)	A B C D E F G H
<b>G2. How heavy do you estimate are the loads that you carry as part of work in agriculture? If you are not certain, please describe what you are carrying.</b>	Estimate in kg based on child's description	/ / /
<b>G3. Over what distance do you often have to carry these loads? If you are not certain, please describe the route and how long it takes.</b>	Estimate in km based on child's description	/ / /
<b>G4. Did you experience any of the following health consequences from carrying heavy loads when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): I=I did not experience any impact	A B C D E F G H I
<b>G5. Did you have to carry heavy loads as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): 2=No	1 2
<b>G6. Did you have to carry heavy loads as part of household work in the last 12 months?</b>	1=Yes (specify): 2=No	1 2

### H. Exposure to Environmental Hazards and Other Dangers

I am now going to ask you some question about difficulties or dangers you may have experienced while working...

Respondent Number (from A1)		/ / /
<b>H1. Have you experienced any of the following environmental hazards and other difficulties while working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Dust or dangerous fumes (specify): ..... B=Fire, gas or flames (specify): ..... C=Long hours in the direct sun D=Work at dangerous heights (high up on a trees, etc.) E= Climbing trees higher than 3 meters to cut mistletoe with cutlass F=Work in water, like, pond or river G=Spraying of pesticides, insecticides H=Being present or working in the vicinity of farm during pesticide spraying I=Reentering a sprayed farm within less than 12 hours of spraying	A B C D E F G H I

	J= Working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) K=Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m. L= Withdrawn from school during cocoa season to do farm work M=Other (specify): ..... N=None O=I don't work in agriculture (→ go to H3)	J  K  L  M N O
<b>H2. Did you experience any of the following health consequences from exposure to these hazards when performing work in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B=I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H  I

### I. Tools, Equipment and Machinery

Respondent Number (from A1)		/ / /
<b>I1. When working in agriculture did you use any of the following tools, equipment or machinery in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Machete B=Tractor C=Bullock D=Hoe E=Sprayer F=Other (specify): ..... G=None H=Did not work in agriculture (→ go to I6)	A B C D E F G H
<b>I2. When working in agriculture in the last 12 months, were you involved in any of the following activities?</b>  <i>(read list and mark affirmative answers)</i>	A= Using machetes/long cutlasses for weeding B= Working with motorized mist blower, knapsack sprayer and/or chainsaw C= Harvesting overhead cocoa pods with harvesting hook D= Breaking cocoa pods with breaking knife E= Working with agrochemicals (such as purchasing, transport, storage, mixing, loading, spraying/applying, washing of containers and spraying machine, and/or disposal) (specify): ..... ..... .....	A B  C  D E
<b>I3. Do you remember being injured when using any of these tools or machinery while working in agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>I4. Did you experience any of the following health consequences from operating tools or machinery when working in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=I was in very bad pain B= I felt very sick or tired C=I did not feel well for a long time D=I had to receive treatment at a health center E=I had to receive treatment at a hospital F=I could not continue working G=I could not go to school H=Other (specify): ..... I=I did not experience any impact	A B C D E F G H I
<b>I5. In the last 12 months, did you use any protective wear</b>	A=Protective boots B=Gloves	A B

<b>while working in agriculture?</b>  <i>(read list and mark affirmative answers)</i>	C=Protective clothing D=Nose/gas mask E=Other (specify): ..... F=None	C D E F
<b>I6. Did you operate tools or machinery as part of economic activities other than agriculture in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2
<b>I7. Did you operate tools and machinery as part of household work in the last 12 months?</b>	1=Yes (specify): ..... 2=No	1  2

### J. Forced Labor and Involuntary Work

I am now going to ask you some questions about work you may have had to do against your will...

Respondent Number (from A1)		/ / /
<b>J1. In the last 12 months, have you been forced to perform work against your will?</b>	1=Yes 2=No (→ go to K1)	1 2
<b>J2. What kind of work have you been forced to perform against your will in the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=Work in cocoa agriculture B=Work in agriculture other than cocoa C=Economic activity other than agriculture D=Household work E=Other (specify): .....	A B C D E
<b>J3. Please tell me a bit more about the work that you were forced to perform in the last 12 months.</b>	Specify: ..... ..... .....	
<b>J4. In the last 12 months, how often have you been forced to perform work against your will?</b>	1=1 time 2=2-5 times 3=5-20 times 4=More than 20 times 5=Other (specify): .....	1 2 3 4 5
<b>J5. Who forced you to perform the work?</b>  <i>(more than one answer allowed)</i>	A=My biological father B=My biological mother C=Another family relative (specify): ..... ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): ..... .....	A B C D E F
<b>J6. Why didn't you want to perform the work?</b>  <i>(more than one answer allowed)</i>	A=The work was hard or difficult B=The work involved long working hours C=It was dangerous work D=It was boring work E=I did not like my employer F=I did not like the people I was working with G=I felt too weak or sick for that kind of work H=I felt others were able to do it better I=I felt that it was not justified that I was asked to do this work J=Because I could not be with my family and friends K=My employer did not pay me L=Other (specify): .....	A B C D E F G H I J K L

	..... ..... ..... .....	
<b>J7. If you had refused to work, what would have happened?</b>  <i>(more than one answer allowed)</i>	A=I would receive insults B=I would be beaten C=I would not have anything to eat D=I would not get paid E=I would have been punished F=I would have been given harder work G=I would have lost my job H=Other (specify): .....	A B C D E F G H

### K. Compensation, Expenditures and Debts

I am now going to ask you questions about how you have been paid or in another way rewarded for your work...

<b>Respondent Number (from A1)</b>		/ / /
<b>K1. Have you received any payment for work you did in agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K3) 3=I did not work in agriculture (→ go to K4)	1 2 3
<b>K2. How much were you paid for work you did in agriculture in the last 12 months?</b>	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>K3. What other rewards have you received for work you did in agriculture in the last 12 months?</b>  <i>(read list and mark affirmative answers)</i>	A=Food/meals B=Clothing C=Place to live for free D=Paid for my medical expenses E=Paid for my school expenses F=Paid for my transportation expenses G=A part of the harvest (specify): ..... H=Other (specify): ..... I=None	A B C D E F G H I
<b>K4. Have you received any payment for economic activity other than agriculture in the last 12 months?</b>	1=Yes 2=No (→ go to K6)	1 2
<b>K5. How much were you paid for economic activity other than agriculture in the last 12 months?</b>	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /
<b>K6. Has someone else, for example your father, mother or another person, been paid for work you did in the last 12 months?</b>	1=Yes 2=No (→ go to K9)	1 2
<b>K7. Who received payment for work you did in the last 12 months?</b>  <i>(more than one answer allowed)</i>	A=My father or mother B=My husband or wife C=A family relative (specify): ..... D=The person who brought me here who is not a family relative E=The person I worked for who is not a family relative F=Someone else (specify): .....	A B C D E F
<b>K8. How much was this person paid for work you did?</b>	Payment (in Ghana Cedis) 9998=Don't know	/ / / / /

<b>K9. If you received any payment for work you did in the last 12 months, what did you do with your earnings?</b>  <i>(more than one answer allowed)</i>	A=Gave all/part of money to my parents/guardians B=Employer gave all/part of money to my parents/guardians C=Paid my school fees D=Bought things for school E= Bought things for household F= Bought things for myself G=Paid debts H=Saved I=Spent on housing J=Spent on food K=Other (specify): ..... L=I did not receive any payment	A B C D E F G H I J K L	
<b>K10. Has the money you earned in the last 12 months helped to pay back money you or a member of your family owed to someone else?</b>	1=Yes, it helped to pay off my debts 2=Yes, it helped to pay off my family's debts 3=My family or I do not have debts (→ go to K14) 4=Don't know (→ go to K14)	1 2 3 4	
<b>K11. Who received the money that you used to pay off debts?</b>  <i>(more than one answer allowed)</i>	A=Employer/farm owner B=People who helped with travel arrangements C=People who helped with finding this job D=Someone I borrowed money from E=Someone another member of my family borrowed money from F=Other (specify): ..... G=Don't know	A B C D E F G	
<b>K12. How much do you or your family still owe?</b>	My debt (in Ghana Cedis) My family's debt (in Ghana Cedis)  99998=Don't know	/ / / / / / / / / / / / / / / /	
<b>K13. Do you have to continue working until all the money is paid back?</b>	1=Yes 2=No 3=Other (specify): ..... ..... 9=Don't know	1 2 3 9	
<b>K14. Have you ever been paid for performing any of the following tasks on a cocoa farm in the last 12 months?</b>	Duration in hours  Amount in Ghana Cedis  Wages per hour in Ghana Cedis <i>(calculate)</i>		
a. Land clearing	/ / / /	/ / / /	/ / / /
b. Felling and chopping	/ / / /	/ / / /	/ / / /
c. Burning	/ / / /	/ / / /	/ / / /
d. Stumping	/ / / /	/ / / /	/ / / /
e. Pegs cutting	/ / / /	/ / / /	/ / / /
f. Lining and pegging	/ / / /	/ / / /	/ / / /
g. Holing/planting of suckers	/ / / /	/ / / /	/ / / /
h. Preparation of seedlings	/ / / /	/ / / /	/ / / /
i. Holing/planting of seedlings	/ / / /	/ / / /	/ / / /
j. Sowing at stake	/ / / /	/ / / /	/ / / /
k. Weeding	/ / / /	/ / / /	/ / / /
l. Spraying insecticide	/ / / /	/ / / /	/ / / /
m. Applying fertilizer	/ / / /	/ / / /	/ / / /
n. Applying fungicide/herbicides/ other chemicals	/ / / /	/ / / /	/ / / /
o. Carrying water for spraying	/ / / /	/ / / /	/ / / /
p. Sanitation and pruning	/ / / /	/ / / /	/ / / /
q. Mistletoe control	/ / / /	/ / / /	/ / / /

r. Plucking of cocoa pods	/ / /	/ / /	/ / /
s. Gathering cocoa pods	/ / /	/ / /	/ / /
t. Heaping cocoa pods	/ / /	/ / /	/ / /
u. Cocoa pod breaking	/ / /	/ / /	/ / /
v. Fermentation	/ / /	/ / /	/ / /
w. Carting fermented cocoa beans	/ / /	/ / /	/ / /
x. Drying cocoa beans	/ / /	/ / /	/ / /
y. Carting of dry cocoa beans to shed	/ / /	/ / /	/ / /
z. Other (specify): .....	/ / /	/ / /	/ / /
K15. How much money can you earn in one year working in cocoa agriculture?	Amount in Ghana Cedis 9998=Don't know	/ / / / /	
K16. How much money can you earn in one year working in agriculture other than cocoa?	Amount in Ghana Cedis 9998=Don't know	/ / / / /	
K17. How much money do you spend on average per day?	Amount in Ghana Cedis 998=Don't know	/ / / /	
K18. How much money did you spent yesterday?	Amount in Ghana Cedis 998=Don't know	/ / / /	
K19. Has your total income increased or decreased in the current year compared to the previous year?	1=Increased 2=No change (→ go to L1) 3=Decreased 8=N/A (→ go to L1)		1 2 3 8
K20. If your wage or payment has increased or decreased, why?	Specify: .....		

## L. Education

Now I am going to ask you some questions about your education/schooling...

<b>Respondent Number (from A1)</b>		/ / /
L1. Can you read a short, simple statement (in any language)?	1=Yes 2=No	1 2
L2. Can you write a short, simple statement (in any language)?	1=Yes 2=No	1 2
L3. Can you perform simple calculations?	1=Yes 2=No	1 2
L4. Have you attended school or preschool in the last 12 months?	1=Yes 2=No (→ go to L10)	1 2
L5. If you have attended school or preschool, what type of school did you go to in the last 12 months?	1=Pre-school 2=Primary 3=JSS 4=SSS 5=Other (specify): .....	1 2 3 4 5
L6. What is the highest level/grade that you have completed at this school?	Grade 98=Don't know 99=Preschool	/ / /
L7. Did you sometimes miss school days in the last 12 months?	1=Yes 2=No (→ go to L15)	1 2
L8. Have often did you miss	Number of days (estimate)	/ / / /

school in the last 12 months?		
L9. I am going to read you a list of some reasons of why students might miss school days. Please tell me if any of these were why you missed school for some days in the last 12 months?  (read list and mark affirmative answers)	A=I was ill B=I was injured C=I am/was disabled D=The school is too far E=I could not afford schooling F=My family did not allow me to go to school G=I was not very good in my studies H=I was not interested in school I=Education was not valuable to me J=My school is/was not safe K=I wanted to learn a job/skill instead L=I worked for pay M=My family needed me for the family business N=I had to do farm work O=I had to help at home with household chores P=The weather conditions were very bad Q=An emergency happened in my family where I was needed R=I had to travel S=Other (specify): .....	A B C D E F G H I J K L M N O P Q R S
L10. If you have not attended school or preschool in the last 12 months, did you ever attend school or preschool?	1=Yes 2=No (→ go to L14)	1 2
L11. When did you stop attending school or preschool?	Year 9998=Don't know	/ / / / /
L12. What type of school did you attend at that time?	1=Pre-school 2=Primary 3=JSS 4=SSS 5=Other (specify): .....	1 2 3 4 5
L13. What was the highest level/grade that you have completed at this school?	Grade 98=Don't know 99=Preschool	/ / /
L14. I am going to read you a list of some reasons of why students might not attend school or drop out of school. Please tell me if any of these were why you have not attended school in the last 12 months?  (read list and mark affirmative answers)	A=I have completed my compulsory schooling B=I am too old for school C=I am too young for school D=I was ill E=I was injured F=I am/was disabled G=The school is too far H=I cannot afford schooling I=My family does not allow me to go to school J=I am not very good in my studies K=I am not interested in school L=Education is not valuable to me M=My school is not safe N=I wanted to learn a job/skill instead O=I worked for pay P=My family needed me for the family business Q=I have to do farm work R=I have to help at home with household chores S=Other (specify): .....	A B C D E F G H I J K L M N O P Q R S
L15. At what age did you first start primary school?	Age in years 98=Don't know	/ / /

	99=Never attended primary school	
L16. Has your schooling been affected by the work you did in the last 12 months?	1=Yes 2=No (→ go to L18) 3=Did not do any work (→ go to L18)	1 2 3
L17. How did your work affect your education? <i>(more than one answer allowed)</i>	A=Injury B=Illness C=Missed school days D=Missed classes/lessons E=Could not do homework F=Could not study for exams G=Could not concentrate H=Other (specify): .....	A B C D E F G H
L18. Does your education help you?	1=Yes (specify): ..... 2=No	1 2
L19. Do you think your education will help you later in life?	1=Yes (specify): ..... 2=No	1 2
L20. Does your caregiver ask you to attend school?	1=Yes (specify): ..... 2=No	1 2
L21. Has your caregiver ever asked you not to go to school?	1=Yes (specify): ..... 2=No	1 2
L22. Does your caregiver punish you if you do not go to school?	1=Yes (specify): ..... 2=No	1 2
L23. Have you ever received a vocational or skill training?	1=Yes 2=No (→ go to M1)	1 2
L24. If you have received a vocational or skill training, what were you trained in? <i>(more than one answer allowed)</i>	A=Agriculture B=Carpentry C=Masonry D=Fitting/mechanics E=Tailoring/dressmaking F=Driving G=Blacksmithing H=Electrical I=Draughtsmanship J=Hairdressing K=Bakery/catering L=Textiles/weaving M=Other (specify): .....	A B C D E F G H I J K L M
L25. Did you receive a certificate for the training?	1=Yes (specify): ..... 2=No	1 2
L26. Has your training helped you?	1=Yes (specify): ..... 2=No	1 2
L27. Do you think your training will help you later in life?	1=Yes (specify): ..... 2=No	1 2

### M. Project Activities

Respondent Number (from A1)		/ / /
M1. Sometimes projects are being carried out in support of working children, school children and other groups of children. Have you ever participated in a project?	1=Yes 2=No (→ go to M9) 3=Don't know (→ go to M9)	1 2 3
M2. Do you know the name of the project?	1=Yes (specify): .....	1

	2=No	2
M3. Do you know the name of the organization that worked on the project?	1=Yes (specify): ..... 2=No	1 2
M4. Where was the project done?	1=Yes (specify): ..... 2=Don't know	1 2
M5. What activities did you participate in?	Specify: .....	
M6. When did you participate in the project?	Year 9998=Don't know	/ / / / /
M7. What did you enjoy about or get out of participating in the project?	Specify: .....	
M8. What did you not enjoy about or get out of participating in the project?	Specify: .....	
M9. Have heard about child labor?	1=Yes 2=No (→ go to N1) 3=Don't know (→ go to N1)	1 2 3
M10. What have you heard about child labor?	Specify: .....	
M11. What is child labor?	Specify: .....	
M12. Can you tell us how you learnt about child labor? <i>(more than one answer allowed)</i>	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
M13. What is your opinion about child labor?	Specify: .....	

### N. Additional Questions on HIV/AIDS<sup>2</sup>

My final questions are about what you know about HIV/AIDS...

Respondent Number (from A1)		/ / /
N1. Have you ever heard of the virus HIV or the illness AIDS?	1=Yes 2=No (→ end of interview)	1 2
N2. Who told you about it?	A=Parents B=Friends C=Relatives D=Media E=In school F=Medical facilities G=In the workplace H=Other (specify): .....	A B C D E F G H
N3. Only if the response to N2 is "school": Are there prevention or intervention programs within your school?	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms	A B C

<sup>2</sup> Based on ILO/IPEC (2003). HIV/AIDS and child labour in Zambia: A rapid assessment. Paper No. 5.



<i>(read list and mark affirmative answers)</i>	D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	D E F G H
<b>N4. Only if the response to N2 is "workplace": Are there prevention or intervention programs within your workplace?</b>  <i>(read list and mark affirmative answers)</i>	A=Information (brochures, posters, etc.) B=Discussion/education (lessons, workshop, etc.) C=Availability of condoms D=Voluntary testing E=Counseling F=Care and support services G=Antiretroviral treatment H=Other (specify): .....	A B C D E F G H
<b>N5. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N6. Do you think a person can get infected with AIDS through supernatural means?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N7. Only if the child is 12 years or older: Can people protect themselves from the AIDS virus by using a condom?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N8. Can a person get AIDS from mosquito bites?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N9. Is it possible for a healthy-looking person to be HIV-positive?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N10. Can HIV be transmitted from mother to child?</b>	1=Yes 2=No 3=Don't know	1 2 3
<b>N11. Do you know of a place where you can go to get such a test to see if you have AIDS?</b>	1=Yes 2=No	1 2
<b>N12. I do not want to know the results, but have you ever been tested to see if you have HIV?</b>	1=Yes 2=No (→ go to N14) 3=Refuses to say (→ go to N14)	1 2 3
<b>N13. I do not want to know the results of the test, but have you been told the results?</b>	1=Yes 2=No 3=Refuses to say	1 2 3
<b>N14. Does your work have any risks to you getting HIV? What are some of the risks?</b>	1=Yes (specify): ..... ..... 2=None	1 2

We have now come to the end of the interview, do you want to ask me any questions? I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**TAKE MEASUREMENTS:**

Height of child	Height in cm (without shoes)	/ / / /
Weight of child	Weight in kg (without shoes)	/ / / /

Thank you very much for your answers. We will analyze your answers along with the answers from the other children we are talking to and put the results in a report. Thank you again.

**Tulane University  
GHANA CHILD LABOR SURVEY  
Cocoa Depot Questionnaire<sup>1</sup>  
November 20, 2008**

01. REGION .....	04. ENUMERATION AREA.....
02. DISTRICT.....	05. VILLAGE/TOWN.....
03. COCOA DISTRICT.....	
06. COCOA DEPOT NUMBER.....	
07. RESPONDENT NUMBER.....	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / Month / / Year / / / /	
13. START OF INTERVIEW Hour / / Minute / /	
14. END OF INTERVIEW Hour / / Minute / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Nationality of respondent</b>	1=Cote d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Position/title of respondent</b>	Specify: .....	
<b>A7. Address</b>	Specify: .....	
<b>A8. Phone number</b>	Specify: .....	

**B. Company/Cooperative and Facility Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. What is the name of the company/cooperative you are working for?</b>	Specify: .....	
<b>B2. Who owns this company/cooperative?</b>	1=Private 2=Public 3=Cooperative 4=Other (specify): .....	1 2 3 4
<b>B3. What is the legal status of</b>	Specify: .....	

<sup>1</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

<b>this company/cooperative?</b>		
<b>B4. Since when does this company/cooperative exist?</b>	Specify year	/ / / /
	9998=Don't know	
<b>B5. Since when does your particular facility exist?</b>	Specify year	/ / / /
	9998=Don't know	
<b>B6. What area does this facility serve?</b>	Specify: .....	
<b>B7. How many tons of cocoa are stored at this facility per year?</b>	Specify number of tons	/ / / /
<b>B8. How many tons of cocoa are treated at this facility per year?</b>	Specify number of tons	/ / / /
<b>B9. What other tasks are carried out at your facility?</b>	Specify: .....	
	.....	
	.....	
<b>B10. How many cocoa depots are operated by your company/cooperative?</b>	Specify number	/ / / /
	998=Don't know	
<b>B11. How many cocoa sheds are run by your company/cooperative?</b>	Specify number	/ / / /
	998=Don't know	
<b>B12. How many cocoa farming households does this company/cooperative serve?</b>	Specify number	/ / / / / / / /
	999998=Don't Know	

**C. Employment Characteristics**

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. How many employees does this facility have?</b>	Specify number	/ / /
<b>C2. What type of positions do they occupy?</b>	Specify: .....	
	.....	
	.....	
<b>C3. Are any of the employees female? How many?</b>	Specify number	/ / /
<b>C4. Are any of the employees under 18 years old?</b>	1=Yes 2=No (→ Go to C7)	1 2
<b>C5. If any of the employees are under 18 years old, how many?</b>	Specify number	/ / /
<b>C6. If any of the employees are under 18 years old, what work do they perform?</b>	Specify: .....	
	.....	
	.....	
<b>C7. What is the average wage paid by the facility per month?</b>	Amount in Ghana Cedis	/ / / / / /
<b>C8. What is the highest wage that this facility pays per month?</b>	Amount in Ghana Cedis	/ / / / / /
<b>C9. Who is paid this amount?</b>	Specify: .....	

C10. What is the lowest wage that this facility pays per month?	Amount in Ghana Cedis	/ / / / /
C11. Who is paid this amount?	Specify: .....	
C12. How many cocoa buying agents does the company/cooperative employ?	Specify number	/ / /
C13. How much does an agent earn per month?	Amount in Ghana Cedis	/ / / / /

**D. Transportation of Cocoa Beans**

Respondent Number (from A1)		/ / /
D1. How are the cocoa beans transported to the cocoa shed? <i>(more than one answer allowed)</i>	A=Truck B=Cart (specify): ..... C=Carried D=Other (specify) .....	A B C D
D2. Are they sometimes carried?	1=Yes 2=No (→Go to D4)	1 2
D3. If they are sometimes carried, who is carrying them? <i>(more than one answer allowed)</i>	A=Farm owner/manager B=Farm workers C=Children D=Other (specify): .....	A B C D
D4. Are children sometimes involved in carrying cocoa beans?	1=Yes 2=No (→Go to D8)	1 2
D5. If children are sometimes involved in carrying cocoa beans, what is the age of these children?	Specify age (in completed years)	/ / /
D6. If children are sometimes involved in carrying cocoa beans, what is the gender of these children?	1=Boys 2=Girls 3=Both	1 2 3
D7. How often are children involved in carrying cocoa beans to this cocoa shed?	1=Very often 2=Often 3=Sometimes 4=Rarely 9=Don't know	1 2 3 4 5
D8. How is the cocoa transported from this cocoa shed to the cocoa depot?	Specify: .....	
D9. If trucks are used, who operates these trucks?	Specify: .....	
D10. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa shed workers D=Farm owners/managers E=Farm workers F=Children G=Other (specify): .....	A B C D E F G
D11. Are children sometimes involved in loading the trucks?	1=Yes 2=No (→Go to D14)	1 2

D12. If children are sometimes involved in loading the trucks, what is the average age of these children?	Specify age (in completed years)	/ / /
D13. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ / /
D14. Where is the cocoa transported after leaving this cocoa depot?	Specify: .....	
D15. How is the cocoa transported from this cocoa depot to the next destination?	Specify: .....	
D16. If trucks are used, who operates these trucks?	Specify: .....	
D17. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa depot workers D=Other (specify): .....	A B C D
D18. Are children sometimes involved in loading the trucks?	1=Yes 2=No (→Go to G1)	1 2
D19. If children are sometimes involved in loading the trucks, what is the average age of these children?	Specify age (in completed years)	/ / /
D20. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ / /

**E. Problems, Opportunities and Perspectives**

Respondent Number (from A1)		/ / /
E1. Are there other cocoa depots that operate in this area?	1=Yes 2=No (→ Go to E7)	1 2
E2. Who operates them? <i>(more than one answer allowed)</i>	A=Same cooperation/company B=Different cooperation/company (specify): ..... ..... .....	A B
E3. Where are they located?	Specify: .....	
E4. Do they pay the same salaries to their workers?	1=Yes 2=No (specify): ..... ..... ..... 9=Don't know	1 2  9
E5. Do any of them employ children?	1=Yes (specify): ..... ..... ..... 2=No 9=Don't know	1  2 9

E6. Is there competition between the cocoa depots?	1=Yes 2=No (→ Go to E8)	1 2
E7. What is your company/cooperative doing to stay ahead of the competition?	Specify: ..... ..... ..... .....	
E8. Do you believe more or less cocoa will be grown in this area in the future?	1=More 2=Same 3=Less 9=Don't know	1 2 3 9
E9. What are the reasons for this?	Specify: ..... ..... ..... .....	
E10. How does the way change that cocoa is grown?	Specify: ..... ..... ..... .....	
E11. How does the way change that cocoa is transported and sold?	Specify: ..... ..... ..... .....	
E12. Do you think children should work on cocoa farms?	1=Yes 2=No (→ Go to E13)	1 2
E13. If so, under what conditions?	Specify: ..... ..... ..... .....	
E14. At what age do you think children – boys and girls - should start working aside from household chores?	Specify: ..... ..... ..... .....	
E15. At what age should children – boys and girls - start earning money?	Specify: ..... ..... ..... .....	
E16. What are the most important problems that you are facing at this cocoa depot at this time?	Specify: ..... ..... ..... .....	
E17. Where do you see opportunities for this area in the future?	Specify: ..... ..... ..... .....	

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University  
GHANA CHILD LABOR SURVEY  
Cocoa Shed Questionnaire<sup>1</sup>  
November 20, 2008**

01. REGION .....	04. ENUMERATION AREA.....
02. DISTRICT.....	05. VILLAGE/TOWN.....
03. COCOA DISTRICT.....	
06. COCOA SHED NUMBER.....	
07. RESPONDENT NUMBER.....	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW	Day / / Month / / Year / / / /
13. START OF INTERVIEW	Hour / / Minute / /
14. END OF INTERVIEW	Hour / / Minute / /

**A. Demographic Characteristics and Contact Information**

A1. Respondent Number		/ / /
A2. Name of respondent	Specify: .....	
A3. Age of respondent	Age in years (if unknown, estimate)	/ / /
A4. Gender of respondent	1=Male 2=Female	1 2
A5. Nationality of respondent	1=Cote d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
A6. Position/title of respondent	Specify: .....	
A7. Address	Specify: .....	
A8. Phone number	Specify: .....	

**B. Company/Cooperative and Facility Characteristics**

Respondent Number (from A1)		/ / /
B1. What is the name of the company/cooperative you are working for?	Specify: .....	
B2. Who owns this company/cooperative?	1=Private 2=Public 3=Cooperative 4=Other (specify): .....	1 2 3 4
B3. What is the legal status of this company/cooperative?	Specify: .....	
B4. Since when does this	Specify year	/ / / / /

<sup>1</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

company/cooperative exist?	9998=Don't know	
B5. Since when does your particular facility exist?	Specify year	/ / / / /
B6. What tasks are carried out at your facility?	9998=Don't know Specify: .....	
B7. What tasks are carried out at your facility?	Specify: .....	

**C. Employment Characteristics**

Respondent Number (from A1)		/ / /
C1. How many employees does this facility have?	Specify number	/ / /
C2. What type of positions do they occupy?	Specify: .....	
C3. Are any of the employees female? How many?	Specify number	/ / /
C4. Are any of the employees under 18 years old?	1=Yes 2=No (-> Go to C7)	1 2
C5. If any of the employees are under 18 years old, how many?	Specify number	/ / /
C6. If any of the employees are under 18 years old, what work do they perform?	Specify: .....	
C7. What is the average wage paid by the facility per month?	Amount in Ghana Cedis	/ / / / /
C8. What is the highest wage that this facility pays per month?	Amount in Ghana Cedis	/ / / / /
C9. Who is paid this amount?	Specify: .....	
C10. What is the lowest wage that this facility pays per month?	Amount in Ghana Cedis	/ / / / /
C11. Who is paid this amount?	Specify: .....	

**D. Farmer Characteristics**

Respondent Number (from A1)		/ / /
D1. How many cocoa farming households does this facility	Specify number	/ / / / /

serve?	99998=Don't Know	
D2. What is the average amount of cocoa beans sold per farmer per year (in kg)?	Specify amount in kg	/ / / / /
D3. How much does this facility pay for 100kg of cocoa beans in the current year?	Specify payment in Ghana Cedis	/ / / / /
D4. What is the average size of cocoa farms in this area (in acres)?	Specify size in acres	/ / / / /
D5. What would be considered a large cocoa farm in this area (in acres)?	Specify size in acres	/ / / / /
D6. What would be considered a small cocoa farm in this area (in acres)?	Specify size in acres	/ / / / /
D7. What is the average amount that a cocoa farmer in this area earns from cocoa per year?	Specify payment in Ghana Cedis	/ / / / /
D8. How much can a wealthy farmer in this area earn from cocoa per year?	Specify payment in Ghana Cedis	/ / / / / / / / /

#### E. Buying/Selling Process

Respondent Number (from A1)		/ / /
E1. Do farmers tend to sell their entire cocoa harvest at once or do they come several times over the course of a longer period?	1=All at once 2=Several times over a longer period 3=Some all at once, others come several times 4=Other (specify): .....	1 2 3 4
E2. Are the farmers paid immediately?	1=Yes 2=No (→Go to E4)	1 2
E3. If they are not paid immediately, when are they paid?	Specify: .....	
E4. How are the farmers paid?	1=Cash 2=Other (specify): .....	1 2

#### F. Transportation of Cocoa Beans

Respondent Number (from A1)		/ / /
F1. How are the cocoa beans transported to the cocoa shed? <i>(more than one answer allowed)</i>	A=Truck B=Cart (specify): .....	A B
F2. Are they sometimes carried?	C=Carried D=Other (specify): .....	C D
F3. If they are sometimes carried, who is carrying them? <i>(more than one answer allowed)</i>	1=Yes 2=No (→Go to F4)	1 2
F4. Are children sometimes involved in carrying cocoa beans?	A=Farm owner/manager B=Farm workers C=Children D=Other (specify): .....	A B C D
	1=Yes 2=No (→Go to F8)	1 2

F5. If children are sometimes involved in carrying cocoa beans, what is the age of these children?	Specify age (in completed years)	/ / /
F6. If children are sometimes involved in carrying cocoa beans, what is the gender of these children?	1=Boys 2=Girls 3=Both	1 2 3
F7. How often are children involved in carrying cocoa beans to this cocoa shed?	1=Very often 2=Often 3=Sometimes 4=Rarely	1 2 3 4
F8. How is the cocoa transported from this cocoa shed to the next destination?	Specify: .....	
F9. If trucks are used, who operates these trucks?	Specify: .....	
F10. If trucks are used, who loads these trucks? <i>(more than one answer allowed)</i>	A=Truck drivers B=Truck driver aides C=Cocoa shed workers D=Farm owners/managers E=Farm workers F=Children G=Other (specify): .....	A B C D E F G
F11. Are children sometimes involved in loading the trucks?	1=Yes 2=No (→Go to F14)	1 2
F12. If children are sometimes involved in loading the trucks, what is the average age of these children?	Specify age (in completed years)	/ / /
F13. If children are sometimes involved in loading the trucks, how old are the youngest children?	Specify age (in completed years)	/ / /
F14. Where is the cocoa transported after leaving this cocoa shed?	Specify: .....	

#### G. Problems, Opportunities and Perspectives

Respondent Number (from A1)		/ / /
G1. Are there other cocoa sheds that operate in this area serving the same population?	1=Yes 2=No (→ Go to G7)	1 2
G2. Who operates them? <i>(more than one answer allowed)</i>	A=Same cooperation/company B=Different cooperation/company (specify): .....	A B
G3. Do all of them pay the same prices to the farmers?	1=Yes 2=No (specify): .....	1 2
G4. Do they pay the same salaries to their workers?	9=Don't know 1=Yes 2=No (specify): .....	9 1 2

	..... 9=Don't know	9
G5. Do any of them employ children?	1=Yes (specify): ..... ..... 2=No 9=Don't know	1  2 9
G6. Is there competition between the cocoa sheds?	1=Yes 2=No (specify): ..... .....	1 2
G7. Are other cocoa companies operating in this area that are not maintaining a shed but buy cocoa directly from the farmer	1=Yes 2=No (→ Go to G13)	1 2
G8. What are the names of these companies?	Specify: ..... ..... .....	
G9. Do all of them pay the same prices to the farmers?	1=Yes 2=No (specify): ..... ..... 9=Don't know	1 2  9
G10. Do they pay the same salaries to their workers?	1=Yes 2=No (specify): ..... ..... 9=Don't know	1 2  9
G11. Do any of them employ children?	1=Yes (specify): ..... ..... 2=No 9=Don't know	1  2 9
G12. Is there competition between the cocoa depots?	1=Yes 2=No (→ Go to G14)	1 2
G13. What is your company/cooperative doing to stay ahead of the competition?	Specify: ..... ..... .....	
G14. Do you believe more or less cocoa will be grown in this area in the future?	1=More 2=Same 3=Less 9=Don't know	1 2 3 9
G15. What are the reasons for this?	Specify: ..... ..... .....	
G16. How does the way change that cocoa is grown?	Specify: ..... ..... .....	
G17. How does the way change that cocoa is transported and sold?	Specify: ..... ..... .....	
G18. Do you think children	1=Yes	1

should work on cocoa farms?	2=No (→ Go to G19)	2
G19. If so, under what conditions?	Specify: ..... ..... .....	
G20. At what age do you think children – boys and girls - should start working aside from household chores?	Specify: ..... ..... .....	
G21. At what age should children – boys and girls - start earning money?	Specify: ..... ..... .....	
G22. What are the most important problems that you are facing at this cocoa shed at this time?	Specify: ..... ..... .....	
G23. What path to development do you see for this area in the future?	Specify: ..... ..... .....	

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

**Tulane University**  
**GHANA CHILD LABOR SURVEY**  
**Community Leader Questionnaire<sup>i</sup>**  
**November 20, 2008**

01. REGION .....	04. ENUMERATION AREA.....
02. DISTRICT.....	05. VILLAGE/TOWN.....
03. COCOA DISTRICT.....	
07. RESPONDENT NUMBER.....	
09. NAME OF INTERVIEWER .....	
10. NAME OF SUPERVISOR .....	
11. INTERVIEW LANGUAGE .....	
12. DATE OF INTERVIEW Day / / Month / / Year / / / /	
13. START OF INTERVIEW Hour / / Minute / /	
14. END OF INTERVIEW Hour / / Minute / /	

**A. Demographic Characteristics and Contact Information**

<b>A1. Respondent Number</b>		/ / /
<b>A2. Name of respondent</b>	Specify: .....	
<b>A3. Age of respondent</b>	Age in years (if unknown, estimate)	/ / /
<b>A4. Gender of respondent</b>	1=Male 2=Female	1 2
<b>A5. Nationality of respondent</b>	1=Cote d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Benin 7=Liberia 8=Nigeria 9=Other country (specify): .....	1 2 3 4 5 6 7 8 9
<b>A6. Position/title of respondent</b>	Specify: .....	
<b>A7. Address</b>	Specify: .....	
<b>A8. Phone number</b>	Specify: .....	

**B. Population Characteristics and Migration**

<b>Respondent Number (from A1)</b>		/ / /
<b>B1. How many people are living in this community?</b>	Specify number 9999998=Don't know	/ / / / / / / /
<b>B2. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B3. Which ethnic group(s) is/are most common?</b>	Specify: .....	
<b>B4. What languages do they speak?</b>	Specify: .....	
<b>B5. What language(s) is/are</b>	Specify: .....	

most common?	.....	
<b>B6. How many migrants moved to this community in the past 12 months?</b>	Specify number 99998=Don't know	/ / / / / /
<b>B7. Are there more or fewer migrants now than at other times in the past?</b>	1=More 2=Same 3=Fewer 9=Don't know	1 2 3 9
<b>B8. Where do the migrants come from?</b>	Specify: .....	
<b>B9. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B10. What languages do they speak?</b>	Specify: .....	
<b>B11. What work do they perform?</b>  <i>(more than one answer allowed)</i>	A=Household work (specify): ..... B=Work in agriculture (specify): ..... C=Economic activities other than agriculture (specify): ..... D=They do not work	A    B    C    D
<b>B12. Are migrants involved in cocoa growing? How often?</b>	1=Very often 2=Often 3=Sometimes 4=Rarely 5=Never	1 2 3 4 5
<b>B13. How many children moved to this community in the past 12 months without any of their biological parents?</b>	Specify number 9998=Don't know	/ / / / /
<b>B14. Who are these children?</b>	Specify: .....	
<b>B15. Where do they come from?</b>	Specify: .....	
<b>B16. What ethnic groups do they belong to?</b>	Specify: .....	
<b>B17. What languages do they speak?</b>	Specify: .....	
<b>B 18. What work do they perform?</b>  <i>(more than one answer allowed)</i>	A=Household work (specify): ..... B=Work in agriculture (specify): ..... C=Economic activities other than agriculture	A    B    C



	(specify): ..... D=They do not work	D
<b>B19. Are they involved in cocoa growing? How often?</b>	1=Very often 2=Often 3=Sometimes 4=Rarely 5=Never	1 2 3 4 5
<b>B20. Do they attend school?</b>	1=All 2=Some 3=Few 4=None	1 2 3 4
<b>B21. Who is taking care of them?</b> <i>(more than one answer allowed)</i>	A=Relatives B=Employer C=Other (specify): ..... .....	A B C
<b>B22. How many people moved away from this community in the past 12 months?</b>	Specify number  99998=Don't know	/ / / / / / / /
<b>B23. Why did they move away?</b>	Specify: ..... ..... .....	

### C. Socio-Economic Characteristics

<b>Respondent Number (from A1)</b>		/ / /
<b>C1. What do you estimate is the average yearly income of a household in this community?</b>	Specify amount in Ghana Cedis  99998=Don't know	/ / / / / / / /
<b>C2. How much do the wealthiest households earn per year in this community?</b>	Specify amount in Ghana Cedis  999998=Don't know	/ / / / / / / / / /
<b>C3. How much do the poorest households earn per year in this community?</b>	Specify amount in Ghana Cedis  9998=Don't know	/ / / / / /
<b>C4. What are the major sources of income?</b> <i>(more than one answer allowed)</i>	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... C=Economic activities other than agriculture (specify): ..... .....	A B C
<b>C5. Are living standards increasing or decreasing in this community?</b>	Specify: ..... ..... .....	
<b>C6. How have living standards changed in the past 10 years?</b>	Specify: ..... ..... .....	

	.....	
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### D. Role of Cocoa Production

<b>Respondent Number (from A1)</b>		/ / /
<b>D1. Is cocoa grown in this area?</b>	1=Yes 2=No (-> Go to D3)	1 2
<b>D2. Since when is cocoa grown in this area?</b>	Specify year (estimate)  9998=Don't know	/ / / / / /
<b>D3. What percentage of households in this area is involved in agriculture?</b>	Specify percentage  998=Don't know	/ / / / /
<b>D4. What percentage of households in this area is involved in cocoa growing?</b>	Specify percentage  998=Don't know	/ / / / /
<b>D5. Is cocoa growing a major source of income in this area?</b>	1=Yes 2=No	1 2
<b>D6. Is cocoa growing the most important source of income?</b>	1=Yes 2=No	1 2
<b>D7. Is income from cocoa agriculture increasing or decreasing in this area?</b>	1=Increasing 2=Same 3=Decreasing 8=N/A 9=Don't know	1 2 3 8 9
<b>D8. Why is income from cocoa agriculture increasing or decreasing?</b>	Specify: ..... ..... .....	
<b>D9. How old are the majority of cocoa farms in this area?</b>	Specify number of years  88=N/A 89=Don't know	/ / /
<b>D10. What percentage of cocoa farms was planted in the past 10 years?</b>	Specify percentage  88=N/A 98=Don't know	/ / / /
<b>D11. Are aging cocoa farms sometimes replaced with other crops? Which?</b>	Specify: ..... ..... .....	
<b>D12. How many cocoa sheds are located in this area?</b>	Specify number	/ / /
<b>D13. Where are they located?</b>	Specify: ..... ..... .....	
<b>D14. How many cocoa depots are located in this area?</b>	Specify number	/ / /
<b>D15. Where are they located?</b>	Specify: ..... ..... .....	
<b>D16. Are children in this community interested in becoming cocoa farmers? Why or why not?</b>	Specify: ..... ..... .....	

### E. Community Infrastructure

Respondent Number (from A1)		/ / /
E1. How many elementary schools are available to the community?	Specify number	/ / /
E2. What are their names and where are they located?	Specify: .....	
E3. How many secondary schools are available to the community?	Specify number	/ / /
E4. What are their names and where are they located?	Specify: .....	
E5. What other schools or training centers are available and where are they located?	Specify: .....	
E6. Where is the closest hospital located?	Specify: .....	
E7. Where is the closest health center located?	Specify: .....	
E8. Where is the closest pharmacy located?	Specify: .....	
E9. Is cell phone coverage available? Which companies provide service?	1=Yes (specify): ..... 2=No	1 2
E10. Are other types of telephone service available? Which?	1=Yes (specify): ..... 2=No	1 2
E11. Is postal service available?	1=Yes 2=No	1 2
E12. How do community members travel to the next larger towns?	Specify: .....	
E13. Is there a regular bus or minibus service? How often do buses run?	1=Yes (specify): ..... 2=No	1 2
E14. Are taxies available to the community?	1=Yes 2=No	1 2
E15. What other methods of transportation are available?	Specify: .....	
E16. Is electricity available in this community?	1=Yes 2=No	1 2
E17. If electricity is available, who has electricity?	Specify: .....	
E18. What sources of drinking water are available to the community?	Specify: .....	
E19. How types of stores are available to the community?	Specify: .....	

E20. What other infrastructure is available?	Specify: .....	
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### F. Access to Education

Respondent Number (from A1)		/ / /
F1. Are most children in the community able to attend elementary school?	1=Yes 2=No	1 2
F2. What percentage of children do you estimate attends elementary school?	Specify percentage 98=Don't know	/ / /
F3. What are the most important obstacles for families to send children to elementary school?	Specify: .....	
F4. Are most children in the community able to attend secondary school?	1=Yes 2=No	1 2
F5. What percentage of children do you estimate attends secondary school?	Specify percentage 98=Don't know	/ / /
F6. What are the most important obstacles for families to send children to secondary school?	Specify: .....	
F7. What could be done to increase access to education in this community?	Specify: .....	
F8. What could be done to increase the quality of education?	Specify: .....	

### G. Employment Opportunities

Respondent Number (from A1)		/ / /
G1. What employment opportunities are available to the community?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... C=Economic activities other than agriculture (specify): .....	A B C
G2. What percentage of adults works full-time for an employer?	Specify percentage 98=Don't know	/ / /
G3. What percentage of adults works part-time for an	Specify percentage	/ / /

employer?	98=Don't know	
G4. What types of jobs do these adults most often perform?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
G5. What opportunities for paid employment are available in agriculture?	Specify: .....	
G6. What opportunities for paid employment are available in cocoa farming?	Specify: .....	
G7. How much can an adult earn per day for work in agriculture?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G8. How much can an adult earn per day for work in cocoa farming?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G9. How much do men earn for a day of work in agriculture?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G10. How much do women earn for a day of work in agriculture?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G11. What income opportunities are available to children?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
G12. What percentage of children works full-time for an employer?	Specify percentage 98=Don't know	/ _ _ /
G13. What percentage of children works part-time for an employer?	Specify percentage 98=Don't know	/ _ _ /
G14. What types of jobs do children most often perform?	Specify: .....	
G15. What is the average age of children that are paid for work they perform?	Specify age (in completed years)	/ _ _ /
G16. How old are the youngest children that are paid for work they perform?	Specify age (in completed years)	/ _ _ /
G17. How much can a child	Specify amount in Ghana Cedis	/ _ _ /

earn per day for working for an employer?	98=Don't know	
G18. How much can a child earn per day for work in agriculture?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G19. How much can a child earn per day for work in cocoa farming?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /
G20. How much do boys earn for a day of work in agriculture?	Specify amount in Ghana Cedis 98=Don't know	/ _ _ /

### H. Child Work

Respondent Number (from A1)		/ _ _ /
H1. What types of work do children perform most frequently in this community?	A=Cocoa growing B=Agriculture other than cocoa growing (specify): ..... ..... C=Economic activities other than agriculture (specify): ..... ..... .....	A B  C
H2. What household activities do children perform for their family?	Specify: .....	
H3. Do girls perform different household activities than boys? How do their tasks differ?	Specify: .....	
H4. What agricultural activities do children perform for their family?	Specify: .....	
H5. Do girls perform different tasks than boys in agriculture? How do their tasks differ?	Specify: .....	
H6. What tasks do children perform in cocoa farming?	Specify: .....	
H7. Do girls perform different tasks than boys in cocoa farming? How do their tasks differ?	Specify: .....	
H8. Do children today work more or fewer hours than children did 10 years ago? Why?	1=Fewer hours (specify): ..... 2=Same hours (specify): ..... 3=More hours (specify): .....	1  2  3

H9. Have the types of work that children perform changed in the past 10 years?	1=Yes (specify): ..... ..... ..... ..... ..... ..... ..... 2=No	1         2
--	---	--

**I. Hazardous Work**

Respondent Number (from A1)		/ / /
I1. Do children sometimes perform work that is hazardous to their health or well-being as part of household work? Which type of activities?	1=Yes (specify): ..... ..... ..... ..... ..... ..... ..... 2=No	1        2
I2. Do children sometimes perform work that is hazardous to their health or well-being as part of work in agriculture? Which type of activities?	1=Yes (specify): ..... ..... ..... ..... ..... ..... ..... 2=No	1        2
I3. Do children sometimes perform work that is hazardous to their health or well-being as part of work in cocoa farming? Which type of activities?	1=Yes (specify): ..... ..... ..... ..... ..... ..... ..... 2=No	1        2
I4. Are there children in the community who live with an employer who is not a member of their family?	1=Yes 2=No (→ Go to I6)	1 2
I5. If there are children who live with an employer, what jobs do these children perform?	Specify: ..... ..... ..... ..... .....	
I6. Do children sometimes drop out of school to work for their family or an employer?	1=Yes 2=No	1 2
I7. Do children sometimes skip school during the harvest season?	1=Yes 2=No	1 2

**J. Unconditional WFCL and Forced Adult Labor**

Respondent Number (from A1)		/ / /
J1. Have you heard of child trafficking?	1=Yes 2=No	1 2
J2. Do you know of cases of child trafficking to this area?	1=Yes 2=No	1 2
J3. If there are cases of	9=Don't know (→ Go to J8) Specify: .....	9

trafficking, where do these children come from?	..... .....	
J4. What ethnic groups do they belong to?	Specify: ..... ..... ..... ..... ..... .....	
J5. What languages do they speak?	Specify: ..... ..... ..... .....	
J6. Who do they work for?	Specify: ..... ..... ..... ..... .....	
J7. What would the community do in this situation?	Specify: ..... ..... ..... ..... .....	
J8. Have you heard of forced labor?	1=Yes 2=No	1 2
J9. Have you heard of cases of forced labor of adults in this area?	1=Yes 2=No 9=Don't know (→ Go to J11)	1 2 9
J10. If there are cases of forced labor of adults, please describe.	Specify: ..... ..... ..... ..... ..... ..... ..... ..... .....	
J11. Have you heard of cases of forced labor of children in this area?	1=Yes 2=No 9=Don't know (→ Go to J13)	1 2 9
J12. If there are cases of forced labor of children, please describe.	Specify: ..... ..... ..... ..... ..... ..... ..... .....	
J13. Have you heard of debt bondage?	1=Yes 2=No	1 2
J14. Have you heard of cases of debt bondage in this area?	1=Yes 2=No 9=Don't know (→ Go to J16)	1 2 9
J15. If there are cases of debt bondage, please describe.	Specify: ..... ..... ..... ..... ..... ..... ..... .....	
J16. Do children sometimes have to work to pay off debts that a member of their family has?	1=Yes 2=No 9=Don't know (→ Go to K1)	1 2 9
J17. If children sometimes have to work to pay off debts, please	Specify: ..... ..... .....	

describe.	.....	
	.....	
	.....	

**K. Project Activities**

Respondent Number (from A1)		/ / /
K1. Have there been projects or activities in this community targeted at increasing knowledge about child labor?	1=Yes 2=No (→ Go to K7)	1 2
K2. If yes, what was the name of the project?	Specify: .....	
K3. What organization or government entity carried out the project?	Specify: .....	
K4. Who financed the project?	Specify: .....	
K5. What activities were carried out?	Specify: .....	
K6. Who benefited from the activities?	Specify: .....	
K7. Have there been projects or activities in this community targeted at reducing child labor or improving the working conditions of children?	1=Yes 2=No (→ Go to K13)	1 2
K8. If yes, what was the name of the project?	Specify: .....	
K9. What organization or government entity carried out the project?	Specify: .....	
K10. Who financed the project?	Specify: .....	
K11. What activities were carried out?	Specify: .....	
K12. Who benefited from the activities?	Specify: .....	
K13. Have there been projects or activities in this community targeted at increasing children's access to education or the quality of education?	1=Yes 2=No (→ Go to K19)	1 2
K14. If yes, what was the name of the project?	Specify: .....	
K15. What organization or	Specify: .....	

government entity carried out the project?	.....	
K16. Who financed the project?	Specify: .....	
K17. What activities were carried out?	Specify: .....	
K18. Who benefited from the activities?	Specify: .....	
K19. Have there been projects or activities in this community targeted at providing children with vocational training?	1=Yes 2=No (→ Go to K25)	1 2
K20. If yes, what was the name of the project?	Specify: .....	
K21. What organization or government entity carried out the project?	Specify: .....	
K22. Who financed the project?	Specify: .....	
K23. What activities were carried out?	Specify: .....	
K24. Who benefited from the activities?	Specify: .....	
K25. Have there been projects or activities in this community targeted at preventing the trafficking of children or helping trafficked children?	1=Yes 2=No (→ Go to K31)	1 2
K26. If yes, what was the name of the project?	Specify: .....	
K27. What organization or government entity carried out the project?	Specify: .....	
K28. Who financed the project?	Specify: .....	
K29. What activities were carried out?	Specify: .....	
K30. Who benefited from the activities?	Specify: .....	
K31. Have there been projects or activities in this community targeted at preventing forced	1=Yes 2=No (→ Go to L1)	1 2

labor or helping victims of forced labor?		
K32. If yes, what was the name of the project?	Specify: .....	
K33. What organization or government entity carried out the project?	Specify: .....	
K34. Who financed the project?	Specify: .....	
K35. What activities were carried out?	Specify: .....	
K36. Who benefited from the activities?	Specify: .....	

#### L. Problems, Opportunities and Perspectives

Respondent Number (from A1)		/ / /
L1. What path of development do you envision for this community?	Specify: .....	
L2. Do you believe agriculture is essential? What types?	1=Yes (specify): ..... ..... ..... 2=No	1    2
L3. What role do you believe cocoa will play in 10 years in this community? In 20 years?	Specify: .....	
L4. How does the way change that cocoa is grown?	Specify: .....	
L5. How does the work and life of agricultural households change?	Specify: .....	
L6. How does the work and life of children change?	Specify: .....	
L7. At what age do you think children - boys and girls - should start working aside from household chores?	Specify age (in completed years) a. Boys b. Girls	/ / / / / /
L8. At what age should children - boys and girls - start earning money?	Specify age (in completed years) a. Boys b. Girls	/ / / / / /
L9. Do you think children should work in the cocoa	1=Yes 2=No (→ Go to L11)	

sector?		
L10. If so, under what conditions?	Specify: .....	
L11. Are households aware of the problems associated with child labor?	1=Yes 2=No	
L12. What interventions do you believe would be most effective at reducing child labor, or specific problems associated with child labor?	Specify: .....	
L13. What interventions do you believe would be most effective at increasing children's access to education and training, or the quality of education and training?	Specify: .....	
L14. What interventions do you believe would be most effective at eliminating the trafficking of children, and forced labor of children and adults?	Specify: .....	
K15. What interventions do you believe would be most effective at raising living standards and increasing the quality of life in this community?	Specify: .....	
K16. What do you see as the most important problems that the community is facing today?	Specify: .....	
K17. What opportunities that you see for the development of this community?	Specify: .....	
K18. What opportunities do you see for the children living in this community and their future?	Specify: .....	

We have now come to the end of the interview, do you want to ask me any questions?  
I will be happy to answer any question you may want to ask me.

Note question asked: \_\_\_\_\_

**THANK YOU VERY MUCH!**

<sup>1</sup> Prepared by William Bertrand, PhD, and Elke de Buhr, PhD, Tulane University, with input from partners.

**Tulane University**  
**GHANA CHILD LABOR SURVEY**  
**Infrastructure Checklist<sup>1</sup>**  
**November 20, 2008**

1. REGION ..... / / /	4. ENUMERATION AREA ..... / / / / /
2. DISTRICT ..... / / /	5. VILLAGE/TOWN ..... / / / / /
3. COCOA DISTRICT ..... / / /	
7. NAME OF VILLAGE/TOWN/SETTLEMENT .....	
8. NAME OF INTERVIEWER .....	
9. NAME OF SUPERVISOR .....	
10. DATE Day / / / Month / / / Year / / / / /	

**TO BE FILLED OUT FOR EACH TOWN, VILLAGE AND SETTLEMENT IN THE SELECTED AREAS.**

<b>A1. Village/Town/ Settlement Number</b>		/ / /
<b>A2. Size of Village/Town/Settlement</b>	Estimate of number of households Estimate of number of people	/ / / / / / / / / / / / / / / / /
<b>A3. Types of housing</b> <i>(Circle all that apply. Underline the most common types of housing.)</i>	A=Modern houses B=Simple houses C=Compound houses (rooms) D=Huts/several small buildings (same compound) E=Living quarters attached to office/shop/work place F=Improvised home (kiosk, container, tent) G=Other (specify): .....	A B C D E F G
<b>A4. Types of roads</b> <i>(Circle all that apply. Underline the most common types of roads.)</i>	A=Hard surfaced (asphalt, concrete) B=Improved (suitable for high speeds in certain sections, drivable in all seasons) C=Partially improved (may be impracticable in bad weather) D=Earth roads (drivable at slow speeds, impracticable in bad weather) E=Tracks (not suitable for most vehicles)	A B C D E
<b>A5. Sources of water</b> <i>(Circle all that apply. Underline the most common sources of water.)</i>	A=Pipe-borne inside house B=Pipe-borne outside house C=River/stream D=Bore-hole/tubewell E=Well F=Dug out/pond/lake/dam G=Rain water H=Other (specify): .....	A B C D E F G H
<b>A6. Sources of cooking fuel</b> <i>(Circle all that apply. Underline the most common sources of cooking fuel.)</i>	A=Wood B=Charcoal C=Coconut husk D=Kerosene E=Gas F=Millet straw G=Other (specify): .....	A B C D E F G
<b>A7. Primary source of lighting</b> <i>(Circle all that apply. Underline the most common sources of lighting.)</i>	A=Candles B=Kerosene lantern C=Electricity D=Gas lamp E=Solar energy F=No light G=Other (specify): .....	A B C D E F G

<sup>1</sup> Prepared by Elke de Buhr and William Bertrand based on previous research and with input from partners.

<b>A8. Number of primary schools within walking distance</b>	Number of schools	/ / /
<b>A9. Closest primary school</b> Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	School in selected enumeration area? 1=Yes 2=No	1 2
<b>A10. Number of secondary schools within walking distance</b>	Number of JSS Number of SSS	/ / / / / /
<b>A11. Closest secondary school (JSS)</b> Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	School in selected enumeration area? 1=Yes 2=No	1 2
<b>A12. Closest health center</b> Address: .....	1=less than 1 km 2=1 to 2 km 3=2 to 5 km 4=5 to 20 km 5=more than 20 km	1 2 3 4 5
	Health center in selected enumeration area? 1=Yes 2=No	1 2
<b>A13. Closest hospital</b> Address: .....	1=less than 2 km 2=2 to 5 km 3=5 to 20 km 4=20 to 50 km 5=more than 50 km	1 2 3 4 5
	Hospital in selected enumeration area? 1=Yes 2=No	1 2
<b>A14. Access to communication</b> <i>(Circle all that are available in town/village/settlement.)</i>	A=Complete cell phone coverage B=Partial cell phone coverage C=Communication center D=Access to a working phone E=Internet café F=Other (specify): .....	A B C D E F G
<b>A15. Access to transportation</b> <i>(Circle all that are available in town/village/settlement.)</i>	A=Bus B=Mini bus/Tro-tro C=Taxi D=Other (specify): .....	A B C D E
<b>A16. Closest police station</b> Address: .....	1=less than 2 km 2=2 to 5 km 3=5 to 20 km 4=20 to 50 km 5=more than 50 km	1 2 3 4 5
	Police station in selected enumeration area? 1=Yes 2=No	1 2

## Appendix 7: Second Annual Harvest Season Survey – Adult Reporting

**Table 1. Economic activities and household work performed by Children, 5-17 years, Côte d'Ivoire, 2007 and 2008/9**

Number and percent of children, 5-17 years	Côte d'Ivoire			
	Adult reporting, 2007 (n=2,377)		Adult reporting, 2008/9 (n=2,218)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 months
Performing agricultural work	1,857,042 (51.3%)	2,364,454 (65.4%)	1,498,868 (41.6%)	2,014,665 (55.9%)
Performing work on a cocoa farm	1,016,547 (28.1%)	1,486,176 (41.1%)	505,803 (14.0%)	851,344 (23.6%)
Performing economic activity other than agriculture	682,862 (18.9%)	888,985 (24.6%)	495,274 (13.7%)	711,722 (19.8%)
Performing household work	2,741,327 (75.8%)	3,027,209 (83.7%)	2,071,991 (57.5%)	2,221,814 (61.7%)

Source: Tulane household survey 2007 and 2008/9, weighted data, strata 1-3.

**Table 2. Economic activities and household work performed by Children, 5-17 years, Ghana, 2007 and 2008/9**

Number and percent of children, 5-17 years	Ghana			
	Adult reporting, 2007 (n=2,445)		Adult reporting, 2008/9 (n=2,278)	
	Last 7 days	Last 12 months	Last 7 days	Last 12 months
Performing agricultural work	1,496,768 (64.3%)	1,882,471 (80.9%)	1,287,883 (60.7%)	1,531,600 (72.2%)
Performing work on a cocoa farm	903,905 (38.9%)	1,288,954 (55.4%)	739,559 (34.9%)	976,657 (46.0%)
Performing economic activity other than agriculture	198,833 (8.5%)	413,913 (17.8%)	721,175 (34.0%)	661,317 (31.2%)
Performing household work	2,011,830 (86.5%)	2,104,733 (90.5%)	1,859,212 (87.6%)	1,836,511 (86.5%)

Source: Tulane household survey 2007 and 2008/9, weighted data, strata 1-3.



**Table 3. Working hours performed by children, 5-17 years, Côte d'Ivoire, 2007 and 2008/9**

Average # of working hours reported by children, 5-17 years	Côte d'Ivoire			
	Adult reporting, last 7 days, 2007 (n=2,270)		Adult reporting, last 7 days, 2008/9 (n=2,218)	
	All children in agricultural HH	Children working in cocoa	All children in agricultural HH	Children working in cocoa
Performing work on a cocoa farm	4.9	17.3	1.7	14.0
Performing work in agriculture	8.2	19.0	5.8	16.5
Performing work in economic activities other than agriculture	1.9	3.4	1.2	1.3
Performing work in all economic activities (agricultural work and other economic activities)	10.1	22.3	7.0	17.8

Source: Tulane household survey 2007 and 2008/9, weighted data, strata 1-3.

**Table 4. Working hours performed by children, 5-17 years, Ghana, 2007 and 2008/9**

Average # of working hours reported by children, 5-17 years	Ghana			
	Adult reporting, last 7 days, 2007 (n=2,441)		Adult reporting, last 7 days, 2008/9 (n=2,278)	
	All children in agricultural HH	Children working in cocoa	All children in agricultural HH	Children working in cocoa
Performing work on a cocoa farm	2.3	6.1	2.1	5.4
Performing work in agriculture	4.2	7.2	4.2	6.7
Performing work in economic activities other than agriculture	0.9	1.0	2.0	2.1
Performing work in all economic activities (agricultural work and other economic activities)	5.1	8.2	6.1	8.8

Source: Tulane household survey 2007 and 2008/9, weighted data, strata 1-3.

**Table 5. Working hours and minimum age, Côte d'Ivoire, 2008/9**

Number and percent of children performing all agricultural work and other economic activities	Adult reporting, last 7 days, 2008/9 (n=2,218)	
	All children in agricultural HH	Children working in cocoa
5-11 years, working 1 hour or more per week	667,485 (30.1%)	181,366 (99.5%)
12-14 years, working 14 hours or more per week	182,183 (30.5%)	77,001 (63.0%)
15-17 years, working 43 hours or more per week	46,163* (7.9%)	7,950* (7.3%)
Total	895832 (26.4%)	266317 (64.5%)

Source: Tulane household survey 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

**Table 6. Working hours and minimum age, Ghana, 2008/9**

Number and percent of children performing all agricultural work and other economic activities	Adult reporting, last 7 days, 2008/9 (n=2,278)	
	All children in agricultural HH	Children working in cocoa
5-11 years, working 1 hour or more per week	541,698 (55.1%)	244,494 (98.5%)
12-14 years, working 14 hours or more per week	66,388 (15.4%)	25,781 (13.6%)
15-17 years, working 43 hours or more per week	7,425* (2.1%)	4,212* (2.6%)
Total	615511 (34.8%)	274488 (45.7%)

Source: Tulane household survey 2008/9, weighted data, strata 1-3.

\* These estimates were based on samples sizes less than 25. Therefore, there are limitations in the ability to draw valid conclusions on the extent of the occurrence.

## Appendix 8: Tulane’s Operational Definitions

<b>Intervention:</b>	The act of interceding in a phenomenon with the intent of modifying the outcome.
<b>Direct Intervention:</b>	An intervention that directly targets children (i.e. <i>Direct Beneficiaries</i> ) between the ages of 5 to 18 years.
<b>Indirect Intervention:</b>	An intervention that indirectly targets children through intermediary structures, organizations or agents working or living with children between the ages of 5 to 18 years.
<b>Investment:</b>	The input of resources, obtaining ownership in part or in whole, with the intention of rendering an outcome more favourable and/or profitable in the medium- to long-term.
<b>Direct Beneficiaries:</b>	Children in the cocoa growing regions who themselves benefit from mitigation, remediation, rehabilitation, reinsertion, education and/or vocational training interventions.
<b>Mitigation:</b>	To alleviate the pressures causing the phenomenon of child labor and to prevent same.
<b>Remediation:</b>	The process of correcting the practice of child labor, including the withdrawal of the child from WFCL.
<b>Rehabilitation:</b>	To provide safety and basic necessities of life (i.e. food, shelter, clothing, etc.) and restore to good health and condition, through nutrition, therapy and education, a former child laborer.
<b>Reinsertion:</b>	To physically reinsert a child into his/her original or a new community causing as little stress or other anguish to the child and providing him/her to access to services such as school or vocational training and healthcare.
<b>Education:</b>	<p><u>Primary school education</u> provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music.<sup>1</sup></p> <p><u>Secondary school education</u> completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers.<sup>2</sup></p>
<b>Vocational Training:</b>	Formal instruction and supervised practice in a skill, trade, or profession that has revenue generating potential for the trainee.
<b>Vulnerable Children:</b>	<p>Children who were, are or risk being:</p> <ul style="list-style-type: none"> <li>• Trafficked</li> <li>• Engaged in hazardous work</li> <li>• Orphans</li> <li>• Not living with at least one biological parent</li> </ul>

<sup>1</sup> United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

<sup>2</sup> Ibid.

## **Appendix 9a: Local Laws and Regulations – Côte d'Ivoire**

# **RAPPORT N°3**

## **LES DROITS DE L'ENFANT DANS LA LEGISLATION ET LES COUTUMES EN COTE D'IVOIRE.**

### **PRESENTATION**

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## **1-0 AVANT PROPOS**

La problématique des droits de l'enfant revêt aussi bien un caractère international que national. C'est donc ce souci de protection de l'enfance qui a conduit à la naissance du protocole Harkin-Engel. Celui-ci ayant pour objectif d'amener les États de Côte d'Ivoire et du Ghana à s'engager dans la lutte contre les pires formes de travail des enfants constatées dans les plantations de cacao desdits pays.

Il nous revient dans le cadre de ce rapport de relever dans la législation en Côte d'Ivoire et les pratiques coutumières la place des droits de l'enfant. La finalité de ce rapport, instruit par TULANE UNIVERSITY devrait nous convaincre sur la question de la protection des droits de l'enfant en Côte d'Ivoire et répondre à la question suivante :

La législation Ivoirienne et les coutumes en Côte d'Ivoire sont-elles complètes ou non en matière de la protection des Droits de l'enfant ?

Peut-être que nos recherches objectives et recommandations pourraient aider les initiateurs de ce rapport à apporter leur concours dans cette lutte combien noble pour le bien-être de l'enfant. En tout état de cause, la Côte d'Ivoire est déjà engagée à revoir sa copie en matière de protection des droits de l'enfant eu égard à la découverte courant 1999 des exactions sauvages perpétrées par les cacaoculteurs Ivoiriens et Ghanéens sur des enfants, les astreignant ainsi aux pires formes de travail.

La crédibilité de ce rapport dépendra absolument de son objectivité car comme on le dit en Afrique « le problème de l'enfant reste une affaire de tous ». Que la sagesse nous guide !

## **2-0- REMERCIEMENTS**

A Messieurs Lorougnon Horé Félix, Médecin consultant indépendant auprès de TULANE ; Christopher Bayer de Tulane University auprès de l'Organisation Africaine de la Santé(O.A.S) ; Ambroise Lago, juriste économiste ; Cissé Yao Jules, juriste ; Kipré Daleba Valentin président de AFIPE (Association Franco-ivoirienne de la protection de l'Enfance) ; Adjobi Koukoua Aubin, Directeur exécutif de Défense de l'Enfance Internationale (DEI- Côte d'Ivoire) dont les conseils et suggestions ont été décisifs dans la réalisation de ce rapport.

Mes remerciements sont également adressés à Madame Alexandra WESTERBEEK de l'UNICEF ; au Bureau International de Travail (B.I.T.) ; à la représentation de l'UNESCO à Abidjan ; à CARE International Côte d'Ivoire, pour la documentation mise à notre disposition lors de cette étude.

Nous n'oublions pas également les différents responsables des centres de documentations et bibliothèques de référence, les chefs traditionnels des villages visités au Sud, à l'Est et à l'Ouest de la Côte d'Ivoire pour leur disponibilité. A tous ceux qui de près ou de loin ont apporté leur soutien à la réalisation de ce rapport, nous leur présentons nos sincères remerciements.

### **3-0- ABREVIATIONS**

Al. : Alinéa

Art. : Article

BICE: Bureau International Catholique de l'Enfance

Bull. Civ. : bulletin civil

BIT : Bureau International du Travail

C.A.D.E : Charte Africaine sur les Droits et le bien-être de l'Enfant

C.D.E : Convention sur les Droits de l'Enfant

C.A : cour d'appel

CAA : cour d'appel d'Abidjan

CAT : cour d'appel et tribunaux

C.E : conseil d'Etat

Ch. : chambre

Cie : compagnie

Civ. : civil

Com : commercial

CNDJ : Centre National de Documentation Juridique

COM : centre d'observation des mineurs

C.P : code pénal

C.P.P : code de procédure pénale

CS : cour suprême

CSR : cour suprême chambres regroupées

D. : Dalloz

Déc. : Décembre  
éd. : édition  
Form. Pén. : formation pénale  
JCP : Jurisclasseur Périodique  
JORCI : Journal Officiel de Côte d'Ivoire  
Jud. : Judiciaire  
MACA : Maison d'Arrêt et de Correction d'Abidjan  
Mr : Monsieur  
N° : numéro  
NEA : Nouvelle Edition Africaine  
OIT : Organisation Internationale du Travail  
ONU : Organisation des Nations Unies  
OUA : Organisation de l'Unité Africaine  
Oct. : Octobre  
Op.cit. : ouvrage précité  
P : page  
Rec. : Recueil  
R.ID : revue ivoirienne de droit  
Sect. : section  
Sept. : Septembre  
Suiv. : suivant  
TPI : tribunal de première instance  
Trib. : Tribunal  
UA : Unité Africaine

## **4-0- LISTE DES TABLEAUX**

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## **5-0- INTRODUCTION GENERALE**

Soulever la problématique des droits de l'enfant par l'examen de la législation d'un pays semble inadéquat mais important au regard des graves violations constatées à travers le monde sur cette tranche de population très vulnérable. En effet depuis son accession à l'indépendance le 7 Août 1960, la Côte d'Ivoire s'est dotée d'une administration juridique inspirée ou héritée du colonisateur Français. La loi fondamentale de 1960 révisée le 1<sup>er</sup> août 2000 proclame la supra constitutionnalité des conventions internationales dès leur ratification par la République de Côte d'Ivoire.

Courant 1999, une interpellation des élus Américains au sujet de la maltraitance des enfants dont l'âge varie entre cinq (5) et dix-sept (17) ans dans les plantations de cacao en Côte d'Ivoire a failli remettre en cause l'ordonnancement juridique ivoirien en matière de protection des droits de l'Enfant. Il s'agit des pires formes de travail des enfants inscrit dans la convention 182 de l'O.I.T. Les Américains, partenaires commerciaux privilégiés des pays africains producteurs de cacao décident dans un protocole dénommé Harkin-Engel de soumettre le cacao de Côte d'Ivoire et du Ghana à un processus de certification. Les objectifs du protocole sont nobles en ce sens qu'ils militent pour la restauration des droits de l'Enfant et la compétitivité du cacao ivoirien au regard de la donne internationale. La certification est donc inévitable pour l'épanouissement du paysan dans son cadre environnemental. C'est dans ce contexte que s'inscrit le présent rapport instruit par le département payson de Tulane university avec la collaboration de ses partenaires de l'Organisation Africaine de la Santé (O.A.S) domiciliée à Bobo Dioulasso au Burkina faso.

Quelle est la place des Droits de l'Enfant dans la législation et les pratiques coutumières en Côte d'Ivoire ?

Cette interrogation constitue la trame de ce rapport dont la finalité loin d'être un procès contre une législation d'un pays souverain, devrait nous permettre de répondre à la question suivante: la législation ivoirienne en matière des Droits de l'Enfant est-elle complète ou contient-elle des insuffisances au regard des textes

internationaux ?

Cette noble exigence des initiateurs de ce rapport nous amène à relever minutieusement tous les textes pertinents contenus dans l'ordonnancement juridique de Cote d'Ivoire en matière de la protection des droits de l'enfant. Leur applicabilité dans le droit positif paraît pour nous une exigence soulever.

Nous n'oublierons pas de jeter un regard sur les pratiques coutumières en matière de la protection des Droits de l'Enfant.



## **6-0- METHODOLOGIE**

Le rapport sur les droits de l'Enfant dans la législation et les coutumes en Côte d'Ivoire nous a permis de mener la démarche méthodique suivante :

### **1- Recenser les lois pertinentes, jurisprudences et autres documents se rapportant aux droits de l'Enfant.**

#### **a) Recherche Bibliothécaire**

En vue de déceler les lois pertinentes, doctrines et jurisprudences, nous avons été amené à fréquenter des bibliothèques de référence en matière juridique. Les bibliothèques dont les noms suivent nous ont été d'un grand apport :

- Centre National de documentation juridique sise aux II plateaux, Immeuble pyramide, 2e étage Boulevard Botreau Roussel.
- Centre National de documentation juridique sise à Cocody aux II plateaux, Boulevard Latrine face à la Chapelle St. Jacques.
- Centre Ivoirien de Recherche Juridique (CIREJ) sis à Cocody non loin de l'Hôtel Ivoire.
- La Bibliothèque Universitaire Centrale (BUC) de l'Université d'Abidjan Cocody

Cette recherche nous a permis de recenser des lois pertinentes relatives aux Droits de l'Enfant.

Pour le complément de la documentation, des institutions comme l'UNICEF et le BIT nous a prêté main-forte en nous octroyant des documents importants relatifs à la protection des Doits de l'Enfant.

## **b) Avis des experts du Droit et Responsables d'Organisations du Droit Humanitaire**

Cette étape a eu pour souci d'enrichir notre documentation par l'avis des experts du Droit sur la question des droits de l'Enfant. Nous avons eu à rencontrer les experts repartis selon leurs spécialités :

5 professeurs d'université

3 magistrats dont un spécialiste des droits de l'Enfant

3 avocats

3 responsables d'organisation de la défense des droits de l'Homme et de mouvements de défense des Droits de l'Enfant

1 Juriste économiste

1 expert de l'UNICEF

1 expert du BIT

## **c) Recherche sur Internet : webiographie**

Cette recherche a été d'un complément utile surtout en matière des textes Internationaux.

## **2-Des voyages dans le milieu rural**

-Du 16 au 18 juillet 2008 -ADZOPE (région du sud de Côte d'ivoire)

-Du 21 au 22 juillet 2008-ABENGOUROU (région de l'est de la Côte d'ivoire)

-Du 24 au 26 juillet 2008-ISSIA (région du centre ouest de la Côte d'ivoire)

-Du 2 au 4 août 2008-DALOA (région du centre ouest de Côte d'ivoire).

Ces régions ont en commun la culture du cacao.

Au total, nous avons eu à visiter sept (7) villages. Ce sont :

Massandji, Assikoi (Adzopé) ; Ebilassokro (ABENGOUROU) ; Louria, Bemadi (ISSIA) ; Kibouo, Gboguhé (DALOA).

Ces voyages nous ont permis d'une part de nous imprégner de certaines réalités vécues dans ces villages et d'avoir un regard objectif sur la coutume relative à la minorité. D'autre part Les renseignements collectés auprès des habitants de ces villages, tels

les enseignants des écoles primaires, les infirmiers ,nous ont permis de mener à bien notre étude sur le travail de l'enfant et surtout de comprendre les raisons des pires formes de travail des enfants.

## **7-0- Présentation des lois pertinentes et des mesures de renforcements juridiques en matière de protection des droits de l'enfant en cote d'ivoire**

### **7-0-1- Au plan national**

- **La Constitution du 1er août 2000**, qui en son article 6 dispose que l'Etat assure la protection des enfants. L'article 3 interdit le travail forcé ;
- **La Loi N ° 70-483 du 7 août 1970 sur la minorité**, contenant des dispositions qui obligent les parents à protéger leurs enfants. ;
- **La Loi portant code pénal ivoirien de 1970**, qui en son article 365 punit l'abandon d'enfant, en son article 370 punit l'enlèvement de mineurs, et ses articles 376 et 378-2 punissent l'atteinte à la liberté individuelle ;
- **La Loi N ° 95-515 du 12 janvier 1995, portant code du travail**, modifiée par **la loi n°97 400 du 11 Juillet 1997**. Elle prescrit en son article 3 une interdiction générale et absolue du travail forcé ;
- **La Convention collective interprofessionnelle du 20 juillet 1977** ;
- **Décret N° 2004-206 du 11 mars 2004** portant création du Comité Directeur National (CDN) du Programme International pour l'abolition du travail des enfants, dénommé IPEC/BIT Côte d'Ivoire ;

- **Décret N° 2001-467 du 25 juillet 2001** portant Création du Comité National de Lutte contre le Trafic et l'Exploitation des Enfants (CNLTEE), composé de neuf (9) ministères techniques, d'ONG nationales et internationales, de la société civile et de partenaires au développement ;
- **Arrêté N° 8792 du 09 août 2004** portant Création de la Cellule Focale de Lutte contre le Travail des Enfants au sein du Ministère de la Fonction Publique et de l'Emploi (MFPE) (Août 2004) ;
- **Arrêté N°10915 du 28 septembre 2004 du MFPE**, portant nomination des membres du Comité Directeur National du Programme IPEC/Côte d'Ivoire ;
- **Arrêté N° 2250 du 14 mars 2005 du MFPE** définissant les travaux dangereux interdits aux moins de 18 ans, en application de la convention N° 182 de l'OIT ;
- **Arrêté N°309 MINAGRI/DGPDA du 16 septembre 2005**, portant création d'une Cellule Focale de Coordination de la Lutte contre le Trafic, le Travail et l'Exploitation des Enfants dans la culture du Cacao et dan l'agriculture commerciale ;
- **Arrêté N°310 MINAGRI/DGPDA du 16 septembre 2005**, portant nomination du Coordonnateur de la Cellule Focale de Coordination de la Lutte contre le Trafic, le Travail et l'Exploitation des Enfants dans la culture du Cacao et dans l'agriculture commerciale ;
- **Arrêté N° 84/P. OUME/SG/D1 du 27 décembre 2004**, portant création du Comité Départemental de Suivi du Travail des Enfants (CDSTE) d'Oumé ;

## **7-0-2- Au plan international**

La Côte d'Ivoire a souscrit aux engagements internationaux suivants :

- Décret du 21 novembre 1960 portant signature de la **Convention N ° 29 de l'OIT du 28 juin 1930 relative au travail forcé;**
- Décret N° 90-1162 du 28 septembre 1990 portant signature de **la Convention des Nations Unies Relative aux Droits de l'Enfant du 20 novembre 1989;**
- **Accord bilatéral Côte d'Ivoire – Mali**, en matière de lutte contre le trafic transfrontalier des enfants (septembre 2000);
- **Déclaration conjointe Harkin – Engel** – Industrie du chocolat du 1 er juillet 2005 ;
- Décret N° 2002-47 du 21 janvier 2002 portant signature de la **Charte Africaine des Droits et du bien être de l'Enfant de juillet 1990;**
- Décret N° 2002-53 du 21 janvier 2002 portant signature de la **Convention N ° 138 de l'OIT du 26 juin 1973, relative à l'âge minimum d'admission à l'emploi;**
- Décret N° 2002-55 du 21 janvier 2002 portant signature de la **Convention N ° 182 de l'OIT du 17 juin 1999, relative à l'interdiction des pires formes de travail des enfants;**
- **Mémorandum d'accord Côte d'Ivoire – OIT du 25 Août 2003** pour la participation au programme IPEC (Programme International pour l'Elimination du Travail des Enfants), dans le cadre de la mise en œuvre de la convention **N° 182;**
- **Accord multilatéral de coopération en matière de lutte contre la traite des enfants en Afrique de l'Ouest**, impliquant plusieurs neuf (9) pays d'Afrique Occidentale (juillet 2005).

### **7-0-3 Renforcement du cadre institutionnel**

-Création du Ministère de la Famille, de la Femme et de l'Enfant (octobre 2000) ;

-Création du Ministère des Droits de l'Homme (avec une sous direction chargée des personnes vulnérables, dont les enfants) (Octobre 2000) ;

- Création du Comité National de Lutte contre le Trafic et l'Exploitation des Enfants (CNLTEE), composé de neuf (9) ministères techniques, d'ONG nationales et internationales, de la société civile et de partenaires au développement ;

- Création de la Cellule Focale de Lutte contre le Travail des Enfants (au sein du Ministère de l'Emploi et de la Fonction Publique) (Août 2004) ;

- Création du comité Directeur National de Lutte contre le Travail des Enfants (CDNLTE) (septembre 2004) ; ses démembrements sur le terrain seront bientôt installés ;

-Installation du comité de pilotage du Projet pilote SSTE (décembre 2004) ;

- Création d'une Cellule Focale de Coordination de la Lutte contre le Trafic, le Travail et l'Exploitation des Enfants dans la culture du Cacao et dan l'agriculture commerciale

- Création et installation du Comité Départemental de Lutte contre le Travail des enfants d'Oumé (janvier 2005) ;

- Création du comité de pilotage du Système de Suivi du Travail des Enfants en vue de la certification du processus de production du cacao (mars 2007).

**8-0-Tableau (n°1) récapitulatif des conventions internationales pertinentes et accords internationaux ratifiés par la Côte d'Ivoire en matière de protection de l'enfance.**

**TEXTES INTERNATIONAUX RATIFIES PAR LA COTE D'IVOIRE EN MATIERE DE PROTECTION DES DROITS DE L'ENFANT.**

- Décret du 21 novembre 1960 portant signature de la Convention **N ° 29 de l'OIT** du 28 juin 1930 relative au travail forcé;
- Décret N° 90-1162 du 28 septembre 1990 portant signature de la Convention des Nations Unies Relative aux Droits de l'Enfant du 20 novembre 1989;
- Accord bilatéral Côte d'Ivoire – Mali, en matière de lutte contre le trafic transfrontalier des enfants (septembre 2000);
- Déclaration conjointe Harkin – Engel – Industrie du chocolat du 1er juillet 2005
- Décret N° 2002-47 du 21 janvier 2002 portant signature de la Charte Africaine des Droits et du bien être de l'Enfant de juillet 1990;
- Décret N° 2002-53 du 21 janvier 2002 portant signature de la Convention **N ° 138 de l'OIT du 26 juin 1973**, relative à l'âge minimum d'admission à l'emploi;
- Décret N° 2002-55 du 21 janvier 2002 portant signature de la Convention **N ° 182 de l'OIT du 17 juin 1999**, relative à l'interdiction des pires formes de travail des enfants;
- Mémoire d'accord Côte d'Ivoire – OIT du 25 Août 2003 pour la participation au programme IPEC (Programme International pour l'Elimination du Travail des Enfants), dans le cadre de la mise en œuvre de la convention **N° 182**;
- Accord multilatéral de coopération en matière de lutte contre la traite des enfants en Afrique de l'Ouest, impliquant plusieurs neuf (9) pays d'Afrique Occidentale (juillet 2005).

### **\*Commentaire du tableau (n° 1)**

Le 20 novembre 1959, l'Assemblée Générale des Nations Unies adoptait la déclaration des droits de l'Enfant. Ceci, pour témoigner de l'intérêt ô combien important de la communauté internationale pour l'enfant en tant qu'être particulièrement vulnérable, qui a besoin d'une protection appropriée. Car sans aucun doute, l'enfant, en tant qu'être humain, a été déjà pris en compte par la déclaration universelle des droits de l'Homme de 1948. En effet, la déclaration universelle des droits de l'Homme a proclamé que l'enfant a droit à une aide et à une assistance spéciales. Proclamation rappelée par la convention sur les droits de l'Enfant. Cette nécessité d'accorder une protection spéciale à l'enfant avait été précédemment énoncée dans la déclaration de Genève de 1924 sur les droits de l'Enfant.

Le caractère récurrent de la question de l'enfance suscite toujours des réactions de la part de la communauté internationale, dans sa quête de protection et de bien-être de l'enfant. Aussi, le 20 Novembre 1989 une autre Assemblée Générale des Nations Unies dans sa résolution 44/25 adopta-t-elle la convention sur les droits des enfants dite C.D.E qui entra en vigueur le 02 Septembre 1990.

Cette convention adoptée par la cote d'ivoire, offre une vision globale de la situation de l'enfant. Elle traite dans le même texte de toutes les questions relatives à la personne de l'enfant. Cette nouvelle conception globale de l'enfant fait de ladite convention, aujourd'hui, le texte fondateur de tous les droits de l'enfant. C'est de ce texte que vont découler tous les autres instruments internationaux relatifs à l'enfant, publiés depuis 1989. Cette convention va donc être considérée comme la norme de référence en matière de protection de l'enfant. D'ailleurs, à ce jour, tous les pays du monde à l'exception de deux, les Etats Unies et la somalie, l'ont ratifiée.

Emboitant le pas aux Nations Unies, l'Organisation de l'Unité Africaine (O.U.A), aujourd'hui Union Africaine (U.A) lors de sa 26<sup>ième</sup> Conférence des chefs d'Etat en Juillet 1990 adopta la Charte Africaine des Droits et le bien-être de l'Enfant dite C.A.D.E. Celle-ci entra en vigueur en Novembre 1999. La charte africaine veut non seulement appuyer les Nations Unies dans leur combat mais, aussi



et surtout, tenir compte de certaines réalités propres aux pays africains dans cette quête de la protection et du bien-être de l'enfant.

Ces deux normes internationales dans leur contenu présentent plusieurs similitudes même si la charte africaine présente quelques particularités propres. En effet, la charte africaine a été modelée sur la convention sur les droits de l'enfant. Aussi, les deux normes partagent-elles des principes clés : les principes fondamentaux de l'application des droits reconnus aux enfants. Il s'agit des principes de la non discrimination, de l'intérêt supérieur de l'enfant, du droit à la vie, à la survie et au développement de l'enfant et, enfin, celui de la participation de l'enfant. Les deux normes relatives à la protection de l'enfant couvrent les principales catégories de droits reconnus à tout individu à savoir, les droits civils et politiques que sont les droits au nom, à la nationalité, à la liberté d'expression, à la protection de la vie privée) etc., les droits économiques, sociaux et culturels dont les droits aux loisirs, à la santé, aux services médicaux, à l'éducation etc.). Elles mettent en exergue les droits de protection spécifiques aux enfants à savoir la protection contre l'exploitation économique et sexuelle, l'enlèvement d'enfants etc.

A côté de ces droits sensiblement identiques contenus dans les deux textes, la charte africaine sur les droits et le bien-être de l'enfant contient néanmoins, des dispositions qui marquent une certaine rupture d'avec la convention sur les droits de l'enfant et laisse apparaître ainsi sa spécificité pour tenir compte de certaines réalités particulières aux pays africains. Il y a par exemple l'interdiction des pratiques sociales et culturelles néfastes au bien-être, à la dignité et au développement normal de l'enfant notamment les mariages précoces ou forcés d'enfants, la contrainte d'enfants à la mendicité. Néanmoins, il faut noter que le législateur ivoirien, dans sa quête de protection de l'enfant a pris en compte tant la personne de l'enfant que ses biens à travers **la loi n°70-483 du 3 Août 1970 relative à la minorité**. Cela marque une certaine avancée du législateur ivoirien sur le législateur international. Car le législateur ivoirien a compris que, même le mineur peut aussi avoir des biens qu'il faut aussi protéger ; cela y va de sa subsistance.

Par ailleurs, à côté des droits reconnus aux enfants, la charte africaine sur les droits et bien-être de l'enfant édicte un certain nombre de devoirs que tout enfant doit avoir envers sa famille, la société, l'Etat et la communauté internationale (**art. 31 de la C.A.D.E**). La question de la pertinence de la proclamation de devoirs, considérés comme découlant des valeurs traditionnelles et culturelles avait été évoquée pour la Charte Africaine des Droits de l'Homme et des Peuples. Cette question intéresse également les enfants qui ont besoin d'une protection spéciale à cause de leur vulnérabilité.

Ces deux normes, comme toutes les conventions internationales, pour leur effectivité dans les différents Etats, mettent à la charge de ceux-ci des obligations en les engageant à prendre toutes les mesures législatives, administratives et autres nécessaires pour mettre en oeuvre ou donner effet aux dispositions qu'elles contiennent. Il va sans dire que la protection de l'enfant avant d'être une question d'ordre international est d'abord d'ordre national.

Les Etats sont donc invités à prendre toutes les mesures nécessaires pour promouvoir et protéger les droits et le bien-être de l'enfant.

Il convient de faire remarquer que les textes internationaux utilisent le terme enfant pour désigner l'individu qui n'a pas atteint dix-huit ans (**art.1 de la C.D.E et art. 2 de la C.A.D.E**), alors que la loi ivoirienne sur la minorité en son article 1 définit le mineur comme l'individu de l'un ou l'autre sexe qui n'a pas atteint vingt et un ans accomplis. Il y a donc une divergence entre les textes internationaux et la loi ivoirienne quant à l'étendue de la minorité. Mais, aux termes de **l'article 87 de la constitution du 1<sup>er</sup> Août 2000 « Les traités ou accords régulièrement ratifiés ont, dès leur publication, une autorité supérieure à celle des lois.... »**. La définition donc de la minorité à retenir est celle des normes internationales. La Côte d'Ivoire a-t-elle pris aussi un engagement solennel en ratifiant les normes internationales relatives à l'âge minimum du travail de l'enfant (**convention 138 de l'O.I.T**) et notamment celle qui a trait à l'interdiction des pires formes de travail des enfants (**convention 182 de l'O.I.T**).

Les articles 6 et 7 du préambule de la convention sur les droits de l'enfant mettent en exergue le rôle fondamental de la famille dans la croissance, la protection et le développement de l'enfant en affirmant que la famille est l'unité fondamentale de la société et le milieu de prédilection du développement et du bien-être de tout ses membres y compris les enfants. Aussi, l'enfant pour l'épanouissement harmonieux de sa personnalité doit-il grandir dans le milieu familial et c'est à lui qu'incombe la responsabilité principale de sa protection. Cela est mis en exergue par la loi sur la minorité en cote d'ivoire.

## **9-0- Des définitions de l'enfant et de son âge minimum de travail**

Il convient de nous accorder dans ce chapitre sur la définition exacte et légale de la notion de l'enfant et de l'âge réel du travail de l'enfant. Ce souci nous amènera successivement à explorer ces notions tant sur le plan du droit international, de la législation ivoirienne et bien évidemment au niveau des pratiques traditionnelles en Côte d'Ivoire.

### **9-1- Définition de l'enfant selon les conventions internationales**

La Convention Internationale relative aux Droits de l'Enfant (C.D.E) des Nations Unies 1989 en son article premier(1er), définit l'enfant comme tout être humain âgé de moins de 18 ans, sauf si la majorité est atteinte plutôt en vertu de la législation qui lui est applicable.

Cette définition de la C.D.E. a été reprise par **la convention 182 de l'Organisation Internationale de Travail de 1999 relative aux pires formes de travail des enfants** .Elle définit en effet l'enfant comme étant tout individu de moins de 18 ans. La même définition est contenue dans la **Charte Africaine des Droits et du Bien-être de l'Enfant (C.A.D.E) en son article 2.**

L'âge de la majorité conventionnelle est donc de 18 ans.

## **9-2- De la définition conventionnelle de l'âge minimum de travail de l'enfant.**

L'âge minimum de travail de l'enfant au terme **des articles 2-3°-4° de la Convention C138 de l'OIT** est fixé à quatorze (14) ans.

Quid de la législation en vigueur en Côte d'Ivoire ?

## **9-3- Définition de l'enfant selon la législation en vigueur en Côte d'Ivoire.**

La législation Ivoirienne donne plusieurs cas de définition de la notion de mineur.

### **a- Majorité civile**

A la lecture des textes internationaux, le terme enfant est utilisé pour désigner l'individu qui n'a pas atteint dix-huit ans (**art.1 de la C.D.E et art. 2 de la C.A.D.E, la convention 182 de l'O.I.T**), alors que la loi Ivoirienne sur la minorité en son article 1er définit l'enfant comme l'individu de l'un ou l'autre sexe qui n'a pas atteint vingt et un (21) ans accomplis. On parle alors de la majorité civile.

### **b- Majorité politique et la majorité pénale**

La majorité politique aux termes de **l'article 3 de la loi n° 2000-514 du 1er Août 2000** portant code électoral et la majorité pénale aux termes de **l'article 756 du code de procédure pénale** sont fixées à dix-huit ans (18) , en Côte d'Ivoire.

## **9-4-Remarques et recommandations sur les définitions de l'enfant et de son âge minimum de travail**

Il convient de faire remarquer que les deux textes internationaux utilisent le terme enfant pour désigner l'individu qui n'a pas atteint dix-huit ans (**art.1 de la C.D.E et art. 2 de la C.A.D.E**), alors que la loi ivoirienne sur la minorité en son article 1 définit le mineur comme l'individu de l'un ou l'autre sexe qui n'a pas atteint vingt et un ans accomplis. Il y a donc une divergence entre les textes internationaux et la loi ivoirienne quant à l'étendue de la minorité. Mais, aux termes de **l'article 87 de la constitution du 1<sup>er</sup> Août 2000** « Les traités ou accords régulièrement ratifiés ont, dès leur

publication, une autorité supérieure à celle des lois.... ». La convention sur les droits de l'Enfant et la charte africaine sur les droits et bien-être de l'enfant ayant été ratifiées et publiées, les lois ivoiriennes, même antérieures à elles, doivent se conformer à elles. La définition donc de la minorité à retenir est celle des normes internationales. Dès lors, il y a une nécessité à réviser l'article 1 de la loi sur la minorité pour, non seulement le mettre en conformité avec ces normes internationales mais aussi pour uniformiser la notion de la minorité dans le droit ivoirien. Car, il faut le noter, la majorité politique aux termes de **l'article 3 de la loi n° 2000-514 du 1<sup>er</sup> Août 2000 portant code électoral** et la majorité pénale aux termes de **l'article 756 du code de procédure pénale**, sont fixées à dix-huit ans, en Côte d'Ivoire. Alors que la majorité civile demeure à vingt et un ans.

L'uniformisation des majorités s'impose car si on estime qu'à dix-huit (18) ans on est suffisamment conscient pour comprendre et répondre de ses actes ainsi que de participer à la vie de l'Etat en élisant ses représentants, il n'y a pas de raison qu'on ne puisse pas être capable de s'occuper de ses propres affaires.

#### **9-5- De la définition de l'âge minimum de travail de l'enfant dans la législation ivoirienne.**

**L'article 23.8 du code du travail** dispose que « les enfants ne peuvent être employés dans une entreprise avant l'âge de 14 ans... ».le législateur ivoirien est dans ce cas en phase avec la **convention 138 de l'O.I.T.** L'objectif du législateur international en adoptant une telle mesure est claire : protéger l'enfant et assurer son développement. Objectif précisé d'ailleurs par la **recommandation R146 sur l'âge minimum dans son préambule à ses alinéas 3 et 4.** C'est donc tout en poursuivant ce même objectif de protection du mineur que le législateur ivoirien a fixé l'âge minimum d'admission de l'enfant à l'emploi à quatorze ans. Mais il est regrettable de constater que son respect en est tout autre. En effet, selon les statistiques de l'Unicef en Côte d'Ivoire 250 millions d'enfants de moins de quatorze ans travaillent à travers le monde dont 30% en Afrique. En Côte d'Ivoire, on en dénombre 250 milles .Ce constat pourrait avoir essentiellement deux raisons.

La première raison est d'ordre légal. La disposition portant fixation de l'âge minimum d'admission à l'emploi est limitée dans son domaine d'application. En effet, **l'article 23.8 code travail** dispose que les enfants ne peuvent être employés dans une entreprise même comme apprenti, avant l'âge de quatorze ans. Le domaine donc d'application de cette disposition est l'entreprise c'est-à-dire une entité de production organisée. En dehors alors de l'entreprise, cette disposition ne semble pouvoir avoir application. Pourtant, s'il y'a bien un milieu dans lequel l'enfant travail avant l'âge de quatorze ans, c'est bien le secteur informel qui se traduit par exemple par le travail de domestique chez des particuliers, les petits commerces <sup>90</sup> etc. y compris l'artisanat. Cette insuffisance pourrait être comblée par la généralisation du domaine d'application de la disposition à tous les secteurs d'activité ou à défaut, par l'élaboration d'une loi portant interdiction formelle du travail de l'enfant avant l'âge de quatorze ans quelque soit le secteur d'activité.

La seconde raison est d'ordre social et relève de la pauvreté qui amène les enfants à travailler pour aider leurs parents à faire face dans une certaine mesure aux charges de la maison. Ceux-ci sortent de l'école très tôt ou même parfois ne sont pas du tout scolarisés. La scolarisation n'étant pas légalement obligatoire en Côte d'Ivoire.

Cette inobservation de l'âge limite d'admission de l'enfant au travail réduit considérablement la protection de celui-ci du point de vue de son développement. Pourtant, l'un des objectifs de la communauté internationale est de permettre aux adolescents d'atteindre le plus de développement physique et mental possible.

## **9-6- La définition de l'enfant selon la tradition**

L'enfant se définit comme tout être humain de l'un ou l'autre sexe âgé de moins de 18 ans (garçon) et moins de 15 ans (fille) selon les cas.

Au-delà de la notion naturelle de l'enfant, il convient de retenir que la notion d'enfant s'apprécie notamment sur le plan culturel ; en effet est enfant toute personne qui n'a pas encore été initié aux rites traditionnels creuset des valeurs coutumières. Dans le cas

d'espèce, cette personne est en marge des jouissances des droits réservés uniquement aux majeurs. Il s'agit des droits au mariage, le droit à la participation à des cérémonies traditionnelles familiales ou communautaires, le droit de jouissance du patrimoine foncier, le droit à la parole à toute cérémonie officielle etc....

L'âge initiatique s'inscrit entre 18 et 21ans.

### **9-7- De la définition de l'âge minimum de travail de l'enfant dans le milieu traditionnel**

En Afrique de façon générale, le travail des enfants s'inscrit dans un contexte culturel de pérennisation des valeurs et fait partie intégrante du processus de socialisation et d'éducation de l'enfant. En effet, l'enfant est soumis à un travail d'apprentissage remarquable par son caractère léger.

**Un travail léger** est celui qui ne nuit pas à la santé de l'enfant sur le plan mental, physique et social. Il n'affecte pas non plus la scolarisation de l'enfant. Il s'agit des petits travaux domestiques, les travaux d'observation dans les métiers. Comme l'artisanat, la mécanique, les mines, l'agriculture etc. Ici l'âge de travail part de 5 à 13ans.

Cependant depuis quelques années, avec l'accentuation de la crise économique le travail des enfants a fait irruption hors de ce cadre de socialisation pour être happé par l'économie monétaire et ses formes les plus néfastes aboutissant même à l'exploitation de l'enfant. On parle de travaux dangereux ou pires formes de travail.

Les travaux dangereux sont ceux qui nuisent aux enfants sur le plan mental, physique, ou moral et qui peuvent avoir un effet négatif sur le développement mental, physique et social et affectent leur scolarité en les privant de l'opportunité d'aller à l'école ou en les obligeant à quitter l'école prématurément. La liste des travaux dangereux est exhaustive.

Dans les milieux ruraux agricoles, l'âge normal et opérationnel de travail est de 17ans (travaux permanent et moins difficile), plus de 25ans (travaux dangereux).

De nos jours et cela de façon abusive certains paysans dans le secteur de la cacaoculture astreignent des enfant dont l'âge varie

entre 5 à 17ans à des activités dangereuses.(voir tableau des travaux dangereux interdits par le gouvernement de cote d'ivoire)

## **10-0 – La protection de l'enfant au sein de sa famille.**

En Cote d'Ivoire la notion de famille a subi un bouleversement suite à la colonisation et à l'avènement du droit moderne. De la famille élargie on est arrivé à la famille nucléaire regroupant le père, la mère et les enfants. Aussi, le législateur ivoirien va-t-il confier la protection et le bien-être de l'enfant au premier chef à ses parents c'est-à-dire ses père et mère. Néanmoins, le législateur a prévu la situation où les parents du mineur viendraient à faillir à leur mission de protection ou à être en état de ne pouvoir l'assumer.

Les parents étant les premiers responsables de leurs enfants, ils leur incombent donc au premier chef de les protéger. L'enfant est un être évolutif qui naît et qui grandit. Durant les différentes étapes de sa vie, ses parents doivent être présents pour lui apporter tous les soins et attention nécessaires afin de lui assurer non seulement la vie mais aussi de guider ses pas dans un monde où son extrême vulnérabilité physique et psychologique ne lui permettent pas de s'accomplir seul. Ses parents doivent aussi donc assurer son développement.

### **10-1-La protection de l'enfant relativement à son développement**

Le mineur à cause de son manque de maturité psychologique et physique dû à son jeune âge a une condition juridique particulière. C'est l'incapacité d'exercer lui-même les droits qui lui sont reconnus. Durant donc toute sa minorité, d'autres personnes notamment ses parents vont être investies du pouvoir d'exercer ses droits à sa place. Mieux, les parents vont être investis de droits sur le mineur aussi bien sur sa personne que sur ses biens. Ces obligations tendent à assurer à l'enfant un meilleur développement et à le préparer à l'exercice par lui-même de ses droits. Ces différents droits et obligations parentaux trouvent leur fondement légal dans la puissance paternelle, régie par la loi **n°70-483 du 3**



**Août 1970 relative à la minorité.** Face à l'importance mais surtout à la lourdeur de la tâche à eux confiée, l'Etat apporte son concours aux parents dans son accomplissement.

### **a- définition et portée de la puissance paternelle pour l'enfant**

La puissance paternelle est l'ensemble des droits reconnus au père et mère sur la personne et les biens de leurs enfants mineurs pour leur permettre d'accomplir les obligations qui leur incombent. Ainsi, se définit la puissance paternelle aux termes de l'**article 3 de la loi sur la minorité**. De par cette définition, l'on note que la puissance paternelle est le fondement légal de tous les droits que peuvent avoir les parents sur leurs enfants, ainsi que celui de toutes les actions parentales à l'endroit du mineur. La puissance paternelle appartient au père et à la mère aux termes de l'article 5 de la loi sur la minorité. Mais suivant les différents modes de la dévolution de son exercice, le père est mis au-devant de la mère. C'est la prééminence du père sur la mère.

Bien que la puissance paternelle appartienne au père et à la mère du mineur, son exercice ne leur incombe par tout deux en même temps. Cet exercice obéit à des règles qui fixent les modalités de sa dévolution. Ces règles donnent une prééminence du père sur la mère, ce qui n'est pas sans conséquences sur la protection à accorder au mineur.

La dévolution de l'exercice des droits de la puissance paternelle diffère selon que la filiation est légitime ou naturelle. Mais quelque soit le type de filiation, l'on note une prééminence du père sur la mère.

Aussi, dans la famille légitime pendant le mariage, les droits de la puissance paternelle sont-ils exercés par le père en tant que chef de famille (**art.6 de la loi sur la minorité**). La mère ne les exerce que dans des cas particuliers de déchéance du père ou de retrait partiel de ces droits au père. Il en va ainsi lorsque le père est hors d'état de manifester sa volonté pour une cause quelconque ou qu'il abandonne volontairement ses droits. Mais encore faut-il que cette dévolution à la mère ne se heurte pas à une décision judiciaire contraire (**art.6 al 2-1°,2°,3°de la loi précitée**). Car, même dans ces cas particuliers le juge des tutelles peut décider autrement. En

cas de divorce, la puissance paternelle est confiée à celui qui a la garde de l'enfant.

Dans le cadre de la filiation naturelle, cette prééminence transparaît lorsque la filiation est établie simultanément à l'égard des deux parents ou même en second lieu à l'égard du père dans l'année de la naissance de l'enfant. Car, ici, encore c'est le père qui exerce les droits de la puissance paternelle. La mère n'exerce véritablement la puissance que lorsque la filiation est établie à son seul égard ou encore en cas de décès du père. Cela n'est que logique, d'autant plus qu'elle est ou devient le seul parent légal de l'enfant. Néanmoins, du vivant des deux parents le juge des tutelles peut confier la puissance paternelle à celui des parents qui n'en est pas investie par la loi.

Cette prééminence du père sur la mère dans l'exercice des droits de la puissance paternelle a des conséquences.

En effet la Convention sur les Droits de l'Enfant en son **article 18** pose le principe selon lequel il doit avoir égalité de droits et de responsabilité des deux parents pour ce qui est d'élever l'enfant et d'assurer son développement. Mieux elle recommande aux Etats d'assurer au mieux la reconnaissance de ce principe. Ce principe implique que les deux parents soient mis sur le même pied d'égalité en ce qui concerne les droits et obligations sur leurs enfants mineurs. Or, le législateur ivoirien, en faisant du mari chef de famille (**art.58 de la loi sur le mariage**)<sup>1(\*)</sup> et le titulaire principal de la puissance paternelle (**art.6 al 1 in limine de loi sur la minorité**), lui confère le pouvoir de décision dans l'exercice des droits et dans l'exécution des obligations relatifs à la puissance paternelle.

Ainsi, la mère qui est censée être aussi responsable du mineur que le père se trouve reléguée au second plan (**art.6 al 2 de la loi sur la minorité**). Pourtant, il n'est pas toujours sûr que le père puisse mieux apprécier l'intérêt de l'enfant que la mère. Cette relégation de la mère au second plan, trouve sa source dans l'inégalité faite entre l'homme et la femme dans la société africaine en générale et la société ivoirienne en particulier. Cette discrimination donne, en effet, des droits à l'homme sur la femme. C'est cette même inégalité

qui avait conduit le législateur de 1964 à ne permettre à la femme mariée d'exercer le commerce qu'avec l'autorisation de son mari.

Pour remédier à cette inégalité de sexe, le législateur de 1983 a apporté des modifications fondamentales dans la gestion du ménage surtout des biens. Il a institué alors à l'égard de la femme mariée les biens réservés dont elle a l'administration même si ceux-ci font partie des biens communs du ménage (**art.76 nouveau de la loi sur le mariage**). Il permet aussi à la femme mariée d'exercer le commerce mieux d'exercer une profession séparée de celle de son mari sans l'autorisation préalable de celui-ci (**art.67 nouveau de loi sur le mariage**). Cependant, cette avancée vers l'égalité des sexes n'a pas touché aux questions relatives à la personne de l'enfant dans son gouvernement. Ce qui consacre une sorte d'évolution à double vitesse.

C'est justement pour tenir compte du rôle de la mère dans le développement de l'enfant que le législateur français de 1970 a abandonné la notion de puissance paternelle<sup>2(\*)</sup>. Cette notion tire son origine dans la *potestas* romaine c'est-à-dire un droit, un pouvoir de domination sur la personne de l'enfant donné au père en tant que chef de famille. Il a institué alors l'autorité parentale et désormais la prérogative de prendre les décisions relativement au mineur, la responsabilité vis-à-vis du mineur n'appartient plus exclusivement au père. Elle est exercée de concert par les deux parents dans l'intérêt du mineur<sup>3(\*)</sup>.

On peut comprendre que le législateur ivoirien de 1964 ait institué cette inégalité pour s'accommoder à sa tradition au lendemain de l'indépendance. Mais aujourd'hui, l'évolution des moeurs dans la société ivoirienne ainsi que les prescriptions des normes internationales doivent amener le législateur à emboîter le pas à son homologue français mais aussi et surtout pour continuer et achever sa mutation de 1983. Ce, dans l'intérêt supérieur de l'enfant.

Même si la loi institue une prééminence du père sur la mère dans l'exercice des droits de la puissance paternelle, elle met à leur charge des devoirs parentaux exprimés par les attributs de la puissance paternelle.

## **b- l'exercice des attributs de la puissance paternelle et l'intérêt de l'enfant.**

Les attributs de la puissance paternelle relativement à la personne de l'enfant sont de divers ordres. Il s'agit pour les parents de donner un toit à l'enfant en fixant sa résidence. Ce qui leur confère en conséquence un droit et un devoir de garde de l'enfant (**art.4 al 1-1° de la loi sur la minorité**). Le droit de garde est fondamental et constitue selon Simler le noyau autour duquel gravitent et s'ordonnent toutes les autres prérogatives de l'autorité parentale, l'assise sur laquelle celle-ci repose et qui lui confère efficacité<sup>4(\*)</sup>. La fixation de la résidence de l'enfant appartient a priori dans la famille légitime pendant le mariage, au père en tant que chef de famille qui fixe la résidence de ce celle-ci (**art.60 al 1 in limine de la loi sur le mariage précitée**). Cependant, lorsque la résidence fixée par le mari présente pour la famille des dangers d'ordre physique ou moral, la femme peut, par exception, être autorisée à avoir pour elle et ses enfants une autre résidence. Bien souvent si cette séparation de résidence doit être autorisée à la femme c'est en tenant compte de l'effet que les dangers peuvent avoir sur les mineurs, c'est dire que c'est surtout l'intérêt de l'enfant qui fonde cette séparation de résidence.

Le droit de garde emporte un autre droit, celui de la surveillance de l'enfant. Les parents règlent ainsi souverainement les rapports de l'enfant avec l'extérieur, quelque soit son âge : correspondance, relations avec les tiers. Aussi, certains droits de l'enfant tels la liberté d'association, la liberté d'expression, la liberté religieuse et la protection de la vie privée prennent une proportion limitée à l'égard des parents en vertu de leur droit de surveillance.

L'exercice du droit de garde et de surveillance a un pendant qui est la responsabilité des parents du fait des enfants dont ils ont la garde édictée par **l'article 1384 al 3 du code civil**<sup>5(\*)</sup>. Cela impose aux parents d'exercer avec le plus grand soin et sérieux, cette obligation qui leur incombe. Et dans le même temps, cette disposition peut s'analyser comme une sanction de la défaillance du devoir de garde et de surveillance et une garantie pour les tiers.

Il est tout de même regrettable de constater que la défaillance des parents vis-à-vis de leur droit de garde explique en partie le

phénomène des enfants de la rue car à juste titre, comme le dit un auteur « garder, c'est retenir surveiller et défendre »<sup>6(\*)</sup>. Retenir ce n'est pas bâillonner ou enfermer l'enfant, mais plutôt lui donner le nécessaire à la vie en satisfaisant à ses besoins et en répondant à ses désirs et à son droit au développement.

C'est pour cela que le législateur a édicté d'autres obligations consistant à pourvoir à l'entretien, à l'instruction et à l'éducation de l'enfant (**art.4 al 2-2 de la loi sur la minorité**). C'est une maxime qui dit que « qui fait l'enfant doit le nourrir ». C'est sûrement en se fondant sur cette maxime que le législateur ivoirien a édicté l'obligation d'entretien de l'enfant (**art. 4-2° de La loi sur la minorité**) qui incombe aux parents. C'est la consécration légale d'une obligation naturelle.

Entretenir un enfant, ce n'est pas seulement pourvoir à sa nourriture, mais c'est aussi l'habiller, assurer son bien-être et sa santé. Cette obligation incombe au premier chef aux parents que ce soit dans la famille légitime ou dans la famille naturelle. Même si dans la famille légitime les parents contractent ensemble cette obligation par le biais du mariage (**art.52 de la loi sur le mariage**), dans la famille naturelle elle semble reposer seulement sur celui qui exerce la puissance paternelle. Dans ce cas, elle est donc tributaire de l'établissement de la filiation à l'égard des parents.

Si la situation des enfants naturels simples à l'égard desquels une filiation est établie est assez clarifiée, il n'en est pas de même pour les enfants adultérins et incestueux. Les conditions d'établissement de leur filiation sont très restrictives. Semblent encore plus restrictives les obligations de leurs parents biologiques notamment le père lorsque la filiation n'est pas légalement établie à leur égard. En effet, aux termes **de l'art 27 al 2 de la loi sur la filiation et la paternité** « les enfants adultérins et incestueux non admis en recherche de paternité pourront réclamer néanmoins des aliments à leur concepteur biologique ». Que doit on entendre par aliments ? Par aliments on entend une prestation ayant généralement pour objet une somme d'argent destinée à assurer la satisfaction des besoins vitaux d'une personne qui ne peut plus assurer ou ne peut pas assurer sa propre subsistance<sup>7(\*)</sup>. Définie ainsi, dans la condamnation à une pension alimentaire, doit-on inclure en ce qui

concerne le mineur, ses frais d'instruction et d'éducation ? On sait que l'obligation alimentaire prend en compte sa nourriture, sa santé, son habillement en somme tout ce que renferme l'obligation d'entretien. Mais peut-on y inclure valablement le contenu de l'obligation d'instruction et d'éducation ?

L'enfant, a besoin pour assurer son indépendance financière et son bien-être à sa majorité, d'acquérir une formation adéquate par son éducation entendue comme obligation scolaire et son instruction. De ce point de vue, l'instruction et l'éducation constituent des besoins vitaux pouvant lui permettre d'assurer sa propre subsistance. Aussi, pensons nous que le juge pour fixer la pension alimentaire suite à une action en réclamation d'aliments, si celle-ci aboutissait, devrait tenir compte de cette conception large de l'aliment. Sinon, ce serait dans une certaine mesure, donner une prime au désintéressement de l'enfant par ses géniteurs. Alors que, selon art 18 al 3 de la charte « aucun enfant ne peut être privé de son entretien en raison du statut marital de ses parents », ni de l'immoralité de ceux-ci ajouterons nous. En d'autres termes, l'enfant ne doit pas payer pour « les bêtises » de leurs géniteurs.

Pour s'assurer de la bonne exécution de leurs obligations par les parents, le législateur a institué le contrôle et la surveillance de leurs actions.

### **c-le contrôle et la surveillance de l'action parentale par le juge.**

La puissance paternelle confère aux parents des droits mais elle fait peser aussi sur eux des charges. L'exercice de l'ensemble de ces droits et obligations doit se faire dans l'intérêt de l'enfant. Il peut arriver néanmoins que les parents soient tentés de méconnaître cet intérêt. C'est donc pour éviter ou pallier à cette situation désagréable pour le mineur que le législateur a donné la possibilité au juge de contrôler dans certains cas les décisions prises par les parents et qui affectent d'une manière ou d'une autre l'enfant.

Le but de ce contrôle n'est pas à notre sens de vider la puissance paternelle de son contenu mais plutôt de s'assurer que les parents à tout moment l'exercent dans le seul intérêt de l'enfant. Le contrôle peut intervenir en diverses occasions. C'est alors que, lorsque le parent qui exerce la puissance paternelle décide à un moment

donné de déléguer ses droits à une autre personne, le juge des tutelles doit en être informé puisqu'il devra recevoir les déclarations conjointes des deux parties, délégant et délégataire (**art. 14 de la loi sur la minorité**). Il aura là, la possibilité de vérifier justement que cette délégation se fait dans l'intérêt de l'enfant (**art. 15 de la loi sur la minorité**) et donc préserve cet intérêt ou au contraire si elle cache une autre intention.

De même, des abus peuvent survenir dans l'exercice des droits qui leur sont conférés. Tel le refus d'un parent de donner son consentement à l'adoption de son enfant alors que ce refus n'est justifié par aucune raison valable. Le juge peut connaître d'une action intentée par celui qui se propose de faire l'adoption, dirigée contre un tel refus (**art.9 de la loi sur l'adoption**)<sup>8(\*)</sup>. Lorsqu'il s'avère que ce parent s'est notoirement désintéressé de l'enfant au risque d'en compromettre son éducation, sa santé, sa moralité, le refus est qualifié d'abusif et le juge peut passer outre son consentement pour autoriser l'adoption (**art. 9 précité**).

Cela ne semble pas être le cas pour le refus en cas de mariage du mineur. Comme nous l'avons indiqué, les parents consentent au mariage de leur enfant lorsqu'il est encore mineur (**art.4-6° de la loi sur la minorité**). Il peut arriver qu'ils refusent de donner ce consentement. Dans ce cas, le mineur devra sûrement attendre sa majorité pour se marier sauf si ses parents changent eux-mêmes d'avis. Car la loi ne donne pas pouvoir au juge de statuer sur le refus des parents dans un tel cas. En effet, le paragraphe 2 du chapitre 1<sup>er</sup> de la loi sur le mariage traitant du consentement au mariage des mineurs fait référence au consentement des parents et le cas échéant celui du tuteur. Mais, alors que le législateur ivoirien précise à l'article 8 de ladite loi que le refus du consentement du tuteur peut faire l'objet d'une action, il garde le silence quant au refus éventuel des parents. Ce silence doit à notre sens être interprété non comme un oubli mais plutôt comme une impossibilité de mener une quelconque action contre ce refus. De ce fait, le droit de consentir au mariage de leur mineur reste pour les parents un droit discrétionnaire. Cela peut être préjudiciable pour l'enfant dans l'hypothèse où les parents se seraient notoirement désintéressés de lui. Ne doit on pas permettre au juge de statuer sur le refus dans un tel cas comme en matière d'adoption. Il convient

tout de même de noter que l'adoption et le mariage sont deux institutions qui ne peuvent être rapprochées quant à leurs effets, pour le mineur. Car contrairement à l'adoption<sup>9(\*)</sup>, le mariage est un acte assez grave qui fera peser sur le mineur des charges assez particulières. C'est pour cela que même le mineur émancipé a besoin du consentement de ses parents pour se marier (**art.115 de la loi sur la minorité**).

Par ailleurs, lorsque les parents s'engagent dans une procédure de divorce ou de séparation de corps, possibilité leur est donnée d'en régler les effets notamment pécuniaires par une convention qui doit être homologuée par le tribunal (**art.10 ter al 2 de la loi sur le divorce et la séparation de corps**)<sup>10(\*)</sup>. Mais l'homologation peut être refusée si le tribunal constate que les intérêts des enfants ne sont pas suffisamment préservés<sup>11(\*)</sup>. C'est en cela que durant la procédure, le tribunal peut ordonner une enquête pour recueillir des informations sur la situation matérielle et morale de la famille ainsi que sur les conditions dans lesquelles vivent et sont élevés les enfants (**art.4 al 7 de la loi sur le divorce et la séparation de corps**). Renseignements qui lui permettront de décider de la garde de l'enfant.

En somme, la puissance paternelle confère des droits et obligations aux parents qui doivent être exercés et accomplis dans l'intérêt du mineur.

Dans cette mission de protection les parents ne sont pas seuls. Ils peuvent compter sur le concours de l'Etat.

\*1-Loi n°64-375 du 7 Oct. 1964, relative au mariage, modifiée par la loi n°83-800 du 2 Août 1983

\*2-Colombet (C), commentaire de la loi du 4 juin 1970 portant De l'autorité parentale, D.1971. chr. p 1

\*3-Colombet (C), article précité

\*4-Simler (P), le droit de garde de l'enfant, sa signification et son rôle au regard de l'autorité parentale RTDCiv.1972 p 685

\*5-Trib. Sect. de Katiola, chbre civ. Com. 05 Mars 1987, rec. CNDJ, CAT 1996-1 p 83

\*6-Leageais (R), cité par Neirinck (C), op.cit p 218



\*7-Guillien (R), Vincent (J), Lexique termes juridiques, 11<sup>ème</sup> éd. Dalloz, juin 1998 p 31

\*8-Loi n°64-378 du 7 Oct. 1964, relative à l'adoption, modifiée par la loi n°83-802 du 2 Août 1983

\*9-Pour les effets de l'adoption voir chapitre II, section I paragraphe I-B

\*10-Loi n°64-376 du 7 Oct. 1964 relative au divorce et à la séparation de corps, modifiée par la loi n°83 - 376 du 2 Août 1983, modifiée par une loi de 1998

\*11-Art.10 ter al 3 de la loi n°64-376 du 7 octobre 1964, relative au divorce et à la séparation de corps, modifiée par la loi n°83-376 du 2 Août 1983.

## **10-2-Le concours de l'Etat relativement au développement de l'enfant**

### **a- l'Etat protège la famille pour le Bien-être de l'enfant**

Entité sociale importante, la famille, regroupant en son sein les mineurs à protéger et les parents qui doivent les protéger, a elle-même aussi besoin d'être protégée. Car, il faut consolider son existence pour qu'elle puisse assurer le rôle qui est le sien dans la société. En cela, l'Etat lui assure sa protection et apporte son concours aux parents par l'assistance éducative et l'éducation.

Le milieu idéal de protection de l'enfant, c'est la cellule familiale. Aussi, pour que ce milieu familial puisse-t-il apporter toute l'attention et protection que nécessite l'état de l'enfant, il doit lui-même être protégé ainsi que le prescrit **l'article 18-1 de la charte africaine sur droits et le bien-être de l'enfant**. La famille a donc aussi besoin de protection. Sur cela, la convention sur les droits de l'enfant et la charte africaine sur les droits et le bien-être de l'enfant s'accordent<sup>52(\*)</sup>. La société ivoirienne a si fort bien compris cette nécessité de protéger la famille qu'elle a constitutionnalisé le principe de sa protection. **La constitution ivoirienne d'Août 2000 dispose, en effet, en son Article 5 que « la famille constitue la cellule de base de la société. L'Etat assure sa protection »**. Assurer la protection de la famille, c'est prendre toutes les mesures nécessaires pour éviter sa dislocation, lui éviter les atteintes extérieures. C'est aussi consolider les liens entre ses membres et les

amener chacun pour ce qui le concerne à accomplir les obligations et devoirs qui sont les siens afin d'assurer la bonne marche de la famille. Mais avant que faut-il entendre par famille ?

La famille au sens étroit est un groupe formé par les parents et leurs descendants ou mêmes plus restrictivement encore, par les parents et leurs enfants mineurs. Définie ainsi, la famille s'entend aussi bien de la famille légitime que de la famille naturelle c'est-à-dire celle dans laquelle les parents ne sont pas unis par les liens du mariage. La protection concerne t-elle ces deux types de famille ? La question se pose quand on sait que le législateur ivoirien a fait le choix de n'organiser que la famille légitime par l'encadrement du mariage (loi sur le mariage) et de ne reconnaître aucun effet légal à aucune autre forme d'union. Nous pensons que ces mesures doivent pouvoir s'étendre à toutes les familles naturelles où l'on peut noter une cohabitation régulière et sans discontinuité entre l'homme et la femme vivant avec leurs enfants. En d'autres termes, une famille naturelle dans laquelle l'homme et la femme vivent maritalement quoique l'union conjugale n'ait pas été célébrée. C'est une union communément appelée concubinage notoire.

Mais il n'empêche de noter que le mariage crée la famille légitime (**art.50 de la loi sur le mariage**) qui bénéficie seule de toute protection légale. C'est alors qu'ayant fait le choix de la monogamie, le législateur ivoirien sanctionne pénalement tout époux qui est encore dans les liens du mariage et qui s'engage ou qui tente de s'engager dans un autre mariage (**art.390 al 1 du C.P**). Une telle mesure vise certes à assurer le devoir de fidélité entre époux mais aussi et surtout elle vise à assurer la stabilité du couple dans la famille légitime.

Conscient de ce que la dislocation de la famille ou encore la séparation des parents d'avec leurs enfants quelqu'en soit la cause ne sont pas de nature à favoriser le plein épanouissement du mineur, le législateur pénal ivoirien interdit que la contrainte par corps puisse être exercée simultanément contre le mari et la femme même pour le recouvrement de sommes afférentes à des condamnations différentes (**art.307 du C.P.P**). Une telle mesure vise à ne pas priver les enfants simultanément de leur père et mère. Il aurait été encore plus intéressant de pousser la mesure plus loin

pour dire que les conjoints lorsqu'ils ont à leur charge des mineurs et qu'ils sont condamnés tous deux à des peines privatives de liberté ne peuvent purger concomitamment leur peine. Quitte à suspendre le délai de prescription de la peine de celui qui aura été laissé avec les enfants.

Par ailleurs, pour assurer la consolidation de la famille, le législateur ivoirien sanctionne pénalement la violation de certaines autres obligations résultant du mariage sous le chapitre de l'atteinte à la famille. Ainsi en est il de l'abandon de la résidence familiale, l'abandon d'épouse enceinte, le refus de payer ou de participer aux frais d'entretien des enfants (**art.387 du C.P**)

En plus de la protection accordée à la famille, l'Etat apporte son concours aux parents par l'assistance éducative et l'éducation.

### **b- l'assistance éducative et l'éducation**

Il faut ajouter les questions de l'école par rapport à tous les enfants handicapés et bien portant.

Les parents comme nous l'avons sus indiqué sont les premiers responsables de l'enfant. Il leur incombe ainsi au premier chef d'assurer le gouvernement et le développement du mineur. Mais dans cette tâche, les parents ne sont pas laissés seuls. Tout autant que des mesures sont prises pour assurer plus ou moins la protection de la famille, un concours est apporté aux parents, dans cette fonction de gouvernement et développement lorsque cela s'avère nécessaire.

En effet, lorsqu'ils donnent à leurs parents ou à la personne investie du droit de garde des sujets de mécontentement très graves, par leur inconduite ou leur indiscipline, les mineurs peuvent faire l'objet de mesure d'assistance éducative (**art.10 de la loi sur la minorité**). Cette mesure d'assistance éducative, ici, vise les enfants qui par leur comportement tendent vers le franchissement du Rubicon, c'est-à-dire la commission d'infraction donc la délinquance. Il s'agit donc de mesure de prévention de la délinquance juvénile. Elle consiste à prendre des mesures pour mettre fin à l'inconduite ou à l'indiscipline du mineur. Ces mesures se résument pour la plupart à

l'admonestation de l'enfant ou au placement provisoire de celui-ci dans un centre d'éducation, sollicitées par les parents auprès du juge des enfants ; c'est dire que dans cette matière le juge ne peut s'auto saisir. Si pour l'admonestation le juge ne prend pas d'ordonnance particulière, pour le placement provisoire il prend une ordonnance de placement provisoire qui amène à conduire l'enfant dans un centre ou institution d'éducation notamment le centre de rééducation de Dabou. Ce centre initialement créé pour recevoir les mineurs coupables d'infraction et appelés à être réinsérés, reçoit aujourd'hui cette seconde catégorie de mineurs, ceux qui sont portés vers la délinquance mais n'ont pas encore franchi le pas ultime. Le fonctionnement de ce centre et les modalités de rééducation et de réinsertion de l'enfant faisant l'objet d'assistance éducative sont étudiés plus loin.

Il convient néanmoins de souligner que par cette mesure, il s'agit pour l'Etat d'assister ou de porter secours aux parents qui ayant peut-être tout essayé n'arrivent pas à ramener leur enfant sur le chemin de la bonne conduite. Néanmoins, ce n'est pas bien souvent que cette démarche ou ce procédé est utilisé soit par méconnaissance de la part des parents, soit parce que ceux-ci sont un peu trop protecteur et se refusent à faire subir à leur enfant cette épreuve. Par ailleurs, la mise en oeuvre même de la mesure souffre beaucoup de l'insuffisance de structures d'accueil, le centre de rééducation de Dabou étant le seul centre étatique habilité à cet effet.

## **11-0 Les dispositions légales contre les mauvais traitements des enfants.**

La fréquence et le développement de cette situation n'ont pas laissé indifférente la communauté internationale. C'est en cela que la convention sur les droits de l'enfant en **son article 19 et la charte africaine sur les droits et le bien-être de l'enfant en son article 16** recommandent aux États de se pencher sérieusement sur la question et d'accorder aux enfants victimes une protection adéquate. Il s'agit d'apporter à l'enfant une protection extérieure à la cellule familiale. Mieux, il s'agit de protéger la personne de l'enfant

contre ses parents et autres qui ont sa charge.

Les mauvais traitements faits à l'enfant sont une notion assez complexe, surtout que les actes qui s'y rattachent s'accomplissent dans le cadre familial. Il convient alors d'élucider cette notion avant même d'envisager les mesures de protection accordées à l'enfant maltraité.

### **11-1-De la définition de la notion de mauvais traitements de l'enfant.**

Il n'y a pas de définition légale de la notion de mauvais traitements dans le droit positif ivoirien. D'ailleurs, les normes internationales ne la définissent pas non plus. **L'article 21 de la loi sur la minorité** fait référence à la notion sans la définir. Néanmoins les mauvais traitements peuvent être appréhendés comme tout acte, action ou omission, commis sur la personne du mineur par ses parents ou toute personne qui a sa charge et est susceptible de porter atteinte à sa santé, à sa moralité ou à sa sécurité. Ces mêmes actes et omissions lorsqu'ils sont commis sur le mineur par une tierce personne, ils ne prennent plus le qualificatif de mauvais traitements. Ils s'inscrivent simplement dans l'ensemble des violences faites aux enfants.

De part la définition sus indiquée, il ressort donc deux éléments caractéristiques de la notion de mauvais traitements.

D'une part, les actes de mauvais traitements peuvent être des actions ou des omissions. Ces mêmes actes et omissions lorsqu'ils sont commis sur le mineur par une tierce personne, ils ne prennent plus le qualificatif de mauvais traitements. Ils s'inscrivent simplement dans l'ensemble des violences faites aux enfants.

De par la définition sus indiquée, il ressort donc deux éléments caractéristiques de la notion de mauvais traitements. D'une part, les actes de mauvais traitements peuvent être des actions ou des omissions. Des exemples sont donnés par les divers textes. Il s'agit par exemple de toute forme de violences, d'atteintes ou de brutalités physiques ou mentales, tout abandon ou négligence perpétrés sur l'enfant. C'est en somme toutes les atteintes physiques, sexuelles ou mentales qui peuvent être perpétrées sur l'enfant mais dont sont coupables ceux qui sont responsables de lui. Ce sont des infractions

qui sont pour la plupart classées au rang des infractions de droit commun et dont les qualités de mineur de la victime ou celle de parents ou de responsable de l'auteur ne constitue que des circonstances aggravantes. A cela doit être ajoutée toutes les pratiques coutumières néfastes constitutives d'obstacles au bon développement du mineur tels que les mariages précoces ou forcés et l'excision etc. Tous ces actes ont ceci de particuliers, c'est qu'ils portent atteintes à la sécurité physique et psychologique ainsi qu'à la moralité de l'enfant, en un mot ils compromettent son développement harmonieux.

D'autre part, l'autre caractéristique des mauvais traitements c'est la qualité des personnes qui s'en rendent coupables. Ces actes sont perpétrés par les parents du mineur ou de façon large, par des personnes qui ont la charge de l'enfant c'est-à-dire des personnes qui exercent sur lui tout ou partie des droits de la puissance paternelle. C'est dire que les actes de mauvais traitements s'opèrent essentiellement dans un cadre familial ou pseudo familial. Un cadre qui n'est pas favorable à la mise à nu ou au décèlement des cas de mauvais traitement.

Les mauvais traitements faits au mineur sont bien souvent une réalité difficile à déceler. Tout d'abord, la problématique de l'enfant maltraité reste un sujet délicat caractérisé par l'ignorance et la négation du problème. Actuellement il y a plus un intérêt pour les cas d'abus spectaculaires tels la pédophilie, la cruauté mentale, les abus physiques etc. mais il existe des formes de maltraitance tout aussi insidieuses, perverses et dangereuses pour le développement normal du mineur tels la négligence, les violences morales etc.

Ensuite, le problème que pose la maltraitance est limite, la limite entre la correction et la maltraitance, la limite entre le travail socialisant et le travail avilissant. La limite semble floue. Il existe alors une variation importante dans les interprétations des comportements de maltraitance. Aucun critère en soi ne permet de définir de façon absolue la maltraitance et de la distinguer des actes véritablement non sanctionnables. Même si les critères d'intention et de gravité se complètent et facilitent le diagnostic, il reste difficile dans certains cas de déterminer le seuil de l'intervention correctionnelle. Aussi, bien souvent prétextant d'un droit de correction parentale, des actes de mauvais traitements sont infligés aux enfants sous le regard complice des autres membres de la

famille qui s'abstiennent de les dénoncer soit par ignorance mais surtout par solidarité familiale.

Bien que les mauvais traitements soient souvent méconnus, des mesures de protection sont mises en place pour assurer la protection et un mieux être aux mineurs victimes.

## **11-2-Les mesures de protection contre les mauvais traitements des enfants**

Ces mesures consistent pour l'essentiel à la sanction des auteurs. En cela une obligation est faite à tous de dénoncer ces actes. Outre les sanctions pénales qui peuvent frapper les auteurs de maltraitance, ceux-ci encourent aussi la déchéance de leurs droits de la puissance paternelle.

### **a-La dénonciation comme mesure de protection légale**

La particulière vulnérabilité du mineur recommande qu'il soit protégé en tout lieu et en toute circonstance. Aussi, lorsqu'il est victime de mauvais traitements, des mesures doivent être prises pour mettre fin à cette situation.

La dénonciation consiste en une obligation dont il convient de préciser le contenu. En effet le cadre familial, milieu de prédilection de la perpétration des mauvais traitements, est un milieu clos de sorte que tout ce qui s'y passe semble se ranger dans ce qu'on peut appeler les affaires internes de la famille. Néanmoins, une obligation générale de dénonciation des infractions est édictée même si elles sont perpétrées entre membres de la même famille.

Les actes de mauvais traitements sont des actes qui pour l'essentiel sont perpétrés dans le cadre de la cellule familiale. Aussi, ces actes ne peuvent être portés à la connaissance de l'autorité chargée de leur répression que par la dénonciation. Mais, comme nous l'avons déjà indiqué si ces actes sont difficiles à déceler, c'est parce qu'ils ne sont pas bien souvent dénoncés. Aussi, le législateur ivoirien a entrepris de faire de la dénonciation des crimes une obligation. Ainsi, toute personne qui a connaissance d'une infraction déjà tentée ou consommée est tenue sous peine de sanction de la dénoncer afin de la prévenir ou de limiter ses effets (**arts 278 et 279 du C.P**). Tout manquement à l'obligation de dénoncer un acte de maltraitance est donc constitutif d'abstention coupable, aux

termes des dispositions précitées, et sanctionné par un à trois mois de prison lorsque ces actes sont très graves et qualifiables juridiquement de crimes tels les tortures, le viol, les actes de barbaries etc. Pour les actes de maltraitance moins graves tels que l'attentat à la pudeur du mineur, la négligence etc., qualifiables de délits, les personnes qui manquent à l'obligation de dénonciation sont susceptibles d'être poursuivies sur le fondement de l'omission de porter secours à une personne en péril au regard de **l'article 352 du C.P.** L'obligation de dénonciation comporte néanmoins des limites.

### **b-la déchéance des droits de la puissance paternelle**

Lorsqu'un parent se montre indigne par son comportement vis-à-vis de son enfant au point de mettre en danger la vie et le bien-être de celui-ci, l'enfant doit être protégé contre lui. Cette protection passe par le retrait total ou partiel des droits de la puissance paternelle sur le mineur. C'est la déchéance totale ou partielle édictée par **l'article 21 de la loi sur la minorité**. La déchéance vient donc sanctionner un comportement parental fautif mais surtout elle vise à sauvegarder l'intérêt de l'enfant. En cela, la déchéance s'analyse comme une mesure de protection de l'enfant maltraité. La déchéance vise essentiellement les titulaires de la puissance paternelle à savoir les père et mère qu'il soient légitimes, naturels ou encore adoptifs (**art.26 de la loi sur l'adoption**), et aussi toute autre personne qui en est investie. Elle peut être soit automatique et de plein droit selon **l'article 20 de la loi sur la minorité** soit facultative et donc soumise à l'appréciation du juge selon **l'article 21** de la loi précitée. Dans tous les cas, la déchéance fait suite à une condamnation pénale des parents au regard des dispositions précitées. Une condamnation dont la victime de l'infraction est l'enfant mineur de l'auteur <sup>12(\*)</sup>

C'est dire que la déchéance est essentiellement conditionnée par survenir en dehors de toute condamnation pénale des parents, mais à la suite d'actes et omissions jugés comme pouvant porter atteinte à l'intégrité morale ou psychologique et la sécurité de l'enfant selon **l'article 21-7° de la loi sur la minorité**. La cour de cassation française a ainsi eu à noter que la déchéance ne constitue pas impérativement une sanction des parents mais une mesure de



protection vis-à-vis de l'enfant ; que dès lors, la reconnaissance au pénal de l'irresponsabilité pour démence des parents ne fait obstacle au prononcé de la déchéance <sup>13</sup>(\*)

Ici, ce qui est mis en évidence c'est l'intérêt supérieur de l'enfant dont l'appréciation est laissée au juge.

Mais, même si la déchéance s'analyse comme une mesure de protection assez efficace de l'enfant contre ses parents, il ne faut pas perdre de vue que le milieu familial et donc les parents demeurent incontestablement les meilleurs remparts du mineur contre les divers maux sociaux. C'est en cela que bien que le parent soit fautif à l'endroit de son enfant, une possibilité lui est donnée de recouvrer les droits perdus. C'est la restitution des droits de la puissance paternelle en cas de réhabilitation du parent prévue par **l'article 24 de la loi sur la minorité**. A la déchéance des droits de la puissance paternelle s'ajoute la sanction pénale.

### **11-3-La sanction pénale des auteurs de maltraitance**

La plupart des actes et omissions que l'on regroupe sous la terminologie de mauvais traitements sont des infractions de droit commun qui peuvent être commises aussi bien sur les mineurs que sur les adultes et ce par quiconque. Ceci pour dire que les actes constitutifs de mauvais traitements dans leur incrimination ne présentent pas véritablement de particularités par rapport aux mineurs, bien que quelques unes de ces infractions soient encadrées particulièrement en faveur de l'enfant. La particularité réside plutôt dans la répression. Aussi, pour réprimer ces actes incriminés, la qualité de mineur de la victime constitue, certaines fois, une circonstance aggravante vis-à-vis de certains auteurs, notamment ceux qui n'ont aucun lien particulier avec le mineur victime (**Art 354 al 3; art 355 al 2-3° C.P**). D'autres fois, c'est la qualité de la personne auteur de l'infraction, eu égard au lien ou au rapport qui existe entre elle et la victime mineur qui est prise en compte. Le législateur ivoirien en a fait aussi une circonstance aggravante. Ainsi, lorsque les parents ou substituts parentaux, tuteur par exemple, se rendent coupables de mauvais traitements sur la personne du mineur sur lequel ils exercent la puissance

paternelle, la peine est soit portée au double soit c'est le maximum qui est prononcé (**Art 354 al 2-2°; art 363 C.P**).

La condamnation pénale ainsi prononcée précède le plus souvent la déchéance des droits de la puissance paternelle. Cette condamnation emporte automatiquement dans certains cas la déchéance alors que dans d'autres, elle n'ouvre que la voie. Le juge ayant la faculté de prononcer ou non la déchéance <sup>14(\*)</sup>

Par ailleurs, le législateur ivoirien a porté une attention toute particulière aux pratiques coutumières néfastes au développement de l'enfant. Aussi, un texte spécial a-t-il été pris pour réprimer les mariages précoces et les mutilations génitales ou excision.

#### **11-4-Remarques et recommandations sur les dispositions légales contre les mauvais traitements des enfants**

**L'article 279 code pénal** fait de la dénonciation en générale une obligation dont est soustrait le conjoint, les parents ou alliés jusqu'au quatrième degré inclusivement, du coupable de l'infraction. Or, dans le cas particulier de la maltraitance, qui mieux que le conjoint, les parents ou alliés est bien placé pour être au courant des actes et donc à même de les dénoncer. La non application de cette disposition aux personnes sus indiquées dans le cas particulier de la maltraitance est regrettable car cela réduit considérablement les possibilités de connaître, de prévenir et de sanctionner ces actes ; donc les possibilités de mieux protéger le mineur maltraité.

Par ailleurs, permettre aux personnes qui, vivant sous le même toit, qui connaissent les faits de maltraitance, de ne pas les révéler parce qu'eux-mêmes sont unies au coupable par un lien étroit de parenté ou d'alliance, c'est trop souvent laisser l'enfant sans défense, aux prises avec un milieu « familial » où l'indifférence parfois assez lâche, le dispute à la haine la plus agressive. C'est aussi, accepter une certaine contradiction, puisque, c'est admettre l'abstention de la part de personnes qui peuvent, d'un autre point de vue purement civiliste, être tenues de donner soins et aliments à l'enfant

Ici, la primauté est accordée au devoir de cohésion familiale qui pèse

sur chaque membre d'une famille par rapport à la protection de l'enfant. Le législateur français avait adopté la même position dans une loi de 1945 sur la répression des crimes et délits commis contre les enfants. Cependant depuis **la loi du 13 Avril 1954, en son article 1er**, il a changé de position en faisant de la dénonciation une obligation pour tout individu en ce qui concerne les crimes commis sur les mineurs de quinze ans .

La règle a ainsi le mérite de faciliter la répression d'infractions qui, souvent ne peuvent être connues que par une dénonciation émanant du milieu familial ; même si elle limite son domaine d'application aux crimes excluant ainsi les délits. C'est une voie que devrait suivre le législateur ivoirien et même aller plus loin en étendant la règle aux délits et pourquoi pas aussi aux mineurs de dix huit ans.

Une autre réalité rendant inefficace l'obligation de dénonciation est la coutume. En effet, sous prétexte de ce que l'acte accompli relève de la coutume, c'est le cas des mariages précoces et de l'excision, l'on ne le considère pas répréhensible ou du moins le trouve bien fondé. Aussi, n'éprouve-t-on pas le besoin de le dénoncer.

Malgré ces insuffisances, lorsque la maltraitance est connue de l'autorité, les parents ou substituts parentaux auteurs sont sanctionnés

Outre les sanctions pénales qui peuvent frapper les auteurs de maltraitance, ceux-ci encourent aussi la déchéance de leurs droits de la puissance paternelle.

\*12-Cass. Civ. 1ère, 14 Avril 1982, Bull. civ. N°125 p 110

\*13-Art 355 al 2-1° en matière d'attentat à la pudeur par exemple

\*14-Loi n°98-756 du 28 décembre 1998 portant répression des unions forcées et/ou précoces d'un mineur de 18 ans JORCI 1999

Loi n°98-757 du 28 décembre 1998 portant répression de certaines formes de violence à l'égard des femmes JORCI 1999

## **12-0- la protection légale du mineur contre l'exploitation**

La protection de l'enfant contre l'exploitation, s'observe à différents niveaux. Cette exploitation économique résultant surtout de l'exploitation de sa force de travail, le législateur ivoirien va certes, admettre que l'enfant travaille mais à certaines conditions. Il y a donc une réglementation du travail du mineur.

Par ailleurs, même si l'on admet sous condition le travail de l'enfant, il y a des formes de travail auxquelles l'on ne peut tolérer que l'enfant soit soumis ; ce sont les pires formes de travail de l'enfant. Ainsi, vis-à-vis des pires formes de travail de l'enfant, va être instituée une interdiction formelle.

### **12-1- la réglementation du travail de l'enfant**

**L'article 23.8 du code de travail** dispose que « les enfants ne peuvent être employés dans une entreprise, même comme apprenti, avant l'âge de quatorze ans ... ». Cela signifie que l'enfant peut travailler mais pas avant un certain âge. L'on pose ainsi le principe de l'admission conditionnelle du travail de l'enfant. Le travail de l'enfant est donc non seulement soumis à des conditions mais aussi à un contrôle.

#### **a- La définition légale exacte de la notion de travail de l'enfant.**

Les instruments internationaux et même la législation interne, ne définissent pas expressément la notion du travail de l'enfant. Néanmoins, le travail de l'enfant peut être simplement appréhendé comme le travail effectué par un individu de l'un ou l'autre sexe âgé de moins de dix huit ans. Une telle définition, a priori ne pose pas le problème du travail du mineur récriminé et incriminé par toute la société nationale et internationale. Ce, d'autant plus qu'appréhendé comme l'ensemble des activités, des efforts nécessaires pour produire quelque chose, pour obtenir un résultat, le travail <sup>15(\*)</sup> pour tout individu notamment pour un enfant a de tout temps eu des aspects éducatifs et surtout socialisant. En effet, le travail a toujours été utile à l'homme car lui assurant une indépendance

économique et son intégration sociale. Mais, un enfant étant sous la responsabilité de ses parents, ils doivent le prendre en charge en survenant à tous ses besoins. De ce point de vue, l'enfant n'a donc pas à rechercher une indépendance économique par le biais de son travail. Néanmoins, l'enfant en tant qu'élément de la société peut à un moment donné participer au développement de cette société. Par son travail donc l'enfant va connaître une intégration sociale en se frottant aux réalités de la société dans laquelle il est appelé, à sa majorité, à jouer un rôle prépondérant. C'est en cela que l'on parle de caractère socialisant du travail de l'enfant. Et cet aspect des choses n'a pas échappé à **la Convention C138 de l'Organisation Internationale du Travail (O.I.T), sur l'âge minimum d'admission à l'emploi** qui exclut de son champ d'application le travail éducatif et socialisant aux termes **de son article 6**. Aussi, depuis toujours, en Afrique le travail de l'enfant s'inscrit-il dans un contexte de pérennisation des valeurs et fait partie intégrante du processus de socialisation et d'éducation de l'enfant. Ainsi, la plupart des sociétés africaines considèrent comme normal et positif pour les enfants d'un certain âge d'entreprendre un type d'activité donné <sup>16\*</sup>).

Même s'il est vrai que ce travail se déroulait souvent dans un cadre strictement familial.

Cependant, l'accentuation des crises économiques dans nos sociétés africaines et notamment dans la société ivoirienne depuis ces quinze dernières années a entraîné des changements de comportement. Ces changements tendent progressivement à enlever au travail des enfants son aspect socialisant et éducatif pour en faire une entreprise d'exploitation des enfants. Au travail socialisant et éducatif donc, semble s'être substituée une forme d'exploitation et difficilement tolérable du travail des enfants <sup>17(\*)</sup>.

C'est cela l'exploitation économique de l'enfant et c'est ce qui décrié et condamné.

Aujourd'hui néanmoins, bien que la structure ait changé, le travail étant devenu beaucoup moderne et plus dirigé vers un but de profit, l'on continue d'admettre que l'enfant puisse travailler. Seulement ce travail est soumis à des conditions.

## **b-Les conditions d'admission de l'enfant au travail.**

**L'article 23.8 du code du travail** dispose que « **les enfants ne peuvent être employés dans une entreprise avant l'âge de 14 ans...** ». Le législateur ivoirien pose ainsi une première condition d'admission du mineur au travail qui est relative à l'âge. D'autres conditions existent et sont relatives aux conditions même d'exercice du travail.

### **-la condition relative à l'âge.**

Déjà au début du 20<sup>ième</sup> siècle, l'on avait admis que même si l'enfant devait travailler, il ne pouvait le faire à n'importe quel âge. Ainsi, se posait la nécessité de limiter l'âge d'accès du mineur à l'emploi, au travail. Il s'agissait de lui fixer un âge minimum d'admission à l'emploi. C'est alors que plusieurs conventions dans plusieurs domaines d'activité vont être passées pour déterminer un âge minimum d'admission de l'enfant à l'emploi dans ces domaines. Cette nécessité s'est avérée plus impérieuse avec le temps et, en 1973, la communauté internationale par l'OIT décida d'uniformiser la barre de l'âge minimum d'admission à l'emploi. Aussi, va-t-il être demandé aux États notamment à ceux parties à la convention de spécifier un âge minimum d'admission à l'emploi. Néanmoins, une limite va être donnée ; cet âge minimum ne peut être inférieur à quatorze ans selon **l'article 2-3°-4° de la Convention C138 de l'OIT**.

L'objectif du législateur international en adoptant une telle mesure est clair : protéger l'enfant et assurer son développement. Objectif précisé d'ailleurs par **la recommandation R146 sur l'âge minimum dans son préambule à ses alinéas 3 et 4**. C'est donc tout en poursuivant ce même objectif de protection du mineur que le législateur ivoirien a fixé l'âge minimum d'admission de l'enfant à l'emploi à quatorze ans. Mais il est regrettable de constater que son respect en est tout autre.

## **- les conditions relatives à l'exercice du travail**

Même si l'enfant à partir de quatorze ans peut être admis à l'emploi, le souci de sa protection nécessite que des dispositions particulières soient prises à son endroit dans l'exercice de ce travail.

Le travail même que l'enfant doit être amené à faire en entreprise ne doit pas excéder sa force de travail. Si cela s'avère être le cas, le mineur doit être affecté à un emploi plus convenable comme le dispose **l'article 23.9 du code du travail**. Le législateur accompagne le jeune travailleur pour sauvegarder sa santé et son développement physique harmonieux. De la sorte, il met l'intérêt de l'enfant, quant aux éléments sus indiqués, au dessus de celle de l'entreprise. Et même lorsqu'il s'agit de faire un choix entre le développement physique et mental de l'enfant et l'aspect financier du travail, il met en avant l'aspect humain du développement de l'enfant. C'est alors que, lorsque le travail en entreprise auquel l'enfant est affecté est au dessus de ses forces et qu'il n'y a pas de possibilité d'affecter le mineur à un autre emploi, le législateur préconise qu'il soit mis fin au contrat de travail (**art.29 al 2 du C.T**).

Par ailleurs, une interdiction formelle de faire travailler l'enfant de nuit, même s'il est en apprentissage ou en préformation <sup>17(\*)</sup> est édictée sauf dérogation dans des conditions fixées par le décret tenant compte de la nature particulière de l'activité (**art.22.2 du C.T**). La possibilité d'une telle dérogation n'est pas à la faveur de la protection que l'on veut pour l'enfant. Ce d'autant plus qu'ici, l'activité professionnelle ou l'intérêt de l'entreprise est mis au-dessus de la condition de l'enfant. Nous pensons que si la nature particulière de l'activité ne permet pas à l'enfant de travailler de jour alors, qu'il ne soit pas admis à ce travail tout comme dans le cas des travaux excédant sa force de travail. Le jeune travailleur doit pouvoir bénéficier d'un repos suffisant et la durée minimale de son repos journalier est fixée à douze heures consécutives.

Si cependant, le développement physique et mental harmonieux du mineur travailleur est une préoccupation fondamentale du législateur ivoirien, le traitement salarial ne suit pas cette même attention. En effet, le législateur a admis que soit instituée une discrimination dans le traitement salarial du travailleur mineur rémunéré au temps par rapport au travailleur adulte en permettant

que le salaire du jeune travailleur de moins de dix-huit ans puisse subir une réduction dans un certain pourcentage (**art 49 al 1 de la convention interprofessionnelle de la Côte d'Ivoire du 19 juillet 1977**) ; alors même que l'adulte et le mineur occupent le même emploi et travaillent dans la même catégorie professionnelle. Et ce même si à l'endroit du jeune travailleur rémunéré à la tâche ou au rendement l'égalité du salaire est observée (**art 49 al 3 de la convention précitée**). Ce faisant, il y a une violation flagrante du principe « à travail égal, salaire égal » et de **l'article 13-1.a de la recommandation R 146 de l' OIT sur l'âge minimum** qui recommande qu'une attention particulière soit accordée à l'attribution d'une rémunération équitable et la protection du salaire du travailleur en vertu du principe précédemment cité. Cette discrimination pourrait s'expliquer peut être par un éventuel manque de formation professionnelle ou qualifiante du travailleur mineur étant donné que la mesure ne s'applique pas au mineur titulaire d'un Certificat d'Aptitude Professionnelle (C.A.P) et débutant dans la profession ou ayant subi avec succès l'examen de sortie d'un centre de formation professionnelle (**Art 49 al 2 de la convention précitée**). Cependant, nous estimons que cette raison est insuffisante car si le mineur occupe un emploi au même titre qu'un adulte dans la même classification professionnelle, c'est d'abord parce qu'il a les aptitudes nécessaires et suffisantes pour exercer cet emploi comme l'adulte. Dès lors, la réduction de son salaire ne saurait se justifier. Du coup, l'on institue une exploitation légale de la force de travail du mineur. Malgré cette discrimination légale, le travail du mineur est contrôlé.

\*15-Hachette, dictionnaire universel, Edicef 2003

\*16-Action for the rights children (ARC), questions spécifiques : abus et exploitation, éd. B.I.T, Avril 2003 p3

\*17-BIT, la traite des enfants aux d'exploitation de leur travail dans le secteur informel à Abidjan, 1ière éd. BIT 2005 p13



## **-Le contrôle légal du travail de l'enfant**

Les modalités du contrôle du travail de l'enfant sont relatives aussi bien aux organes chargés du contrôle qu'à la mise en œuvre de ce contrôle.

Dans la législation ivoirienne, l'organisme chargé de veiller au respect des lois sociales est l'inspection du travail et des lois sociales. Les inspecteurs du travail sont aidés ou assistés dans leur tâche par des contrôleurs et des attachés du travail. Les inspecteurs de travail ont des tâches diverses dans l'exercice de leur pouvoir de contrôle. Entre autres tâches, ils doivent contrôler l'identité des travailleurs ainsi que le travail que chacun d'eux occupe

**(art. 95.5-1° du C.T).** Par identité, ici, il faut entendre tous les éléments d'informations relatives à l'état civil du travailleur, notamment son âge. C'est donc là une possibilité pour savoir si l'entreprise emploie ou non des mineurs et si le travail effectué par eux convient à leur force de travail comme le prévoit **l'article 23.9 du code du travail**. Afin d'assurer l'efficacité du contrôle et la véracité des informations, il est fait obligation aux employeurs de tenir constamment un registre dit registre de l'employeur, au lieu de l'exploitation **(art.93.2 du C.T)**. Ce registre doit contenir entre autres informations des renseignements sur les personnes employées ainsi que leur travail effectué. Les visites en entreprises de l'inspecteur du travail pour être efficaces peuvent être inopinées et s'effectuer de jour comme de nuit **(art.95.5-a du C.T)**.

Les résultats du contrôle sont consignés dans un procès verbal qui fait foi jusqu'à inscription de faux **(art.94.4 al 4 in limine du C.T)**. Et selon la gravité des violations ou infractions constatées, l'inspecteur du travail en saisi directement les autorités judiciaires compétentes ou peut prendre lui-même les mesures qui s'imposent.

Ces mesures vont des conseils aux mesures exécutoires propres à faire cesser un danger imminent pour la santé et la sécurité des travailleurs en passant par la mise en demeure et des avertissements **(art94-4 al 4 in fine. du C.T)**

### **12-3-Remarques et recommandations sur le contrôle du travail de l'enfant**

Les limites attachées au contrôle de l'inspecteur du travail sont d'ordre juridique et d'ordre pratique.

La limite juridique vient de la non application du code du travail au secteur informel. En effet, de par la définition du travailleur donnée par le code du travail en **son article 18**(18\*), définition de laquelle l'on tire aussi la définition du contrat de travail, ce code semble pouvoir s'appliquer à tous les domaines de la vie économique. Exception faite des domaines exclus par le code lui-même. Cela surtout encore quand on sait que pour la détermination de la qualité de travailleur, il n'est tenu compte ni du statut juridique de l'employeur, ni celui de l'employé selon **l'article 2-2 du code du travail**. Néanmoins, à cause de son caractère informel, le secteur informel échappe à la quasi-totalité des dispositions du code. Car par essence le secteur informel est un secteur non organisé conformément aux normes existantes. Dès lors, surgissent toutes les difficultés pour l'inspecteur du travail d'effectuer des contrôles dans ce secteur en vue de la protection des enfants qui y travaillent. Quant aux limites pratiques elles résultent de la localisation ou répartition de l'inspection du travail sur le territoire national ainsi qu'aux moyens dont disposent les inspecteurs. En effet, les inspections de travail sont inégalement réparties sur le territoire national et se retrouvent seulement que dans les grandes agglomérations dont Abidjan et Bouaké, avant la guerre. Ceci pose un problème d'efficacité dans la mesure où les distances à parcourir pour effectuer les contrôles sont grandes. Les contrôles peuvent être très espacés de sorte que pour un temps plus ou moins long, des entreprises peuvent sans être inquiétées faire travailler des mineurs ayant moins de quatorze ans ou soumettre le mineur ayant l'âge requis à un travail qui soit au dessus de ses forces nuisant ainsi à son développement physique et intellectuel.

Cet état de fait recommande que l'on décentralise les inspections de travail et que les grandes zones industrielles du pays puissent être dotées chacune d'une inspection de travail afin d'assurer la régularité des contrôles et partant leur efficacité.

Par ailleurs, bien que **l'article 91-7 du code du travail** recommande que des moyens appropriés soient pour fournir aux

inspecteurs de travail et leurs collaborateurs, que des facilités de transport nécessaires à l'exercice de leur fonction leur soient données, c'est bien souvent ceux-ci déplorent le manque de moyens adéquats pouvant leur permettre d'être efficaces dans leur mission de contrôle.

Même si le mineur est admis sous certaines conditions à travailler, il y a des formes de travaux auxquels il ne peut être soumis et qui lui sont de ce fait interdites.

*\*18--Art. 2 al 1 du C.T: « est considéré comme travailleur, ou salarié quels soient son sexe, sa race et sa nationalité, toute personne physique qui s'est engagée à mettre son activité professionnelle, moyennant rémunération, sous la direction et l'autorité d'une autre personne physique ou morale, publique ou privée, appelée employeur.*

## **13-0- Les mesures de protection de l'enfant contre les pires formes de travail**

Les pires formes de travail de l'enfant, de par leur définition, notamment la traite et le trafic, renferment un aspect extra territorial. Aussi bien que des mesures internes de protection soient envisagées, une collaboration sous régionale est mise en place.

Ces mesures légales internes de protection vont de l'interdiction à la répression en passant par l'incrimination des différents actes et pratiques constitutifs de pires formes de travail du mineur.

### **13-1-Les mesures internes.**

La constitution ivoirienne, en son **article 3**, interdit l'esclavage, le travail forcé ainsi que toute forme d'avilissement de l'être humain.

Cette disposition en ce qui concerne le mineur a trait à sa protection contre les pires formes de travail dans leur aspect, ici, attentatoire et avilissant de sa dignité. D'ailleurs, cette protection du mineur est plus explicite à travers **l'article 6** de ladite constitution disposant que « **l'État assure la protection des enfants..**» De même que la constitution, la loi portant code du travail interdit de façon absolue le travail forcé ou obligatoire en son **article 3 in limine**.

L'interdiction des pires formes de travail dans leur aspect de

travaux dangereux ressortit de l'arrêté même portant détermination de la liste des travaux dangereux interdits aux enfants. Pour montrer son attachement à cette interdiction, l'autorité ivoirienne a fait figurer le terme ``interdit`` déjà dans le titre de l'arrêté avant de le faire ressortir dans son article premier « sont qualifiés travaux dangereux interdits aux enfants... » Mais, fort de l'expérience qu'a l'être humain de transgresser les interdits, le législateur ivoirien n'a pas manqué d'incriminer et de réprimer les actes et pratiques constitutifs de pires formes de travail de l'enfant.

### **13-2-L'incrimination et la répression des actes et pratiques constitutifs de pires formes de travail des enfants.**

Les pires formes de travail de l'enfant bien qu'elles fassent l'objet d'interdiction, le législateur ivoirien en a fait des infractions sanctionnées pénalement.

Aussi, rejette-t-il et condamne tout acte ou pratique de quelque nature que ce soit susceptible d'être préjudiciable à l'homme notamment à sa liberté, à sa personne. Dès lors, toute personne qui conclut une convention ayant pour objet d'aliéner, soit à titre gratuit, soit à titre onéreux, la liberté d'une tierce personne est passible de peine pénale **selon l'article 376 du code pénal**, il en est de même pour quiconque reçoit une personne en gage (**art. 377 du C.P**). Ce faisant, il incrimine ainsi toutes les formes d'esclavage. Par ailleurs quiconque qui, aux termes de **l'article 378 du code pénal**, pour satisfaire exclusivement son intérêt personnel, impose à autrui un travail ou un service pour lequel il ne s'est pas offert de son plein gré, commet aussi une infraction. De la sorte, l'on incrimine la servitude pour dette, le servage ainsi que le travail forcé ou obligatoire. Incriminées sous la rubrique des atteintes à la liberté individuelles <sup>19(\*)</sup> toutes ces infractions sont punies de peines d'emprisonnement allant de six mois à trois ans ou de un à deux ans selon les cas aux termes des dispositions précitées.

Lorsque l'infraction est commise, particulièrement sur le mineur, le maximum de la peine est exigé lorsqu'il s'agit d'un mineur de moins de quinze ans. C'est dire que pour le mineur de plus quinze ans, le maximum de la peine peut ne pas être prononcé. Le statut de mineur de la victime ici constitue une circonstance aggravante. Mais

Il faut noter qu'il y a une protection à double vitesse entre les mineurs selon leur âge. Ce qui est regrettable étant donné qu'ils sont tous, mineurs de quinze ans ou plus, bénéficiaires des droits de protection contenus dans la convention sur les droits de l'enfant et dans la charte africaine sur les droits et bien-être de l'enfant sans discrimination aucune<sup>20(\*)</sup>.

Que le mineur ait quinze ans ou plus son assujettissement ne saurait être justifié par quoi que ce soit pour que la personne qui lui inflige un tel traitement soit traitée au même titre que si sa victime avait été un adulte.

Pour protéger le mineur contre l'exploitation sexuelle constitutive aussi de pires formes de travail, l'auteur de telle pratique est considéré comme un proxénète et sanctionné en tant que tel sur le fondement de **l'article 335 du code pénal**. La qualité de mineur de la victime ne constitue qu'une circonstance aggravante de la peine. La qualité de la personne auteur du délit constitue aussi une circonstance aggravante qui conduit au doublement de la peine. Aussi, lorsque l'auteur de l'exploitation sexuelle a d'une manière ou d'une autre, une quelconque autorité sur le mineur et qu'il le livre à la prostitution sa peine est portée au double selon **l'article 336 al 1-5 du code pénal**. Par ailleurs, commet un délit, quiconque porte atteinte aux mœurs existantes en favorisant ou en facilitant la débauche de la jeunesse de l'un ou l'autre sexe en dessous de dix huit ans (**art.337 al 1 du C.P**). La tentative de tous ces délits est punissable aux termes des dispositions sus indiquées. Le législateur ivoirien, pour montrer son attachement à la protection de la jeunesse notamment les mineurs, et son intention de n'abriter sur son sol des personnes ayant commis de tels actes sur les enfants, prescrit que les actes même commis à l'étranger soient pris en compte dans le prononcé de la sanction (**art.337 al 2 du C.P**).

L'utilisateur des mineurs dans la production et le trafic de stupéfiant n'échappent pas à l'incrimination et à la répression<sup>100(\*)</sup>

En outre, même si l'État de Côte d'Ivoire interdit le recrutement de mineurs dans ses forces armées, à la faveur de la guerre il est donné de constater cette pratique notamment dans les rangs des rebelles sans que ceux-ci puissent être sanctionnés.

L'on peut noter que l'incrimination et la répression des actes constitutifs de pires formes de travail de l'enfant ne concernent que ceux ayant un caractère avilissant et dégradant. Les travaux

dangereux ne sont donc pas incriminés; le législateur ne se contentant que de les interdire. Ce qui est regrettable quand on sait que l'interdiction à elle seule ne suffit pas à protéger l'enfant et qu'elle n'a de force que lorsque sa violation est réprimée. Cela explique en partie les violations flagrantes de ces interdictions constatées chaque jour. Il est donc temps pour donner force à l'interdiction des travaux dangereux en l'accompagnant de sanction. Mais aussi faut-il mettre véritablement à contribution les forces de l'ordre pour que ces pratiques prennent fin.

### **13-3-Remarques et recommandations sur les mesures de protection de l'enfant contre les pires formes de travail**

Malgré les interdictions, l'incrimination et la répression par des textes, des actes constitutifs des pires formes de travail, les auteurs de tels actes restent parfois impunis du fait de la méconnaissance même des textes par certains de ceux qui sont chargés de leur mise en œuvre, c'est notamment le cas des agents de police et de gendarmerie. En témoigne la plainte de cet agent : « on a arrêté plusieurs fois des trafiquants et des mineurs venant du Burkina Faso et du Mali. Mais une fois qu'on les interpelle, on ne sait pas toujours sous quels motifs les garder au violon et les traduire ensuite en justice. C'est un vrai flou au niveau des textes. On ne sait pas sur quoi se baser pour traquer ces individus <sup>21(\*)</sup>

Cela dénote de la nécessité d'une formation complémentaire de tous les corps ainsi impliqués dans la mise en œuvre des textes et autres mesures afférents à la protection des mineurs.

Le phénomène des pires formes de travail de l'enfant ayant un caractère qui dépasse les limites d'un État, toute la sous région a décidé de s'impliquer dans la lutte par la coopération.

### **13 -4 -De la coopération sous-régionale dans la lutte contre les pires formes de travail des enfants.**

Les pires formes de travail ont dans certains de leurs aspects ou manifestations un caractère international parce que dépassant les frontières de la Côte d'Ivoire. C'est notamment la traite ou le trafic des enfants. Appréhendé comme le déplacement d'un enfant d'un espace à un autre dans un but d'exploitation, le trafic des enfants <sup>22(\*)</sup> a aussi bien un volet interne qu'un volet international. En effet, des études dans des zones frontalières du pays ou dans des zones de grandes productions agricoles ou minières ont prouvé que des enfants sont convoyés vers la Côte d'Ivoire depuis des pays voisins ou de la sous région pour être exploités sur place. D'autres font l'objet de déplacement interne. C'est alors que la brigade mondiale du ministère de la sécurité a enregistré en 2002, 41 cas d'enfants âgés de 8 à 15 ans victimes de trafic repartis comme suit :

Cote d'Ivoire (12), Burkina Faso (02), Togo (08), Bénin (13), Nigeria (01), Guinée (02) <sup>23(\*)</sup>.

A cause de l'aspect international du trafic des enfants, l'on s'est rendu compte qu'aucun pays, ni aucune institution nationale ou internationale ne peut à lui seul s'attaquer au phénomène de la traite ou du trafic des enfants dans toutes ses manifestations et dans toute son ampleur pour l'enrayer. Pour être efficace donc, la lutte contre la traite des enfants aux fins d'exploitation exige le développement d'un partenariat fort et durable tant au plan national qu'au plan sous-régional et tout particulièrement sur le plan juridique<sup>24(\*)</sup>.

Fort de ce constat, à la faveur de séminaires, tables rondes et autres concertations plusieurs pays de la sous région ont institué entre eux une collaboration dans la lutte contre le trafic des enfants. Cette collaboration s'inscrit dans le cadre de l'article 11 de la convention sur les droits de l'enfant, pour la lutte contre les déplacements et les non-retours illicites d'enfants à l'étranger. Ainsi, cette volonté de collaboration s'est manifestée par deux accords de coopération ; un bilatéral et l'autre multilatéral. Ce sont d'une part l'accord de coopération entre la République de Côte d'Ivoire et la République du Mali contre le trafic transfrontalier des enfants de Septembre 2000 <sup>25(\*)</sup> et d'autre part l'accord multilatéral de coopération en matière de lutte contre la traite des enfants en Afrique de l'Ouest de Juillet

2005 conclu entre le Bénin, le Burkina Faso, la Guinée, le Libéria, le Mali, le Niger, le Nigeria et la Côte d'Ivoire <sup>26(\*)</sup>.

Il s'agit pour ces États de se donner un instrument juridique commun, outil nécessaire pour l'élimination de la traite des enfants et un gage pour leur épanouissement harmonieux et le respect de leurs droits fondamentaux selon **l'article 16 du préambule de l'accord multilatéral et l'article 11 de l'accord bilatéral**.

Par ces accords, les États entendent mener des actions communes tant dans la prévention, la protection, le rapatriement des enfants victimes que dans la réunification des familles, la réhabilitation et la réinsertion des enfants (**art.6 de l'accord multilatéral**). Quant à la répression des auteurs, elle est laissée à la charge de chaque État partie (**art.8-h de l'accord précité**). A ce niveau une harmonisation des législations est envisagée (**art.8-j de l'accord précité**).

\*19-Livre II, titre II, chapitre 4, section 1 du code pénal

\*20-Art 1 de la C.D.E et art. 2 de la C.A.D.E

\*21-Art. 2 al.1-2° de la loi n°88-686 du 22 juillet 1988 portant répression du trafic et de l'usage illicite de stupéfiant.

\*22-Sissoko (A), Agbadou (J), Goh (D), op.cit. p 50

\*23-Pour la définition du protocole additionnel de l'ONU contre la criminalité transnationale voir Koffi (M.C.), op.cit. p 40

\*24-Koffi (M.C), op.cit. p 45

\*25-N'guessan (N), la traite des enfants aux fins d'exploitation de leur travail dans les mines d'or d'Issia, Côte d'Ivoire, 13 éd. BIT, Abidjan 2005 p 59

\*26-CNDJ, les droits de l'enfants en côte d'Ivoire, rec. CNDJ, Abidjan 2005 p 80 et suiv.

### **13-5- Des solutions envisagées pour la lutte contre les auteurs des pires formes de travail des enfants en milieu rural agricole**

Pour éradiquer les offenses faites aux mineurs, des solutions traditionnelles mais inefficaces existent mais avec l'avènement des pires formes de travail dans la cacaoculture qui implique la cote d'ivoire, l'apport récent du gouvernement auprès des zones de production de cacao est à relever.



- **L'apport des autorités traditionnelles**

Les prérogatives d'un chef de village ou de communauté, consistent prioritairement à créer un cadre de résolution des problèmes dans sa localité. Dès lors que le chef est informé de ce l'attitude malveillante d'un subordonné, l'auteur est convoqué et des conseils lui sont prodigués dans le souci de préserver l'harmonie familiale. En cas de récurrence, la garde de l'enfant est retirée au parent et confiée à un autre membre de la famille. Cette mesure du chef trouve son fondement dans le souci de protection de l'intégrité physique ou morale du mineur. Dans les cas graves comme l'infanticide le chef à recours cette fois à l'autorité judiciaire.

En réalité, tout n'est pas facile pour le chef de sanctionner les parents fautifs pour le simple fait qu'il est difficile de voir un membre d'une famille dénoncer un parent qui exerce la violence sur un mineur. Il existe une sorte de solidarité autour de la maltraitance des enfants dans la famille. Faire travailler de façon sauvage un mineur est vue comme l'expression d'une éducation de rigueur. Selon les témoignages recueillis dans différents villages agricoles « les enfants qui exécutent les tâches dangereux sont considérés comme des héros et font la fierté de leurs parents ou tuteurs. » Quelquefois les parents font des promesses aux mineurs dans le but de les exploiter.

Face à cette mentalité les chefs traditionnels restent muets devant la maltraitance des enfants. On voit par exemple un enfant de dix (10) ans, traverser le village avec des lourdes charges sur la tête, sous le regard insouciant des villageois qui bien au contraire louent la bravoure de l'enfant.

En clair les sociétés traditionnelles regorgent des mesures inefficaces contre les auteurs des mauvais traitements des enfants. Comment une société qui érige la maltraitance de l'enfant en une forme rigoureuse d'éducation de l'enfant peut elle-même trouver des solutions à ces violations des droits des enfants ? la chocotte, les dures travaux champêtres, la privation de nourriture, le port des lourdes charges etc. Font désormais partie de l'éducation d'un enfant.

- **L'apport du gouvernement**

L'implication récente mais porteuse d'espoir du gouvernement ivoirien dans la lutte contre les pires formes de travail dans le secteur de cacao en cote d'ivoire.

La réalité de tels actes ou pratiques à l'endroit de l'enfant en Côte d'Ivoire n'est malheureusement pas fausse. En effet, plusieurs études et enquêtes faites ont montré l'existence de ces pratiques sur les enfants dans diverses localités de la Côte d' Ivoire. A cause du travail des enfants dans les plantations de cacao, ayant donné lieu à ce que l'on a appelé « les enfants esclaves », le gouvernement américain a voulu interdire l'importation du cacao ivoirien ne s'inscrivant pas dans le processus de certification selon le contenu du protocole Harkin-Engel. Pour éradiquer ce fléau, le gouvernement de cote d'ivoire a créé un comité interministériel dont la mission inscrite dans un délai précis a pour mission la lutte contre les pires formes de travail des enfants dans le secteur de la cacaoculture. Des ateliers de formations, des conférences de presse ayant pour objet une large diffusion auprès du monde paysan sur l'absolu nécessité de protéger le mineur contre les travaux dangereux. Des chefs conviés aux ateliers de formation ont pris le relais pour se lancer dans des campagnes éclatées de sensibilisation. Le succès de cette démarche réside dans des mesures budgétaires mises en place en vue d'améliorer l'environnement vital du paysan agricole .Ces mesures se caractérisent à court et moyen terme à la réalisation des infrastructures sanitaires, éducatives et économique dans les zones de production de cacao. Ces mesures semblent satisfaisantes au regard des encouragements adressés à l'Etat de Côte d'Ivoire dans un récent rapport sur le processus de la certification par les Américains. Cette sensibilisation des chefs des villages sur la protection des droits de l'enfant dans le secteur de la cacaoculture est en passe de porter des fruits eu égard aux informations recueillis dans le cadre de cette étude dans les villages de Gboguhé (425kms d'Abidjan), kibouo (410kms d'Abidjan), Assikoi (47kms d'Abidjan)...c'est pourquoi la volonté de l'Etat auprès de la société traditionnelle dans cette lutte contre les pires formes de travail des enfants doit être suivi et pérennisé. C'est le moment d'attirer l'État de Côte d'Ivoire avec l'avènement très avilissant du travail des enfants dans le secteur de cacao à prendre des mesures vigoureuses

pour améliorer le droit des enfants dans les zones rurales.

### **13-6-Avis des informateurs ruraux au sujet du travail des enfants dans la cacaoculture**

Dans le cadre de ce rapport, nous avons mené une enquête pour recueillir l'avis des populations rurales sur le travail des enfants dont l'âge varie entre 5 et 17ans dans les plantations de cacao.

L'enquête déroulée dans les villages de Massandji (sud), Assikoi (sud), Ebilassokro (est), Kibouo (centre ouest), Gboguhé (centre ouest). Louria et Bemadi (ouest).

Au total, trente (30) personnes (hommes, femmes et enfants) ont été interrogées sur le sujet. Elles se répartissent comme suit :

- cinq (5) chefs coutumiers
- quatre (4) instituteurs
- cinq (5) notables traditionnels
- cinq (5) ressortissants étrangers
- cinq (5) enfants déscolarisés
- quatre (4) paysans agricoles
- deux (2) agents de santé

Chaque personne a répondu au questionnaire suivant :

#### **1- Que pensez-vous des personnes qui utilisent les enfants dont l'âge varie entre cinq (5) et dix-sept (17) ans pour travailler dans les plantations de cacao?**

<b><i>A- ce n'est pas bien</i></b>	<b><i>B- c'est bien</i></b>	<b><i>C- cela dépend du type de travail</i></b>	<b><i>D- je n'en sais rien</i></b>

**2- Avez-vous été témoin des actes de personnes qui astreignent les enfants dont l'âge varie entre cinq (5) et dix-sept (17) ans à des travaux pénibles dans les plantations de cacao? Si oui, quelle a été votre réaction ?**

<i>A- non</i>	<i>B- oui</i>	<i>C- j'en ai été victime</i>	<i>D- je n'en sais rien</i>

### **13-7-La synthèse des réponses au questionnaire**

Réponses au sujet de la première interrogation

**A= 07 personnes/30**

**B=12 personnes/30**

**C=10 personnes/30**

**D=01 personne/30**

#### Justification des réponses

**A-** Ce n'est pas bien de contraindre des enfants aux travaux champêtres parce qu'ils sont pénibles et très dangereux pour la santé et le développement physique et mental de l'enfant.

Des parents devraient plutôt encourager les enfants à fréquenter l'école.

**B:** c'est bien d'initier cette tranche d'âge (5-17ans) aux travaux champêtres pour deux raisons importantes.

1) apprendre à l'enfant les rudiments de la culture du cacao dans le but de la pérenniser.

2) L'école n'étant plus une garantie de réussite sociale, il convient de préparer les enfants à la culture de cacao

**C-** Cela dépend du type de travail auquel l'enfant est astreint. En principe les enfants doivent travailler légèrement pour apprendre et pérenniser la culture du cacao. Mais il ne faut pas que cet impératif soit détourné au profit des travaux dangereux à but économique.

**D-** Je n'en sais rien

Réponses au sujet de la seconde interrogation

**A= 05 personnes/30**

**B=16 personnes/30**

**C=07 personnes/30**

**D=02 personne/30**

Justification des réponses

**A-** Je n'ai jamais assisté à des pratiques esclavagistes orchestrées sur les enfants de cette tranche d'âge dans les champs de cacao.

**B:** Oui, car c'est une pratique courante dans nos villages. Des proches parents obligent des enfants (4-5 à 17ans) à se réveiller très tôt (5heures 30 minutes GMT du matin) pour parcourir plusieurs kilomètres à pieds et travailler dans les plantations de cacao.

\*Devant cette situation désastreuse, je ne peut me plaindre car c'est de coutume qu'un parent utilise son enfant ou son protégé comme il le souhaite. De toutes les façons personne ne s'en plaint ici au village, bien au contraire ces enfants sont félicités et pris comme modèle de courage.

**C-** Oui, j'ai été victime des pires formes de travail dans les champs de cacao. Je le faisais pour aider mes parents. (Quatre (4)/sept (7).

\*je l'acceptais malgré moi.

-Oui, j'ai été victime de la méchanceté de mes parents lointains, à la mort de mes géniteurs. Je travaillais dès heures durant, aux activités pénibles et dangereux . Trois (3).

\*je l'acceptais malgré moi mais finalement j'ai fui la maison.

**D-** Je n'en sais rien

**Tableau (n°2) récapitulatif des définitions légales de l'enfant et de l'âge minimum de travail de l'enfant**

	<b>Conventions Internationales</b>	<b>La législation Ivoirienne</b>	<b>La coutume en Côte d'Ivoire</b>
<b>la définition de l'âge de l'enfant</b>	C.D.E, C.A.D.E. <b>18ans</b>	Majorité civile <b>21 ans</b>  Majorité politique <b>18 ans</b>  Majorité pénale <b>18 ans</b>	<b>18 ans</b> (garçon) <b>15 ans</b> (fille)
<b>la définition de la notion de l'âge minimum de travail de l'enfant</b>	Convention 138 de l'O.I.T <b>14ans</b>	Code de travail <b>14 ans</b>	Travaux légers <b>5-13 ans</b>  Âge opérationnel <b>15 - 17ans</b>

**Tableau (n°3) : la liste des travaux dangereux interdits aux enfants de moins de dix-huit (18) ans (Arrêté N° 2250 du ministère de la fonction publique)**

DOMAINES D'ACTIVITÉS	TYPES DE TRAVAUX INTERDITS
AGRICULTURE	<ul style="list-style-type: none"> <li>- L'Abattage des arbres</li> <li>- Le brûlage des champs</li> <li>- L'épandage de produits chimiques</li> <li>- L'épandage des engrais chimiques</li> <li>-Le traitement chimique des pépinières</li> <li>-Le port de charges lourdes.</li> </ul>
MINES	<p>La Foration et les tirs de mine</p> <p>Le transport des fragments ou des blocs de pierre</p> <p>Le concassage</p> <p>L'extraction de minerai à l'aide de produits chimiques tels que le cyanure de sodium, l'acide sulfurique, le dioxyde de soufre</p> <p>Le travail dans les mines souterraines</p>
COMMERCE ET SECTEUR URBAIN DOMESTIQUE	<p>La vente de support à caractère pornographique</p> <p>Le travail dans débits de boisson</p>

ARTISANAT	L'ajustage, le ménage, la vidange, l'affûtage, le fraisage, le laminage, la descente de moteur, la manipulation de batteries. La fabrication et la réparation d'armes à feu La production de charbon de bois et le métier de bûcheron Le ponçage motorisé de cuir et le tannage de la peau. La teinturerie et l'impression
TRANSPORT	L'activité d'apprenti de mini cars communément appelé « GBAKA »

## **14-0- la protection de l'enfant devant les juridictions pénales.**

Le mineur est le maillon faible de la société. Cependant, cette fébrilité ne fait pas forcément de lui un individu conforme à la loi dans ses actes de chaque jour. Il peut entrer en conflit avec la loi, c'est-à-dire qu'il peut la violer. Au plan civil par exemple, à cause de son incapacité le mineur ne peut accomplir certains actes tels que les contrats (**art.27 de la loi sur la minorité**). Cependant, il peut arriver qu'il passe outre son incapacité pour accomplir ces actes. Lorsque c'est le cas, ces actes seront frappés d'une nullité relative (**art.34 de la loi sur la minorité**). Cette nullité est une nullité de protection du mineur.

La violation de la loi par le mineur a un véritable retentissement lorsque cette violation concerne la loi pénale parce que celle-ci protège l'ordre public. C'est le problème de la délinquance juvénile appréhendée comme l'ensemble des crimes et délits ainsi que les contraventions considérés au plan social et perpétrés par les jeunes. Mais même s'il est entré en conflit avec la loi pénale, le mineur ne peut et ne doit pas être traité comme un adulte. Car, comme le soutien un auteur, aucune société ne peut traiter le jeune délinquant sur le même pied d'égalité que le délinquant adulte sans risque d'en faire un criminel d'habitude et de gâcher les chances de



sa réinsertion sociale. La convention sur les droits de l'enfant et la charte africaine sur les droits et le bien-être de l'enfant recommandent que soit pris en compte dans le traitement l'enfant, son statut de mineur (**art.37-c de la C.D.E**). Que ce traitement ait pour objectif surtout de resocialiser le mineur. Il doit s'agir d'un traitement qui soit de nature à favoriser son sens de la dignité et de la valeur personnelle mais aussi qui renforce en l'enfant son respect pour les droits et des libertés d'autrui selon **l'article 40 de la convention et l'article 17 de la charte**. En d'autres termes, il s'agit par ce traitement, d'éduquer l'enfant tout en le protégeant et en protégeant la société.

A cette fin, le législateur ivoirien a édicté des dispositions pénales particulières concernant le mineur délinquant (**art.756 et suiv. du C.P.P**) **comme le recommandent l'article 40-3 de la convention sur les droits de l'enfant**. Ces dispositions instituent à l'endroit du mineur des règles protectrices de forme ainsi que des règles protectrices relativement au fond.

#### **14-0-1- Le souci du législateur quant aux règles de formes**

Le mineur auquel une infraction est imputée ne peut être justiciable devant les juridictions de droit commun. C'est en substance le principe de l'institution de juridictions spéciales en faveur du mineur que pose l'article 756 du code de procédure pénale. Devant ces juridictions, est aussi observée une procédure spéciale.

##### **a- Des juridictions spéciales**

Le législateur ivoirien a institué à l'endroit du mineur délinquant des juridictions spéciales. Mais, convient-il d'emblée de remarquer que ce caractère spéciale des juridictions ne s'observe pas à toutes les étapes de la procédure pénale. Aussi, en matière de poursuite le mineur est-il soumis à la compétence de la juridiction de droit commun tout comme l'adulte.

En effet, aux termes **de l'article 765 du code de procédure pénale**, le procureur de la République près le tribunal du siège du tribunal pour enfants est chargé de la poursuite des crimes, délits et contraventions commis par les mineurs de dix-huit ans. C'est dire

qu'en matière de poursuite, le mineur ne bénéficie pas de juridictions spéciales.

Par ailleurs, certaines infractions commises par un mineur sont soustraites de la compétence des juridictions spéciales pour mineur pour être soumises à celle des juridictions de droit commun. C'est notamment le cas des contraventions. Les contraventions commises par un mineur quelque soit son âge sont soumises à la compétence des tribunaux de police, tribunaux de droit commun selon **l'article 788 du code de procédure pénale**. Ailleurs, en France par exemple, la protection a été poussée un peu plus loin ; les contraventions de 5<sup>ième</sup> classe relèvent du juge des enfants pendant que celles des classes inférieures relèvent du tribunal de police.

En définitive, le caractère spécial des juridictions en faveur du mineur ne s'observe qu'en matière criminelle et délictuelle et concerne l'instruction et le jugement. Ce sont le juge des enfants en matière d'instruction et les juridictions de jugement

### **- le juge des enfants**

Lorsqu'une infraction est imputée à un mineur, le procureur de la République chargé de le poursuivre ne peut saisir n'importe quel juge en l'occurrence, il ne peut saisir le juge d'instruction de droit commun. A cause de sa qualité, le mineur à qui une infraction est imputée va voir l'instruction de son dossier confiée à un juge d'instruction particulier, spécial, le juge des enfants (**art.768 et suiv. du C.P.P**). Celui-ci, en matière d'instruction, à côté de sa fonction initiale qui est d'instruire le dossier du mineur peut assumer une fonction de jugement.

La loi donne compétence en matière de crime et de délit commis par un mineur de dix-huit ans au seul juge des enfants quant à l'instruction (**art.766 al 1 in limine du C.P.P**). Cette différenciation du juge chargé de l'instruction de l'affaire d'un mineur de celle de l'adulte, répond à un souci majeur : protéger le mineur délinquant en le traitant d'une manière particulière par rapport à l'adulte. C'est en cela que le choix du juge des enfants obéit à un critère fondamental, son intérêt pour les questions de l'enfant.

En effet, nommé par arrêté du ministre du garde des sceaux, ministre de la justice, le juge des enfants est avant tout un magistrat, car la Côte d'Ivoire a adopté le système du juge professionnel, mais surtout un magistrat choisi parmi ses pairs compte tenu de ses aptitudes et de l'intérêt qu'il porte aux questions de l'enfance (**art.768 du C.P.P**). C'est dire que le juge des enfants est un juge qui a fait ses preuves en ce qui concerne les questions relatives à l'enfant. La réquisition de cette qualité n'est pas fortuite au vu des missions qui lui sont assignées.

Comme tout juge d'instruction, la mission première du juge des enfants est certes de mener toutes diligences et investigations utiles pour parvenir à la manifestation de la vérité mais, le juge des enfants a aussi une mission toute particulière, celui tout mettre en oeuvre pour connaître la personnalité du mineur délinquant ainsi que les moyens appropriés à sa rééducation (**art 769 al 1 du C.P.P**). Ces investigations visent notamment à obtenir des renseignements sur la situation sociale, matérielle et morale de la famille du mineur, sur ses caractères et ses antécédents, sur sa fréquentation scolaire, son attitude à l'école et les conditions dans lesquelles il a vécu ou a été élevé selon **l'article 769 al 5 du C.P.P**. Ce second aspect de la mission recommande que celui qui en est chargée, ait des aptitudes prédisposées par rapport aux enfants en d'autres termes qu'il soit très proche d'eux. Car au vu des diverses sanctions et mesures palliatives qui peuvent être prises à l'endroit du mineur l'objectif fondamental poursuivi est moins de le sanctionner que d'assurer sa rééducation et sa réintégration dans la société. Il s'agit en un mot de ramener le mineur sur le chemin de la bonne conduite.

La volonté de ne pas traiter le mineur comme l'adulte apparaît nettement lorsque adulte et mineur se trouvent impliqués dans la même cause. Lorsqu'il en est ainsi, le Procureur de la République constitue un dossier spécial concernant le mineur et saisit le juge des enfants pendant que le majeur voit son dossier instruit par le juge d'instruction de droit commun selon **l'article 766 du code de procédure pénale**. Si une information avait été déjà ouverte, le juge d'instruction de droit commun se dessaisit dans le plus bref délai au profit du juge des enfants. C'est dire que le juge d'instruction de droit commun ne peut connaître de l'instruction du dossier d'un mineur. Ce qui n'est pas le cas en France car à côté du juge des

enfants, le juge d'instruction de droit commun intervient aussi dans la procédure.

L'instruction du dossier du mineur par le juge des enfants, juge spécial, peut néanmoins rencontrer quelques obstacles. La dévolution de la fonction de juge des enfants à un magistrat particulier n'est possible que dans les tribunaux de première instance et les sections de tribunaux, où il existe deux ou plusieurs juges. Car dans les sections de tribunaux à juge unique, celui-ci est chargé des fonctions de juge des enfants sur le fondement de **l'article 768 al 2 du code précité**. C'est dire que dans ce cas le mineur ne bénéficie plus de la protection ou de l'assurance découlant du caractère spécial du juge des enfants. Le juge unique de section n'est pas présumé avoir les qualités requises pour les questions touchant aux enfants, condition requise pour la nomination du juge des enfants. Dès lors, même s'il utilise une procédure particulière, son efficacité reste douteuse.

Même lorsque le juge des enfants a pu être spécialement désigné, son efficacité peut être mise en cause lorsque cette fonction n'est pas sa seule tâche. **L'alinéa 4 de l'article 768 du code de procédure pénale** dispose, en effet, que les fonctions de juge des enfants peuvent être cumulés avec d'autres fonctions judiciaires telle la fonction de jugement.

A côté de sa fonction de juge d'instruction, le juge des enfants peut s'ériger en juge de jugement.

En effet, lorsqu'après toutes les diligences, le juge des enfants estime que l'infraction à l'égard du mineur n'est pas établi, il peut par jugement en chambre de conseil relaxer le mineur (**art.772 al 2-3°**) contrairement au juge d'instruction de droit commun qui dans ce cas ne peut rendre qu'une ordonnance de non lieu. Le jugement de relaxe définitif emporte autorité de la chose jugée et la survenance d'éléments nouveaux ne permet pas de rouvrir le dossier. Ce qui n'est pas le cas avec l'ordonnance de non lieu. Le mineur donc, une fois relaxé par le juge des enfants ne peut plus être poursuivi à nouveau pour la même cause. Le juge des enfants peut, outre le jugement de relaxe, prononcer d'autres jugements contenant des mesures dont l'objectif est de protéger l'enfant. Ce sont un ensemble de mesures dites mesures éducatives.

Cette duplicité des fonctions du juge des enfants écarte un des grands principes en matière de procédure pénale : le principe de la séparation des compétences. Principe, selon lequel la même autorité judiciaire ne peut intervenir à deux stades différents de la procédure. Cela parce qu' « on a estimé en effet que cette situation était imposée par la nécessité de bien connaître l'enfant ; or qui peut mieux juger le mineur sinon celui qui l'a suivi pendant toute l'instruction ». Aussi l'on a pu qualifier de « paternel » la fonction du juge des enfants.

La mise à l'écart de ce principe va être encore observé à travers les autres juridictions, les juridictions même de jugement.

## **b- Les juridictions de jugement**

**L'article 756 du code de procédure pénale** pose le principe de la spécialisation des juridictions de jugement à l'endroit de l'enfant. Aussi, aux termes de cette disposition, les mineurs auxquels est imputée une infraction qualifiée délit ou crime ne sont-ils justifiables que des tribunaux pour enfants ou de la cour d'assise des mineurs.

### **- Les tribunaux pour enfants**

Tout comme à la phase d'instruction, au niveau du jugement aussi le mineur bénéficie pour être jugé d'une juridiction spéciale.

En effet, lorsque le mineur est suspecté d'infraction, notamment un délit, et qu'après l'instruction de son dossier le juge des enfants estime qu'il n'y a pas lieu à son endroit de rendre un jugement en chambre de conseil comme le **prévoit l'article 772 al 2-3° du code de procédure pénale**, il peut par ordonnance renvoyer le mineur devant le tribunal pour enfant.

En cas de crime, le juge des enfants par une ordonnance, renvoie le mineur devant le tribunal pour enfants, s'il s'agit d'un mineur de seize ans (**art.772 al 2-2° du C.P.P**). C'est dire que le tribunal pour enfants est compétent pour connaître des délits commis par tout mineur et sa compétence s'étend en matière criminelle à l'égard des mineurs de seize ans. Tout ceci répond toujours au souci du

législateur de réserver un traitement spécial au mineur délinquant mais surtout de le protéger dans sa personnalité. Cela justifie la composition de ce tribunal spécial pour enfants.

Le tribunal pour enfant est composé d'abord du juge des enfants qui n'est autre que celui qui procède à l'instruction du dossier du mineur. Ici encore et véritablement, le principe de la séparation des compétences en vue de garantir l'impartialité du juge à l'égard du prévenu est écarté. Cela pour les mêmes raisons que celles sus indiquées qui motivent l'attribution d'une compétence de juge de jugement au juge des enfants. Outre le juge des enfants qui assure la présidence du tribunal pour enfant, il y a deux assesseurs nommés par le ministre de la justice qui obéissent aux mêmes critères de qualités requises pour le juge des enfants selon **l'article 780 al 2 in fine du code de procédure pénale**. Ces assesseurs sont en effet choisis parmi les personnes de l'un ou l'autre sexe qui se sont signalées par l'intérêt qu'elles portent aux questions de l'enfant en plus de leur compétence.

Le mineur est, en somme à ce niveau, jugé par des personnes qui connaissent, comprennent et ont une expérience des problèmes du mineur. Car, faut-il encore le rappeler, l'objectif toujours poursuivi c'est de bien d'appréhender la personnalité du mineur mais aussi surtout de prendre des mesures appropriés à sa rééducation donc à sa réintégration sociale.

La compétence du tribunal pour enfant en matière criminelle à l'égard du mineur de moins de seize ans a été confirmée par la cour suprême faisant une application stricte **des articles 772 et 774 du code de procédure pénale**. Aussi a-t-il cassé un arrêt de la chambre d'accusation renvoyant une mineure de treize ans accusée de crime devant la cour d'assise des mineurs.

Par ailleurs, aux termes de **l'article 781 al 3 du code précité**, le tribunal pour enfants reste saisi à l'égard du mineur de moins de seize ans lorsqu'il décide d'appliquer une qualification criminelle aux faits dont il avait été saisi sous une qualification correctionnelle.

Tout comme le juge des enfants, l'on peut retrouver sur l'ensemble du territoire un tribunal pour enfants garantissant ainsi au mineur son droit d'être jugé par une juridiction spéciale.

Si le mineur de moins de seize ans accusé de crime est jugé par le tribunal pour enfants, il n'en est pas de même pour celui de plus de seize ans. Ce dernier, lui, comparaît devant la cour d'assise des mineurs.

### **-La cour d'assise des mineurs**

Lorsque le mineur poursuivi pour crime est âgé de seize à dix huit ans, le tribunal pour enfant ne peut connaître de sa cause. La chambre d'accusation doit le renvoyer devant la cour d'assise des mineurs. Ce renvoi peut concerner les inculpés adultes, s'il en existe, qui sont impliqués dans la même cause ou au contraire, ceux-ci peuvent être renvoyés devant la cour d'assise de droit commun par une disjonction de poursuite comme le **dispose l'article 774 al 2 du code de procédure pénale**. C'est dire que cette cour est compétente pour juger tous les accusés mineurs ou majeurs lorsqu'ils sont impliqués dans la même cause. Son caractère de juridiction spéciale pour mineur semble édulcoré mais cette possibilité peut être expliquée par deux raisons essentielles. La première est que la disjonction résulte de la contradiction qui peut exister dans les décisions des deux juridictions sur la même cause. La seconde raison est que la cour d'assise des mineurs peut appliquer à l'encontre du mineur âgé de seize ans au moins les mêmes peines qu'un adulte si elle décide d'exclure l'accusé mineur du bénéfice de l'excuse atténuante de minorité (**art.778 al 2-2° du C.P.P**).

Néanmoins sa spécificité apparaît dans sa composition. La cour d'assise des mineurs est composée de six jurés, trois magistrats dont un président de chambre ou un conseiller de cour d'appel, comme la cour d'assise de droit commun, qui est le président de cette cour et de deux juges des enfants. La présence des deux juges des enfants dans la composition de cette cour est impérative sauf impossibilité selon **l'article 776 al 4 du code précité**. Et nul doute que le juge des enfants ayant instruit l'affaire fera partie de cette

cour, la cour d'assise étant tenu au siège du tribunal de première instance dans le ressort duquel a été instruite la cause.

Cette cour dans sa décision doit impérativement se prononcer sur l'application au mineur d'une condamnation pénale et sur l'exclusion de celui-ci du bénéfice de l'excuse atténuante de minorité. Sinon sa décision encourt la cassation sur le fondement de **l'article 778 al 2-1° et 2° du code précité**.

En instituant des juridictions spéciales pour des causes impliquant les mineurs, le législateur a aussi institué devant ces juridictions une procédure spéciale.

### **c- Une procédure spéciale**

Lorsqu'un mineur est impliqué dans une cause, son traitement en terme de procédure doit différer de celui du majeur. C'est en substance ce que recommandent **l'article 40 al 3 de la convention sur les droits de l'enfant**. Bien que préexistant à cette recommandation, la législation ivoirienne semble l'observer (**art.766 et suiv. du C.P.P**). Car, devant les juridictions spéciales instituées pour les mineurs, la procédure suivie est plus ou moins aussi spéciale. Cette spécificité de la procédure en faveur du mineur s'observe notamment en matière d'instruction. Et tout au long de la procédure allant jusqu'à la condamnation ou à la relaxe ou acquittement du mineur, la publicité des débats est interdite ou réduite.

La connaissance de la personnalité du mineur impliqué dans une cause est très fondamentale et constitue de ce fait une exigence pour le juge des enfants. Elle permet de prendre des mesures idoines nécessitées par sa situation. C'est sûrement à cause de cette nécessité qu'il est permis au juge des enfants de procéder à des enquêtes par voie officieuse (**art.769 al 2 in limine du C.P.P**), c'est-à-dire sans formalisme particulière. Cette connaissance nécessite une enquête et des investigations approfondies est souvent longue. IL y a de ce fait des procédures qui ne peuvent être appliquées au mineur. Ainsi, la procédure de flagrant délit et la citation directe ne



peuvent être suivies contre le mineur (**art.766 al 2 C.P.P**). Ces deux procédures sont jugées trop expéditives et donc ne peuvent permettre une véritable connaissance de la personnalité du mineur. Aussi, la méconnaissance de cette disposition emporte l'infirmité ou la cassation de la décision rendue. C'est dire en somme que l'instruction est obligatoire en matière criminelle et délictuelle à l'égard du mineur contrairement au cas de l'adulte où le caractère obligatoire ne s'observe qu'en matière criminelle et seulement en matière délictuelle lorsque la loi le prévoit expressément (**art.77 du C.P.P**).

Par ailleurs, compte tenu de l'inaptitude du mineur à opérer un véritable discernement et à se défendre tout seul, lorsque des poursuites sont engagées contre lui ses parents ou gardiens doivent être informés selon **l'article 770 al 1 du code de procédure pénale**. Aussi, ceux-ci doivent-ils lui choisir un avocat ou à défaut le juge des enfants désigne ou en fait désigner un par le bâtonnier (**art.770 al 7 C.P.P**) c'est en substance ce que prescrivent l'article 17-c-iii de la charte et l'article 40-b-ii de la convention. S'il n'y a pas possibilité de désigner un avocat parce qu'il ne réside d'avocat dans la juridiction, un défenseur est choisi pour le mineur parmi les personnes présentant les garanties désirables (**art 770 al 1 et 2 du CP.P.**). Lesquelles garanties vont de la connaissance de la loi à l'intérêt que porte cette personne à la question de l'enfance. L'assistance de l'enfant par un avocat peut avoir lieu depuis la phase policière de l'enquête. Cette assistance a été instituée en faveur de tout individu. Cependant à l'endroit du mineur plus qu'une faculté, cette assistance doit être un droit et doit de ce fait être expressément affirmée. Tout ceci répond au souci de ne pas voir la dignité du mineur bafouée durant l'instruction mais de s'assurer que toutes les garanties légales qui lui sont accordées, sont observées.

Le législateur ivoirien pour mieux assurer le bon traitement du mineur pendant la phase policière de l'instruction a créé une brigade des mineurs dont la compétence est de traiter de toutes les affaires concernant les mineurs, les mineurs délinquants mais aussi les mineurs victimes. Cependant, cette brigade spéciale n'intervient que sur le territoire d'Abidjan, et les agents qui en font partie n'ont pas une formation spéciale sur les questions de l'enfance pas plus

que les autres agents dans les commissariats et les gendarmeries. De la sorte, il n'est pas rare de constater que les mineurs arrêtés ou interpellés par ces structures fassent l'objet de pratiques traumatisantes et humiliantes. Alors que les contacts entre les services de répression et le jeune délinquant doivent être établis de manière à favoriser son bien-être et à éviter de lui nuire.

Le mineur peut-il faire l'objet de garde à vue et de détention préventive ?

Le législateur ivoirien ne prévoit pas expressément de disposition quant à la garde à vue du mineur contrairement à son homologue français. A défaut de disposition spéciale, nous pensons que c'est le droit commun de la garde à vue qui s'applique et d'ailleurs c'est ce que la pratique donne de constater. Dans tous les cas, le mineur doit comparaître dans le délai de quarante huit heures au plus tard devant le juge des enfants ou le tribunal pour enfants. C'est dire que si le mineur doit faire l'objet de garde à vue, elle ne peut excéder quarante huit heures.

Quant à la détention préventive, le mineur ne peut en faire l'objet que de façon exceptionnelle. En effet, pendant l'instruction, lorsque les circonstances et la personnalité du mineur l'exigent, celui-ci peut faire l'objet de mesures de garde provisoire qui vont de sa remise provisoire à ses parents à sa remise à un établissement ou institution de formation professionnelle ou de soin. La mesure de garde est toujours révoquée et peut être dans le cas échéant exercée sous le régime de la liberté surveillée. Cependant, lorsque la détention préventive apparaît indispensable ou lorsqu'il est impossible de prendre toute autre mesure, le mineur de plus de treize ans peut être placé dans une maison d'arrêt, dans un quartier spécial, ou à défaut dans un local spécial c'est-à-dire qu'il doit être séparé des majeurs. Quant au mineur de treize ans, il ne peut faire l'objet d'une telle mesure que par ordonnance motivée du juge des enfants et s'il y a prévention de crime. L'on a voulu ainsi éviter au mineur les traumatismes psychologiques et les contacts négatifs avec les adultes que cette mesure peut entraîner. Mais pour que le mineur puisse bénéficier de ces différentes dispositions instituées à son endroit, encore faut-il que sa qualité de mineur soit établie.

Cette qualité ne peut être établie que par certains documents dont le législateur accorde une importance certaine à leur production. Ce sont notamment les pièces d'état civil ou jugement supplétif ou tout document corroboré par une expertise médicale (**art.760 du CP.P**). Si ces documents n'ont pu être produits immédiatement par les parents, l'officier d'état civil peut être requis pour la délivrance. Dans ce cas il doit s'exécuter dans le mois de la réception de la réquisition sous peine d'amende sauf excuse jugée valable. Ceci souligne encore toute l'importance et la nécessité qu'il y a d'enregistrer ou de déclarer les naissances à l'état civil aux fins d'établissement de l'acte d'état civil de l'enfant. La production des documents attestant la qualité de mineur est d'autant plus importante que la non détermination de son âge réel peut lui être préjudiciable<sup>25(\*)</sup>.

La spécificité de la procédure se poursuit tout le long de celle-ci notamment par la réduction ou l'interdiction de la publicité des débats.

### **- L'interdiction ou la réduction de la publicité des débats d'audience**

La personnalité fragile du mineur peut ressentir un véritable choc psychologique lors de sa comparution en justice, se traduisant chez les uns par un sentiment de honte difficile à effacer, chez les autres par une attitude de bravade peu faite pour ouvrir la voie à une rééducation<sup>27(\*)</sup>. Dès lors, la vie privée du mineur ne peut être divulguée n'importe comment et doit être protégée. L'intérêt du mineur exige donc que les renseignements sur sa psychologie et sur sa famille ne soient pas livrés en pâture à des tiers. C'est en substance ce que prescrit **l'article 40 al 2 b-vii de la convention sur les droits de l'enfant**. C'est en cela que, le législateur ivoirien a entrepris de restreindre la publicité des audiences et d'interdire la publication des comptes rendus des procès des mineurs dans la presse par **l'article 782 al 4 du code de procédure pénale**.

A cet effet, sont seuls admis à assister aux débats du procès du mineur, les proches parents, les tuteurs ou le représentant légal, les membres du barreau etc. (**art.782 al 2 du C.P.P**). Aussi, le

président du tribunal peut-il à tout moment ordonner que, même les témoins se retirent après leur audition (**art.782 al 3 du C.P.P**). Cette mesure de restriction de la publicité des débats s'observe devant toutes les juridictions du jugement : tribunaux pour enfants<sup>28(\*)</sup>, la cour d'assise des mineurs<sup>29(\*)</sup>. Lorsque le juge des enfants doit rendre un jugement après son investigation, il doit le faire en chambre de conseil<sup>30(\*)</sup>. Même les tribunaux de police qui ne sont pas des tribunaux spéciaux sont astreints à cette mesure<sup>31(\*)</sup>.

Outre la restriction de la publicité des débats, une interdiction formelle est édictée en ce qui concerne la publication des comptes rendus des tribunaux pour enfants dans les livres, la presse, la radiophonie, la cinématographie ou tout autre mode sur le fondement de **l'article 782 al 4 du code précité**.

Le législateur va plus loin dans la protection du mineur en interdisant tout test ou illustration concernant l'identité et la personnalité du mineur. Cette interdiction est punie d'amende et même d'emprisonnement en cas de récidive (**art.782 al 5 du C.P.P**). Dans tous les cas cette infraction est une contravention. Quant au jugement, lui-même, bien que rendu en audience publique, en présence du mineur, il ne peut pas être publié avec la mention du nom du mineur (**art.782 al 6 du C.P.P**). Toutes ces mesures, juridictions et procédures spéciales à l'endroit du mineur dénotent toute la volonté du législateur ivoirien à accorder une place et importance prépondérante aux questions de l'enfance. Cette volonté se manifeste encore à travers les règles de fond.

\*27-C.A de Bouaké 28 Mai 1999 précité, ici l'âge du mineur a été mal calculé malgré la délivrance de son acte de naissance. Né le 16 Novembre 1980, la cour lui attribut à la date du 8 Mars 1996, date des faits reprochés, 17 ans 4 mois , au lieu de 15 ans et presque 4 mois.

\*28-Merle (R), Vitu (A), op. cit. p770

\*29-Art. 777 al. 2 du C.P.P

\*30-Art. 772 du C.P.P

\*31-Art. 788 du .C.P.P

## **14-0-2- La protection du mineur relativement aux règles de fond.**

Lorsqu' un mineur est impliqué dans une cause en enfreignant la loi pénale son traitement relativement aux règles de fond doit tout aussi être spécifique que son traitement relativement aux règles de forme.

En effet, lorsqu'un individu enfreint la loi pénale, il engage en principe sa responsabilité et encourt de ce fait des sanctions. Cependant, concernant le mineur la situation semble se présenter un peu différemment. **L'article 17.4 de la convention sur les droits de l'enfant et l'article 40.3 de la charte africaine sur les droits et le bien-être de l'enfant** prescrivent q'un âge minimum soit fixé en deçà duquel les enfants soient présumés ne pas avoir la capacité d'enfreindre la loi. Cela pose le problème de la responsabilité du mineur. Même si l'on présente juridiquement l'enfant comme ne pouvant avoir la capacité d'enfreindre la loi pénale à un certain âge, il peut tout de même dans les faits commettre une infraction. Mais là, il ne peut être privé de la liberté. Tout cela traduit le problème de la responsabilité du mineur et les mesures palliatives à la privation de la liberté du mineur. Il n'est tout de même pas exclu que le mineur puisse être privé de sa liberté pour avoir commis une infraction. Et si tel était le cas, le but essentiel doit être sa réhabilitation sociale.

### **a- La responsabilité de l'enfant et les mesures palliatives à la privation de sa liberté**

Le mineur peut voir sa responsabilité engagée même si elle fait l'objet de réglementation particulière. Néanmoins, plusieurs mesures sont édictées pour pallier à la privation de sa liberté.

#### **-La responsabilité pénale du mineur**

La responsabilité consiste dans le fait pour un individu d'assumer ses actes. Elle s'appréhende différemment selon que l'on est en droit civil ou en droit pénal. Alors qu'en droit civil la responsabilité suppose une faute, un préjudice et lien de causalité, en droit pénal,

elle est beaucoup plus délicate. En effet, la responsabilité pénale suppose l'aptitude de l'individu à comprendre et à vouloir l'acte qu'il commet (**art.95 du C.P**). C'est dire que la responsabilité pénale n'est pas simplement le fait de commettre l'acte mais en encore faut-il comprendre et vouloir l'acte qu'on commet. C'est en cela que l'on distingue la responsabilité de l'imputabilité consistant en l'imputation d'un acte à un individu c'est-à-dire à le désigner comme le commettant de l'acte et à le sanctionner.

Par définition un enfant est immature mentalement. Il n'est donc pas capable de comprendre la portée de ses actes. Sa capacité de compréhension et sa faculté de discernement ne s'accroissent qu'au fur et à mesure de son développement. Il n'existe pas d'âge standard à partir duquel on peut dire que le mineur est capable de discernement. Mais l'on s'accorde à dire que l'enfant n'a pas cette faculté lorsqu'il est encore trop jeune. C'est pour cela que les normes internationales n'indiquent pas un âge en deçà duquel l'enfant doit être présumé incapable d'enfreindre la loi pénale. Elle invite plutôt chaque état à le fixer.

Le législateur ivoirien pour sa part a fixé alors le seuil de la responsabilité à dix ans.

En effet, aux termes de **l'art 116 al 1 du code pénal** : « les faits commis par un mineur de dix ans ne sont pas susceptibles qualification et de poursuites pénales ».

L'impossibilité de qualifier pénalement les faits est ainsi justifiée par l'absence de l'élément moral qui est l'un des éléments justifiant l'existence d'une infraction. C'est dire qu'à dix ans l'on ne peut tenir un enfant pour responsable. Etant donné que **l'art 116 du code pénal** ne prévoit aucune exception, on peut considérer qu'il pose une présomption irréfragable d'irresponsabilité de mineur de dix ans<sup>32(\*)</sup>. Néanmoins la victime du préjudice résultant des faits peut recourir à la responsabilité civile sur la base de **l'art 1384 al 1** pour être dédommée.

Contrairement aux législateurs ivoiriens, le législateur français ne fixe pas le seuil de la responsabilité, l'art 2 de l'ordonnance de 1945 indique simplement « les mineurs auxquels est imputé une infraction ». Interprétant cette disposition à contrario, certains

auteurs estiment que cela suppose qu'il y a des enfants qui par manque de discernement ne peuvent se voir imputer une infraction et qu'il revient au juge du fond dans chaque cas de dire si l'enfant avait suffisant ou non d'intelligence et de compréhension pour avoir conscience de la portée de son acte<sup>33(\*)</sup>. Nous partageons d'ailleurs cette position. Par contre d'autres auteurs estiment que l'ordonnance de 1945 a supprimé la question du discernement car « l'existence ou non d'un discernement, d'une maturité morale du mineur est sans importance. L'acte matériel étant prouvé, l'auteur de cet acte étant identifié, la prévention est établie<sup>34(\*)</sup> ».

La capacité de discernement du mineur allant grandissant avec son développement psychologique, le législateur ivoirien indique que la culpabilité du mineur de dix à treize ans peut être retenue, néanmoins il bénéficie de droit de l'excuse absolutoire selon **l'article 116 al 2 du code pénal**. C'est dire qu'il ne peut être tenu pour responsable et faire l'objet de sanction. En somme, le législateur pénal ivoirien retient que le mineur de moins de treize ans ne peut faire l'objet de sanction mais plutôt de certaines mesures dites éducatives. Le mineur donc à partir de treize ans peut voir sa responsabilité pleinement engagée pénalement et être privé de sa liberté. Cependant, la privation de la liberté est vue comme l'ultime recours et des mesures palliatives sont envisagées.

#### **- Les mesures palliatives à la privation de la liberté du mineur**

Aux termes de **l'article 757 al 1 du code de procédure pénale** « le tribunal pour enfants et la cour d'assise des mineurs prononcent suivant les cas, les mesures de protection, d'assistance, de surveillance et d'éducation qui semblent appropriées ». Il résulte de cette disposition que le mineur reconnu coupable d'une infraction n'est pas a priori passible de peines pénales notamment de peines privatives de liberté. D'ailleurs, le prononcé de telles peines doit être vu comme exceptionnel car s'attachant aux circonstances et à la personnalité du mineur (**art.757 du C .P.P**).

L'objectif poursuivi par le législateur lorsque le juge pénal intervient auprès de l'enfant est claire : protéger l'enfant et le transformer en un individu beaucoup plus meilleur. Objectif, qui s'accorde parfaitement avec celui indiqué par les législateurs internationaux : « le but essentiel du traitement de l'enfant durant le

procès et aussi s'il est déclaré coupable d'avoir enfreint la loi pénale est son amendement, sa réintégration au sein de sa famille et sa réhabilitation sociale » **(art.17 al 3 de la C.A.D.E).**

Les mesures prévues à l'effet de pallier à la condamnation à une peine privative de la liberté du mineur sont dans leur ensemble des mesures éducatives. Elles vont de l'admonestation du mineur à sa mise en liberté surveillée en passant par sa remise à ses parents **(art.770 et 772 al 2-3° du C.P.P).** IL peut aussi s'agir de son placement dans une institution ou établissement public ou privé d'éducation ou de formation professionnelle habilité, ou encore son placement dans un établissement médical ou médico-pédagogique habilité et enfin sa remise au service d'assistance de l'enfant **(art.770 du C.P.P).** Ces mesures sont donc multiples et cela donne la possibilité au juge de faire un choix conséquent, adapté et nécessité par l'état de délinquance du mineur.

Il faut noter que parmi ces mesures, certaines visent à ne pas séparer l'enfant de son milieu naturel. Il s'agit d'abord donc de remettre l'enfant dans son milieu naturel, évitant ainsi son déracinement. L'admonestation dite encore réprimande est la mesure la plus bénigne. Elle est exécutée par le juge. C'est une mesure qui peut avoir une portée réelle à l'égard du mineur `normal' qui n'a commis son acte que par manque de discernement ou même par légèreté ou entraînement<sup>35(\*)</sup>.

IL y a ensuite la remise du mineur à ses parents, à son tuteur ou à la personne qui en avait la garde. C'est une mesure très voisine de la première et souvent qui s'accompagne de celle-ci. L'admonestation ici pourra s'adresser aussi bien à l'enfant qu'à ses parents ou tuteur. Lorsqu'elle est faite en l'endroit de ces derniers, elle doit l'être hors de la présence de l'enfant.

D'autres de ces mesures par contre appellent une séparation de l'enfant d'avec sa famille. En effet, il peut arriver que les parents soient pour quelque chose dans l'état de délinquance de l'enfant, soit par leurs actes tels leur ivrognerie, ou par leur omission, manque d'attention nécessaire par exemple. Des fois, c'est le milieu où vit l'enfant qui favorise sa délinquance c'est l'exemple des mauvaises fréquentations de quartier. Dans ces situations le juge est amené à prendre une décision qui nécessite la séparation du



mineur de ses parents ou tuteur, ou de son milieu de vie habituel. Il peut ainsi le confier à une personne digne de confiance qui peut être ou non de la famille de l'enfant selon **l'article 770 al 4-1° du code précité**. Il peut aussi le placer dans une institution habilitée ou encore le remettre au service de l'assistance à l'enfance<sup>36(\*)</sup>.

L'ensemble de ces mesures sus indiquées peut être prononcé contre le mineur de treize ans si la prévention est établie à son endroit sur la base de **l'article 783 du code précité**. Elles peuvent être aussi prononcées mais par décision motivée à l'égard du mineur âgé de plus treize ans (**art.783 du C.P.P**). Ces derniers peuvent aussi faire l'objet de placement dans une institution publique d'éducation surveillée ou d'éducation corrective (**art.784 du C.P.P**). La mesure la plus radicale qui peut être prononcée contre le mineur est son placement dans une institution publique d'éducation surveillée ou d'éducation corrective.

Par ailleurs, le mineur peut aussi faire l'objet de liberté surveillée. C'est une mesure applicable au mineur délinquant qui consiste à maintenir l'enfant dans son milieu de vie naturel ou supplétif, en chargeant un délégué de compléter ou de corriger l'action éducative de ce milieu et de suivre l'éducation de l'enfant<sup>37(\*)</sup>. Cette mesure a donc la spécificité de faire intervenir deux catégories de personne dans la rééducation de l'enfant.

D'une part, les parents tuteur ou encore les personnes ayant la garde et d'autre part les délégués permanents ou délégués bénévoles à la liberté. Ces délégués sont des agents de l'état nommés par le ministre de la justice pour les uns (**art.798 al 2 in limine du C.P.P**) et des personnes bénévoles de l'un ou l'autre sexe nommées par le juge des enfants pour les autres (**art.782 al 3 du C.P.P**). Leur mission consiste en la rééducation des mineurs que le juge leur aura confiés.

Dans l'ensemble, ces mesures protectrices et éducatives qui peuvent être prononcées à l'égard du mineur et qui conduisent à sa séparation d'avec sa famille sont impérativement limitées dans le temps et le juge doit dans sa décision préciser la date d'expiration selon **l'article 785 al 2 du code de procédure pénale**. Ces mesures peuvent aussi dans leur mise en oeuvre être révisées à tout moment (**art.800 al 1 du C.P.P**). Ainsi le juge des enfants peut soit d'office,

soit à la requête du ministère public, des parents de l'enfant, de son tuteur ou de la personne qui en a la garde, soit sur un rapport du délégué à la liberté surveillée, statuer sur tous les incidents, instances modificatives de placement ou de garde de demande de remise de garde (**art.801 al 1 du C.P.P**). Néanmoins, seul le tribunal pour enfant est compétent lorsqu'il y a lieu de prendre à l'égard d'un mineur qui avait été laissé à la garde de ses parents ou tuteur, une autre mesure notamment une mesure de placement en institution ou établissement (**art.801al 2 du C.P.P**). L'ensemble de ces mesures malgré leur relative réglementation rencontre dans leur mise en oeuvre différents obstacles. Ces obstacles sont notamment liés d'une part aux personnes intervenant dans la mise en oeuvre notamment les délégués à la liberté surveillée. Ce sont les problèmes de moyens adéquats de travail, de qualification professionnelle etc. D'autre part, les obstacles sont liés à l'insuffisance des institutions de placement. Ce qui parfois rend difficile la décision des juges et les amène à décider en lieu et place d'une mesure éducative, une mesure de privation de la liberté du mineur. Toutefois, cette mesure doit être accompagnée de la réinsertion du mineur.

\*32-Brill (J.P), précis de droit pénal général, éd. Unipaci, Abidjan 1985 p 45

\*33-Tano (Y), O.P.Cit. p 408 ; Legeais, une délinquance très juvénile, D.1969.1.87

\*34-Lazerges (Ch.), la responsabilité du mineur, cour de droit pénal, éd.corpo-droit 1982, p297

\*35-Tano (Y), O.P.Cit. p 418

\*36-Art. 784 du C.P.P

\*37-Tano (Y), O.P.Cit. p 421

## **b- la privation de la liberté de l'enfant délinquant et sa réinsertion sociale.**

C'est parce que le législateur veut éviter de priver sa liberté au mineur que de nombreuses mesures dites palliatives ont été édictées. Cependant la condamnation du mineur à une peine pénale notamment à une peine privative de liberté n'est pas exclue. Même les législateurs internationaux l'on admise aux termes de **l'article 17 al 2-a de la charte africaine sur les droits et le bien-être de l'enfant et de l'article 37-a de la convention sur les droits de l'enfant.**

Toutefois, lorsqu'un mineur a fait l'objet d'emprisonnement, il doit pouvoir bénéficier pendant son incarcération et/ou après celle-ci de mesures qui favorisent sa réinsertion sociale .

### **-La privation de la liberté du mineur délinquant**

Un mineur peut certes être privé de sa liberté. Et même dans ce cas, il fait l'objet d'un traitement spécial par rapport à l'adulte. Dès lors la privation de la liberté du mineur obéit à certaines conditions et son exécution suit certaines modalités.

**Aux termes de l'art 37-b** de la convention sur les droits de l'enfant« l'arrestation, la détention ou l'emprisonnement d'un enfant doit être en conformité avec la loi, n'être qu'une mesure de dernier ressort, et être d'une durée aussi brève que possible ». Le législateur ivoirien a dans une certaine mesure observé ces prescriptions (**art.771 al 2 et suiv. du C.P.P**).

En effet, durant la procédure d'instruction, le juge d'instruction peut être amené à mettre en détention le prévenu ou l'accusé pour les nécessités de l'enquête ou encore pour éviter que celui-ci ne s'enfuit pour échapper à l'exécution de la sanction. Etant donné que l'on peut être jugé contumace. Le mineur aussi peut faire l'objet d'une telle mesure. Cependant, la prononciation de la détention préventive à l'endroit du mineur doit avoir un caractère indispensable et ce, en l'absence de toutes mesures alternatives selon **l'article 772** du code précité. Aussi, selon cet article, le mineur âgé de plus de treize ans ne peut-il être placé provisoirement dans une maison d'arrêt par le juge des enfants que si cette mesure

paraît indispensable ou encore s'il est impossible de prendre toutes autres dispositions. C'est dire que la mise en détention du mineur n'est que le dernier ou l'ultime recours. Mais, encore faut-il que le mineur ait plus de treize ans. Car, à l'égard du mineur de moins de treize ans, une telle mesure ne peut être prise que par ordonnance motivée et s'il y a prévention de crime (**art.771 al 2 du C.P.P**). Le mineur de treize ans ne peut donc être mis en détention lorsqu'il est impliqué dans un délit.

Il est admis que l'enfant puisse faire l'objet de condamnation pénale par **l'article 786 du code de procédure pénale**, notamment de peine d'emprisonnement. Mais des dispositions sont prises pour que les peines à lui infligées ne soient pas assez élevées en tout cas contrairement à l'adulte. Aussi, le mineur de moins de seize ans bénéficie de droit par un raisonnement a contrario de **l'article 758 du code de procédure pénale**, de l'excuse atténuante de minorité.

C'est une mesure qui entraîne la réduction des peines principales encourue<sup>38(\*)</sup>. Quant au mineur de plus de seize ans, le tribunal pour enfant et la cour d'assise des mineurs ont la faculté de ne pas retenir cette excuse à son égard. Mais cette décision doit être spécialement motivée (**art.758 al 2 du C.P.P**). Ils peuvent par exemple se fonder sur la dangerosité du mineur en tant que délinquant ou son statut de récidiviste. En ce qui concerne la cour d'assise, elle doit explicitement et spécialement se prononcer sur l'exclusion du mineur de seize ans accusé de crime du bénéfice de l'excuse atténuante, mais aussi sur l'application à celui-ci d'une condamnation pénale sinon sa décision encourt la nullité.

Dans tous les cas, si l'infraction commise par un mineur de plus de treize ans est un délit, la peine qui peut être prononcée contre lui ne peut s'élever au dessus de la moitié de celle à laquelle il aurait été condamné s'il avait eu dix huit ans (**art.786 al 2 du C.P.P**). C'est dire qu'en matière de délit le mineur bénéficie de droit d'une diminution de moitié de sa peine eu égard à celle que peut subi le majeur. Cette mesure doit pouvoir bénéficier à notre avis aussi aux mineurs âgés de seize à dix huit ans étant donné que **l'art 786 al 2 précité** ne fixe pas de maximum en terme d'âge si ce n'est la majorité.

En somme, le mineur peut être privé de sa liberté mais non pas sans condition. Même s'il ne peut bénéficier des mesures éducatives, son statut de minorité est pris en compte dans sa sanction et même dans l'exécution de celle-ci.

### **-La mise en oeuvre de la privation de la liberté du mineur**

Lorsque les circonstances et la personnalité du mineur exigent qu'il soit prononcé contre lui une peine privative de liberté ou lorsqu'une mesure de détention provisoire a été prononcée contre lui, l'exécution de cette détention ou de cette peine se fait dans des conditions bien particulières.

En effet, le but essentiel poursuivi à l'endroit du mineur dans le processus pénal est son amendement, sa réhabilitation et sa réinsertion sociale. Dès lors, son incarcération doit pouvoir répondre à un tel objectif dans sa mise en oeuvre. Aussi, même si les mineurs délinquants sont soumis à un emprisonnement collectif, ils doivent être séparés des adultes<sup>39(\*)</sup>. Cette mesure répond aux soucis de ne pas faire fréquenter au mineur des individus adultes et dangereux qui puissent l'influencer négativement. La probabilité pour que le mineur ressorte plus dangereux de prison en côtoyant des adultes criminels est grande. Dès lors, la séparation des mineurs des adultes doit être réalisée aussi complètement que possible (**art.33 du décret de 1969**). C'est alors qu'au sein de la Maison d'Arrêt et de Correction d'Abidjan dite M.A.C.A, un quartier spécial pour enfant dit Centre d'Observation des Mineurs ou C.O.M a été créé pour recevoir les mineurs. Aussi sont admissibles au sein de ce centre des individus âgés de moins de vingt et un ans et placés sous ordonnance de garde provisoire ou sous mandat de dépôt. Cela s'explique par la majorité civile qui est en vigueur même si la majorité pénale est fixée à dix huit ans. Ceci a pour conséquence de mettre ensemble, des mineurs au sens de la charte de la africaine sur les droits et le bien-être de l'enfant et de la convention sur les droits de l'enfant et des jeunes adultes de 18 à 21 ans.

Le centre conçu pour recevoir cent vingt personnes au maximum, il en reçoit aujourd'hui plus qu'il n'en faut. Ce qui crée une exigüité des lieux et met nécessairement les enfants dans des conditions beaucoup plus difficiles. Parfois, les mineurs violents sont transférés dans l'un des bâtiments pour adultes. Ce qui est illégal et

a pour inconvénient de livrer l'enfant à l'influence certaine et non appropriée de la prison pour adultes. Ceux-ci font des mineurs leurs larbins dont ils usent et abusent<sup>40(\*)</sup>.

Dans les prisons de l'intérieur du pays, il n'y a pas de quartier spécial pour mineurs. Dès lors, les mineurs détenus dans ces prisons sont soit placés dans des locaux particuliers, soit confondus aux adultes. Ce qui n'est pas sans conséquences.

Par ailleurs, les mineurs sont soumis à un régime particulier qui fait une large place à l'éducation et doit les préserver de l'oisiveté. A cette fin, ils sont soumis aux activités scolaires ou de formation professionnelle correspondant à leur âge et degré d'instruction **(art.34 du décret de 1969 précité).**

En cela, les enfants au sein du centre sont surveillés par une équipe éducative composée d'anciens surveillants pénitentiaires et de criminologues. Très limités dans leurs moyens, les éducateurs occupent les enfants du mieux qu'ils peuvent par des activités de jardinage, couture, ébéniste, corvée de nettoyage, etc.

Ils sont chargés en plus de la direction des activités, d'observer les comportements des mineurs et d'en faire un rapport au juge des enfants. Dans l'exécution de leur sanction, les mineurs doivent séjourner en plein air aussi longtemps que les conditions atmosphériques et les nécessités du service le permettent **(art.35 al 1 du décret de 1969 précité).**

Même si à l'intérieur du Centre d'Observation des Mineurs, les enfants se livrent à quelques activités éducatives, leur réinsertion se déroule véritablement dans un autre centre.

### **- La réinsertion du mineur délinquant (centre de rééducation de Dabou).**

Afin de faire du mineur délinquant un individu meilleur à la fin de tout le processus de la procédure pénale y compris l'exécution de la peine, par sa réintégration sociale<sup>41(\*)</sup>, le gouvernement a créé un centre, le centre de rééducation de Dabou, pour assurer sa rééducation sociale<sup>42(\*)</sup>.

Aussi, le centre poursuit- il des objectifs précis par rapport à ceux qui y sont admis et il a un mode de fonctionnement.

Initialement, le centre a été crée pour recevoir des mineurs délinquants au sens de **l'art 756 du code de procédure pénale**. C'est dire que sont admissibles en principe au centre de rééducation de Dabou les mineurs jugés par les tribunaux pour enfants et la cour d'assise des mineurs et contre lesquels une mesure de placement, ordonnée conformément aux **articles 783 et 784 du code de procédure pénale**, a été prise.

Il s'agit donc d'une part, de mineurs qui ont fait l'objet d'ordonnance de garde provisoire, d'autre part de mineurs faisant l'objet de placement dans une institution d'éducation ou de formation professionnelle, de placement dans un internat approprié au mineur délinquant d'âge scolaire et enfin de mineurs de treize ans à l'égard desquels la prévention est établie et faisant l'objet de placement dans une institution d'éducation surveillée ou d'éducation corrective. Ces mineurs proviennent de toutes les prisons du pays. A leur arrivée, ils sont placés sous ordonnance judiciaire pour deux années de rééducation.

Le centre reçoit en plus des mineurs sus indiqués des mineurs venant d'autres centres sociaux qui n'ont pas commis de délits mais sur décision des parents approuvée par le juge des enfants. Il peut aussi s'agit de mineurs ayant faire l'objet de mesures d'assistance éducative au titre **de l'article 10-1° de la loi sur la minorité**. Le centre n'ayant pas fait l'objet de restructurations notables surtout en termes d'infrastructures sa capacité d'accueil est aujourd'hui largement dépassée. Ce qui n'est pas sans influence sur le traitement des enfants.

Les objectifs du centre sont principalement de deux ordres. D'une part, assurer la rééducation du mineur suivie de sa réinsertion familiale c'est-à-dire établir les liens entre mineurs et parents afin que ceux-ci les acceptent de nouveau et entretiennent avec eux des relations autres que celles qui ont conduit à leur séparation.

D'autre part, assurer l'initiation et la réinsertion professionnelle du mineur c'est-à-dire lui apprendre un métier qu'il pourra exercer après sa réinsertion sociale. Il pourra par là, se réhabiliter et éviter

la récidive. Dans cette perspective, à la fin de l'apprentissage un certificat de travail est délivré aux mineurs afin qu'ils trouvent un emploi ou qu'ils s'installent à leur compte. Cette dernière alternative n'est pas évidente d'autant plus que, des fonds ne sont pas mis à la disposition du mineur pour son installation. Par rapport à ces objectifs, le centre obéit à un mode de fonctionnement.

Le centre dans son fonctionnement, était soumis au régime d'un établissement scolaire. Aussi, la rentrée au centre s'effectuait-elle respectivement en Septembre et en Octobre de chaque année. Le centre respectait par ailleurs le calendrier des congés scolaires pendant lesquels les mineurs sont admis dans leur famille où ils sont suivis par un service social. Cela pour a but de favoriser la réinsertion familiale des mineurs et d'évaluer leur comportement afin de mieux orienter leur traitement au centre. Mais depuis le 9 Janvier 1997, sous décision du ministre de la justice, le centre peut désormais accueillir de nouveaux pensionnaires à tout moment lorsque la nécessité est confirmée par le juge des enfants. A la fin de chaque année chaque pensionnaire est évalué par l'équipe pédagogique. Les mineurs, au centre sont soumis à un régime interne et en cas de maladie ils sont entièrement pris en charge. Le centre comprend en son sein différents services notamment le service socio-éducatif, le service socio récréatif et le service de la formation professionnelle. Ces services concourent dans leur ensemble à l'objectif du centre qui est de faire du mineur délinquant un citoyen réintégré dans la société avec de nouvelles valeurs sociales.

\*38-Voir art.114 du C.P pour les proportions de réduction

\*39-Art. 7-2° du Décret 69-189 du 14 Mai 1969 portant réglementation des établissements pénitentiaires et fixant les modalités d'exécution des peines privatives de liberté, J.O.R.C.I 1969

\*40-Tano (Y), op. cit. p 435

\*41-Art.40-a in fine de la C.D.E et art 17-3 de la C.A.D.E

\*42-Art. 1 de l'Arrêté 513/MJ/DDPES du 11Déc. 1967 J.O.R.C.I 1968



## **15-0- Conclusion générale et recommandations**

La problématique des droits de l'enfant s'est posée à travers le monde et continue de se poser au regard du récent protocole américain dénommé Harkin-Engel. Dans la recherche de solution, divers accords ou conventions ont été conclus entre les Etats. Ces accords et conventions pour la plupart engagent les Etats signataires à prendre des mesures concrètes en vue de l'effectivité de ces différents textes. Dans le cadre de ce rapport, il nous revenait de relever la place des droits de l'enfant en cote d'ivoire.

En côte d'Ivoire, la situation de l'enfant semble avoir été depuis toujours une préoccupation au regard de la préexistence des lois ivoiriennes sur l'enfant à la convention sur les droits de l'enfant et à la charte africaine sur les droits et le bien-être de l'enfant. Ce qui explique en partie la ratification de presque tous les accords internationaux relative à l'enfance. La promptitude de la côte d'Ivoire à ratifier la convention sur les droits de l'enfant <sup>43(\*)</sup> considérée aujourd'hui comme la norme de référence en matière de droits de l'enfant ainsi que l'adoption par l'Assemblée Nationale du protocole facultatif de la convention sur les droits des enfants à en vue de sa ratification finissent par convaincre.

En effet, la plupart des lois ivoiriennes, stricto sensu, mettant en oeuvre les dispositions de la convention sur les droits de l'enfant et de la charte africaine sur les droits et le bien-être de l'enfant préexistent à ces deux normes. Ces règles ont été édictées en vue de la mise en oeuvre d'autres normes internationales relatives à l'enfant qui, elles aussi, préexistent à cette convention et à cette charte mais abordent dans une certaine mesure les mêmes sujets que celles-ci. Ou encore, ces règles ont été édictées par le législateur

ivoirien en tenant compte de l'évolution de sa société. Cette préexistence fait qu'aussi bien dans le cadre familial que dans le cadre extrafamilial, la protection actuellement donnée à l'enfant par ces règles internes par rapport à l'esprit et quelques fois même à la lettre de la convention et de la charte reste insuffisante, lacunaire. Certaines fois même, les règles internes sont en contradiction ou du moins violent les dispositions de ces normes internationales. D'autres fois encore, ce sont des décrets ou arrêtés d'application qui doivent être pris mais qui ne l'ont jamais été. Tout cela rend nécessaire, pour une mise en oeuvre efficace des dispositions de ces normes internationales, le toilettage de certains de nos textes actuellement en vigueur ainsi que le renforcement d'autres de ces textes par des dispositions complémentaires.

Cela dit, il faut par contre noter que la Côte d'Ivoire a réalisé de réelles avancées législatives dans la mise en oeuvre des conventions internationales, donc dans la protection du mineur. Malheureusement, ces avancées légales ne sont pas suivies des mesures d'accompagnement nécessaires adéquates pour une applicabilité réelle sur le terrain au bénéfice des mineurs. L'on explique cela souvent par le sous-développement et le manque de moyens au niveau de l'État. Si bien que, nous en sommes à nous demander si le manque de moyens financiers, économiques et structurels ne constitue pas un obstacle ou une raison de la non adéquation ou du manque de politique de mise en adéquation des règles internes aux normes internationales ratifiées. Car, une chose est d'édicter des règles créant des droits individuels et collectifs pour les populations et une autre est d'assurer leur applicabilité en mettant en place les moyens et structures nécessaires. En d'autres termes, il nous semble que le développement économique et structurel d'un pays influence ou constitue un facteur essentiel à l'évolution de son droit. Car, bien souvent si les dispositions des accords internationaux ratifiés ont du mal à trouver une véritable application dans les pays sous développés ou que les règles internes d'application restent lettre morte dans ces pays, c'est parce que ces États en question n'ont pas les moyens et les structures adéquates exigés pour leur mise en oeuvre. A cela, bien sûr, il faut ajouter le manque de volonté politique.

Une autre difficulté d'application des textes internes relatifs aux mineurs en Côte d'Ivoire est le caractère épars de ces textes. En

effet, il n'existe pas dans notre pays un code de la minorité regroupant en son sein toutes les dispositions encadrant le mineur. Ce qui a pour conséquence de ne pas faciliter le travail des acteurs impliqués dans la protection des mineurs ; ou encore d'induire ces acteurs en erreur car nombre d'entre eux pour la plupart manque de formation quant à l'usage des instruments juridiques. Il est peut être temps que l'on songe à l'élaboration d'un code de la minorité. En ce qui concerne la société traditionnelle, il convient pour le suivi et contrôle des droits du mineur en milieu rural de renforcer le pouvoir du chef coutumier qui depuis longtemps reste sous le couvert d'une loi coloniale. Le chef du village doit avoir un budget de souveraineté pour mieux exercer ses fonctions. Cette reconnaissance du chef coutumier par la nouvelle législation fera de lui un relais efficace de l'administration. Il est souvent aberrant de constater que le combat national et international en faveur de la consolidation et de l'amélioration de l'enfant se fasse aux dépens des milliers d'enfants du monde traditionnel.

\*43-Adoption faite par l'assemblée nationale lors des travaux de sa première session ordinaire le 16 Mai 2007.

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## **Appendix 9b: Local Laws and Regulations – Ghana**

*DIMENSIONS OF*  
*CHILD LABOR LEGISLATION*  
*IN GHANA*

*Prepared for:*  
**WEST AFRICAN HEALTH ORGANISATION (WAHO)**  
**and TULANE UNIVERSITY**

**8TH DECEMBER, 2007**

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## 1.0: Foreword

Child-work is an acceptable practice in most African societies, including the Ghanaian society. In that regard, the child is expected to help with simple chores in the house and to graduate into activities that more significantly contribute to the economic and social well-being of the family.

This attitude to child-work is a vestige of the 'gather and hunt to survive instinct' developed by man from the dawn of time. That vestige is yet to be shredded off by the African society. Adults have to work to survive and children, it is felt, have to be taken through the drills of survival-work skills, the earlier started the better.

Somewhere in-between carrying out simple household chores and contributing effectively to the family's economic well-being, acceptable child-work inevitably crosses over into child labor which is unacceptable.

But to what specific levels well-intended child-work stretches into 'child-overwork' (i.e. child labor or the worst forms of child labor)? The answer to that question may be partly determined through diligent, scientific research.

What is certain is that addressing the problems of whatever level of child labor (or the worst forms of child labor) exist in Ghana will have to involve strategies including possible revision and enforcement of statutes on child labor and worst forms of child labor.

It should therefore be of great value to comprehensively collate, research and analyze the Dimensions of Child Labor Legislation in Ghana. Such an exercise should provide better understanding of the legislative capacity available for addressing issues relating to child labor and forced labor in Ghana.

It is in that spirit that this research has been carried out under the auspices of the West African Health Organisation (WAHO) in partnership with Tulane University.

## 2.0: **Acknowledgement**

This report on the dimensions of child labor legislation in Ghana is made possible through the assistance received from a number of individuals and organisations in Ghana.

First and foremost, acknowledgement is extended to Messrs. Michael Adjei, Peter K. Dzikunu, Emmanuel Asamoah and Ebenezer Ofori who sifted through documents in libraries and archives and succeeded in tracking down the relevant child labor laws/legislation, their provisions and other information.

Their assignment was made possible with assistance and co-operation from personnel of the Public Records and Archives Department (PRAD), the Central Library in Accra, the Advent (Government) Press Bookshop, the Ghana Supreme Court Library and the Balme Library, University of Ghana, Legon.

Also acknowledged are key informants who responded to research instruments on the dimensions of child labor in Ghana. They, like officials of a number of child-related NGOs brought their deep insight into child labor and legal issues to bear on this report.

### 3.0: Executive Summary

#### 3.1: Existing Laws/Legislation on Child Rights and Child Labor

The rights of the child, his/her development and welfare as well as protection from all forms of child labor are mandated by *The 1992 Constitution*; and are variously provided for under the following legislation:

- The Children’s Act, 1998, Act 560;
- Legislative Instrument (LI 1705), Child Rights Regulations 2002;
- Labor Act, 2003, Act 651;
- Labor Act Regulations, 2007, Legislative Instrument (LI) 1833;
- Human Trafficking Act, 2005, Act 694;
- Domestic Violence Act, 2007, Act 732;
- Adoption Act, 1962, Act 104;
- Juvenile Justice Act, Act 653;
- Marriage Ordinance(Amendment) Act, 2001, Act 606;
- The Apprentices Act, 1961, Act 45.

#### 3.1.2: International Conventions Ratified by Ghana

Relevant International Conventions ratified by Ghana are:

- ILO Convention 182 (on worst forms of child labor);
- UN Convention on the Rights of the Child.

#### 3.1.3: Legal Definitions of ‘child’, ‘young person’ and ‘juvenile’

##### i) Child:

- “A person below the age of eighteen (18) years” -- *Children’s Act, Act 560*;
- “A person below 18 years” -- *Human Trafficking Act, Act 694, Section 42*;
- “A person below 18 years” -- *Domestic Violence Act, Act 732, Section 42*;
- “A person under the age of 18” -- *ILO Convention 182, Article 2*.

##### ii) Juvenile:

- “A person under 18” (in conflict with the law)” -- *Juvenile Justice Act, Act 653, Section 1*;
- “A person who is under the age of 17 years” -- *Adoption Act, 1962, Act 104*.

##### iii) Young Person:

- “A person of over 18 years but below 21 years” -- *Labor Regulations, LI. 1833: (vis-à-vis prohibition from engagement in hazardous work)*;
- “A person of or above eighteen years who is under twenty-one” -- *The Children’s Act, 1998, Act 560, Section 124*.

### 3.1.4: Exact legal definitions of ‘age to work’

There are legal provisions for the minimum age at which a person can engage in light work, be in employment or be in hazardous employment.

- i) Minimum age for Light Work: “Thirteen years” -- *Children’s Act, Sect 90*;
- ii) Minimum age for Admission of a child to Employment: “Fifteen (15) years” -- *Section 90 of The Children’s Act, Act 560*;
- iii) Minimum age for Hazardous Employment: “Eighteen (18) years” -- *The Children’s Act, Act 560, Section 91*.

Other ‘age 18 thresh-holds’ under Ghana’s laws/legislation are:

- The right to vote – *1992 Constitution*;
- The right to make a will -- *Wills Act, Act 360*;
- The right to consume alcohol -- *Liquor Licensing Act, Act 331*;
- The right to contract any form of marriage – *The Children’s Act, Act 560*; and *Marriage Ordinance (Amendment) Act, 2001, Act 606*.

### 3.1.5: Absence of specific legislative mention of ‘worst forms of child labor’

No specific mention of ‘worst forms of child labor’ is made on Ghana’s legal statutes. However, legal provisions exist on a) hazardous work/employment and b) industrial undertakings whose definitions are in tune with the spirit and tenets of ILO Convention 182 and the Harkin-Engel Protocol– see *below*.

### 3.1.6: Comparative Notes on what constitutes ‘worst forms of child labor’:

#### 3.1.6.1. ILO Convention 182

*ILO Convention 182, Article 3* defines worst forms of child labor as:

”All forms of slavery or practices similar to slavery, such as sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor; the use, procuring or offer of a child for prostitution, for the production of pornography or for pornographic performance; the use, procuring or offer of a child for illicit activities, in particular for the production and trafficking of drugs...; and work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.”

#### 3.1.6.2. Harkin-Engel Protocol

Under the Harkin-Engel Protocol, the following constitutes “worst forms of child labor on cocoa farms: clearing the ground; weeding; maintaining cocoa trees; applying pesticides; harvesting; and pod breaking;

#### 3.1.6.3. Ghana Laws/Legislation

Provisions under Ghana’s legal regime prohibit engagement of children in ‘hazardous work’ and ‘industrial undertakings’, both of which are defined in *Labor Regulations 2007, LI 1833, Section 7(1)* and *Children’s Act, Act 560, Section 93*, in terms that are synonymous with the ‘worst forms of child labor.’



## 3.2. Observations

### 3.2.1. Harmonization of laws on the child and child labor

Harmonization of legal statutes with UN Convention on the Rights of the Child and ILO Convention 182 has been advanced through legislative review by the Child Law Reform Advisory Committee from 1995-98 (see 9.2., page 27).

### 3.2.2. Administrative reforms relating to child rights and child labor

Very extensive administrative reforms have been initiated within the past 12 years to enhance the promotion of child rights, child welfare and to address/eliminate child labor (see 9.3., page 27).

### 3.2.3. Inadequate Enforcement of legislative provisions

A qualitative survey of nine 'key informants' during the research confirm the general public feeling that legal provisions on child rights and child labor are not adequately enforced in Ghana (see 7.2.1.4)

The key informants also express the view that the general public's unawareness of child rights and child labor issues, rather than inadequacy of legislation, is a major hurdle to the promotion of child rights and control/elimination of child labor.

## 3.3. Recommendations

Based on the research findings/observations, the following are recommended:

### 3.3.1. Sensitization programs for key sectors and general public

It is recommended that continuous sensitization and up-dating on child rights and child labor issues in general and the Harkin-Engel Protocol in particular are programmed and delivered to The Executive, The Legislature, The Judiciary, the Police, Civil Society Groups, NGOs on Children, the media and general public.

### 3.3.2. Integration of the language of the Harkin-Engel Protocol into legislation on child labor and 'the worst forms of child labor'

The relevant and potential legislation for such language integration are:

- *Cocoa Marketing Board (Cocobod) Establishment Law, PNDCL 81, which makes provisions for the "certification of cocoa for export" (see 10.2.2., page 31).*
- *Bye-laws of District Assemblies which are mandated by The 1992 Constitution to promote welfare and development of the child (see 10.2.2., page 31); as well as*
- *The Children's Act, Act 560 and Labor Act, Act 651.*

### 3.3.3. Strengthening, streamlining of traditional justice system

A traditional justice system based on customs, social norms as well as family and traditional governance hierarchy (see 4.2., page 7) is still prevalent, and very relevant in the rural areas needs to be strengthened and streamlined.

## 4.0: **Introducing the Issues**

### 4.1: **Traditional attitudes to rights of the child and child labor**

Traditional Ghanaian attitude to the child may be summed up in the saying that 'the child should be seen, not heard.' That means the child should be seen doing what an adult orders and not be heard expressing any personal views on issues.

This rather strict edict aims at having the child brought up to be cast in the mold of his/her forebears, to toe the line on traditional beliefs and be a hard-working in order to survive in often very harsh environments.

Being hard working is particularly considered a most desirable virtue in traditional society. Every child is expected to begin carrying out simple household chores at a very tender age. Thereafter, he or she is expected to follow in the footsteps of older members of the family as they headed for the farm or the fishing/hunting ground and prove his/her worth by working as hard as he/she could.

Reminiscent of the pre-agriculture, gather-and-hunt-to-survive era, the child who worked hard won accolades such as 'courageous, successful and good-marital-prospect.' The less hard-working was proclaimed 'lazy, a potential failure and a disgrace to the family'.

But even in the traditional setting, customary norms and unwritten rules have existed regarding 'forms of work' for a child and the child's 'ability to carry out specific forms of work.' As such, traditional society is able to recognize when a child is being 'over-worked' (abused) though such recognition may be influenced more by the physical stature of the child rather than his/her age.

### 4.2: **Traditional avenues for redress against child labor abuse**

While child work is general practice in traditional Ghanaian society, some avenues of redress and, or, rescue exist for the overworked child.

While neighbors and relatives have nothing against a child being trained to become a diligent worker, neighbors and relatives also have great sympathies for the child who is being truly overworked or abused. This is easy to understand: in the traditional setting, a child belongs to the community, not just to his/her parents.

Neighbors and relatives thus have the option to directly confront those who overwork/abuse a child or to report such behavior to the child's clan head. A hearing is then held (mostly without the direct participation of the child- victim).

Those found guilty of abusing a child are advised to mend their ways or have a fine imposed on them. The option exists at all times for the abused child to be relocated to an uncle, aunt, grandmother, grandfather or any other close relative who has a track record of child-friendly behavior.

In extreme cases where a child-victim sees no rescue/redress coming his/her way, such a child runs away and heads for a safer abode, normally under the roof of a close, friendly relative. The child then narrates his/her tale of woe and a process of traditional hearing (before the clan head) is held with same potential consequences as stated above.

#### 4.3: **Colonial and International child rights legislation**

Colonialism directly imposed various Western-style practices including legislative processes and administration of justice. Today, traditional laws and forms of justice administration exist side by side with the Western-forms.

The forms of legislation introduced by the British were tailored on British Common Law with the rights of the child implicitly covered under the then prevailing basic and general concepts of human rights.

After the Second World War, the UN in 1948 adopted the Universal Declaration of Human Rights. Again, the rights of the child were only implicitly included. As a signatory to that declaration, Great Britain duly extended the Declaration's non-binding, non-enforceable principles to its colonies, including the Gold Coast (now Ghana).

In 1959, two years after Ghana's independence, the UN General Assembly adopted the Declaration on the Rights of the Child. Ghana subsequently ascribed to the new, child-specific Declaration. However, the Declaration on the Rights of the Child, also merely offered mere non-binding and non-enforceable principles.

In November 1989, the U.N. General Assembly adopted, without reservations, the Convention on the Rights of the Child (CRC). Ghana became the first country to ratify the Convention. The CRCC entered into force on the 2<sup>nd</sup> of September 1990 as international law following its ratification by the necessary 20-country members of the UN.

Ghana has since ratified *ILO Convention 182* which defines and prohibits the "worst forms of child labor."

Ghana has in the past 12 years carried out major reforms to relevant /legislation on child rights and child labor in conformity with the spirit and tenets of the relevant international conventions the country is signatory to.

#### 4.4: **The Harkin-Engel Protocol**

The Harkin-Engel Protocol was signed by the international cocoa and chocolate industry in September 2001. The Harkin-Engel Protocol is firmly rooted in the provisions of *ILO Minimum Age Convention 138* and *ILO Convention 182* on the

'worst forms of child labor' and comes with a focused commitment to address the problem of child labor and forced labor on cocoa farms of the major producers - Cote d'Ivoire and Ghana

In each of the two focus-countries, the existing legal framework on child rights and child labor as well as enforcement of that legislation and the administration of justice will be a collective legitimate and important tool in efforts aimed at addressing the problem of child labor and forced labor on their cocoa farms.

In other words, addressing and eliminating whatever levels of child labor (or the worst forms of child labor) that exist on Ghana's cocoa farms will have to involve strategies including further legal reforms (if need be) as well as steps to ensure the existing and, or, necessary laws/legislation are fully enforced.

#### 4.5: **Objectives of the research**

The objectives of this research, carried out under the auspices of the West African Health Organization (WAHO) in partnership with Tulane University, are to:

- Collate all existing child-related laws/legislation on Ghana's statutes;
- Analyze and research all laws/legislation on Ghana's statutes that deal with child rights, child labor and worst forms of child labor and worst forms of child labor on cocoa farms;
- Prepare a comprehensive report on the dimensions of child labor laws/legislation in Ghana.
- Provide recommendations based on the research findings and related observations.

## 5.0: Methodology

In early October 2007, the author of this report was contracted by the West African Health Organisation (WAHO) and Tulane University, acting through their Project Officer, Mr. Chris Bayer, to conduct research into dimensions of Ghana's child labor laws/legislation on the behalf of WAHO/Tulane.

Four assistants helped track down and acquire hard copies of existing laws, legislation and ratified international conventions that had provisions relating to 'the child,' 'child rights' and to 'child labor.' The scope covered areas including juvenile justice, education, apprenticeship, marriage, agriculture, mining, commerce, industry.

The second phase of the assignment entailed focusing on laws/legislation and ratified international conventions directly relating to child labor and analyzing, researching same in terms of the scope and thrust of their provisions in addressing issues of child rights, child labor and the 'worst forms of child labor' in Ghana.

Areas captured by the report include:

- Scope of legal provisions for the child and on child labor
- Legal definitions of terms and words relating to 'child'
- Scope of legal protection for the child against exploitative labor
- Scope of legal protection for the child against hazardous labor/work
- Forms of 'work' relating to the child and their definitions
- Definitions of types of work synonymous with 'worst forms of child labor'
- Exact legal definitions of 'age to work'
- Registration of children, young persons in 'industrial undertakings'
- Legal provision on health of young persons employed on any work
- Enforcement of regulations relating to child labor
- Legal provision on offences and penalties relating to child labor

The report makes observations (including views from some sector players) on dimension of child labor laws/legislation) and makes recommendations

A legal practitioner assisted with all aspects of the report.

The legal practitioner also served as one nine 'key informant' by responding to a survey instrument relating to Ghana's Legal Environment on Child Rights and Child Labor (see 7.0, page 20).

## 6.0: Existing legislation on child labor

### Legislation/laws relating to the child and ‘child labor’

Ghana’s legislation/laws on the welfare and development of the child and on child labor have provisions that are in line with *ILO Convention 182*, *ILO Minimum Age Convention 138* and *UN Convention on the Rights of the Child*. The relevant existing legislation/laws are:

- i) *The Constitution of the Republic of Ghana, 1992: Article 28* of *The Constitution* mandates Government to ensure the rights of the child. *Article 28* also provides protection against exploitative labor. *Article 28, 34 (2) and 35 (c)* specifically provide that “no person shall be held in slavery or servitude (or) be required to perform forced labor.”
  - ii) *Children’s Act, 1998, Act 560*, which asserts Ghana’s commitment to the promotion of the physical, mental and social well-being of the Ghanaian child. *Act 560, Sections 12 and Section 87 (1)* state that “no person shall engage a child in exploitative labor.”
  - iii) *Labor Act, 2003, Act 651*, which sets out, in *Part VII, Sections 58-61*, under the heading ‘Employment of Young Persons’, the various provisions relating to child labor. *The Labor Act Regulations, 2007, Legislative Instrument (LI) 1833*, was passed as operational tool for *Labor Act, Act 65*; and
  - iv) *Human Trafficking Act, 2005, Act 694*, whose *Sections 2 (1), 3 (1) and 4 (1) of Act 694* variously prohibit the following: “a) human trafficking; b) provision of trafficked persons; and c) use of trafficked persons.”
- Human Trafficking Act, 2005, Act 694* asserts, in *Sections 1 (1) and (2)*, that ‘human trafficking’ may involve “exploitation of the vulnerable” and such exploitation may include “forced labor or services.”
- v) *Domestic Violence Act, 2007, Act 732*, which was enacted, according to the Act’s preamble, “to provide protection from domestic violence for women and children ...”
  - vi) *Adoption Act, 1962, Act 104*. This *Act*, according to the Act’s preamble, “provides for the adoption of children.”
  - vii) *Juvenile Justice Act, Act 653*, makes provisions for a system of justice for offenders under age 18.

viii) *The Marriage Ordinance (Amendment) Act, 2001, Act 606, which*, among other provisions, prohibits child-marriages and stipulates age 18 as the minimum age for contracting any form of marriage.

ix) *Apprentices Act, 1961, Act 45, which* provides for an “apprenticeship order” which will subject the provisions of the Act to any industry and, among other matters, set “the minimum age at which a person may commence to serve as an apprentice in such industry.”

x) *The Consolidated Criminal Code, 1998, Act 554*, which embodies all Criminal Code Amendments

## 6.2: **International Conventions ratified by Ghana**

International conventions ratified by Ghana and whose provisions have been incorporated into legislation relating to the child and all forms of child labor are:

i) *ILO Convention 182 (on worst forms of child labor)*. The convention outlines new instruments for the prohibition and elimination of the worst forms of child labor as the main priority for national and international action. *Convention 182* is intended to complement ILO Minimum Age Convention 138 for Admission to Employment.

ii) *UN Convention on the Rights of the Child*: Ghana was the first country to ratify the *UN Convention on the Rights of the Child (CRC)* which is “aimed at promoting child survival and development.”

## 6.3: **Legal definitions of ‘child’, ‘young person’ and ‘juvenile’**

### 6.3.1. Child:

i) “A person below the age of eighteen (18) years” -- *Children’s Act, Act 560*;

ii) “A person below 18 years” -- *Human Trafficking Act, Act 694, Section 42*;

iii) “A person below 18 years” -- *Domestic Violence Act, Act 732, Section 42*;

iv) “A person under the age of 18” -- *ILO Convention 182, Article 2*.

### 6.3.2. Juvenile:

i) “A person under 18 years (who is in conflict with the law)” -- *Juvenile Justice Act, Act 653, Section 1*;

ii) “A person who is under the age of 17 years” -- *Adoption Act, 1962, Act 104*.

### 6.3.3. Young Person:

i) (vis-à-vis prohibition from engagement in hazardous work): “A person of over 18 years but below 21 years” -- *Labor Regulations, LI. 1833*:

ii) “A person of or above 18 years who is under 21.” -- *The Children’s Act, 1998, Act 560, Section 124*.

#### 6.4: **Scope of legal provisions on the child and on child labor**

Collectively, the existing Ghanaian Constitution mandates the State/Government to protect, develop and ensure the rights and welfare of the child.

Specific legislations under the legal regime make provisions for:

- Legal protection for the child against exploitative labor;
- Legal prohibitions against employment of children;
- Minimum age for work and definitions of 'work';
- Health of young persons employed on any work;
- Registration of young persons in an industrial undertaking;
- Enforcement of regulations relating to child labor;
- Offences relating to child labor; and
- Penalties on conviction for offences relating to child labor.

#### 6.5: **Scope of legal protection for the child against exploitative labor**

*The Children's Act, 1998; Act 560, Section 12*, reinforces the constitutional assertion that "no person shall be held in slavery or servitude" and that "no person shall be required to perform forced labor."

These proclamations provide an umbrella protection against exploitative child labor, including the worst forms of child labor. Legal protection against exploitative child labor is specifically provided under a number of Legislations, including *The Children's Act, 1998; Act 560, Section 87 (1)* which reaffirms that "no person shall engage a child in exploitative labor."

*The Children's Act, Section 87*, defines 'exploitative child labor' as labor which "deprives the child of its health, education or development".

*The Children's Act, 1998; Act 560, Section 88* outlaws exploitative child labor and specifically bans 'night work' which is defined (for children) as "work between 8 o'clock in the evening and 6 o'clock in the morning".

#### 6.6: **Scope of legal protection for the child against hazardous labor/work**

*Labor Act, 2003, Act 651, Part VII, Section 58*, prohibits the employment of young persons in hazardous work and specifically prohibits the employment of a young person in an underground mine work.

*Section (2)* of the same *Act 651* empowers The Minister to, by legislative instrument, "determine the type of employment that is likely to expose a young person to physical or moral hazard."



*Labor Regulations, 2007, LI 1833, Section 7 (1)* further states that an employer shall not engage a young person in work which is listed, by The Minister, under a *Legislative Instrument*, as being hazardous

## 6.7 Forms of ‘work’, relating to the child and their definitions

*The Children’s Act, 1998; Act 560, Sections 89-96* and the *Labor Act, 2003, Act 651, Sections 58 – 61* give legal recognition to three (3) forms of child-related work. These are:

- Light Work
- Employment
- Hazardous Employment

### i) Light Work

This is defined under *The Children’s Act, 1998, Act 560, Sections 90 (2)* as: “work which is not likely to be harmful to the health or development of the child and does not affect the child’s attendance at school or his/her capacity to benefit from school work.”

### ii) Employment

This is defined as:

“engagement in any economic work or activity which is performed during a specified period for pay (whether in cash or kind), profit or family gain.” -- *Report: Ghana Multiple Indicator Cluster Survey, Ghana Statistical Services*

### iii) Hazardous Employment

This is defined under *The Children’s Act, Act 560, Section 91 (2)* as: “employment that poses a danger to the health, safety or morals of a person.” The Act lists specific forms of work which are considered hazardous and for which an employer shall not engage a young person.

## 6.8: ILO Convention 182 definition of ‘worst forms of child labor’

*ILO Convention 182, Article 3*, defines ‘worst forms of child labor’ as:

- “a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
- “b) The use, procuring or offer of a child for prostitution, for the production of pornography or for pornographic performance;
- “c) The use, procuring or offer of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- “d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.”

**6.9: Types of work under Ghanaian legislation that are synonymous with ‘worst forms of child labor’ as defined by ILO Convention 182**

The spirit and tenets of *ILO Convention 182* definition of ‘worst forms of child labor’ is reflected in the definitions of ‘hazardous work’, ‘hazardous employment’ and ‘industrial undertakings’ under the following Ghanaian legislation:

- i) *The Children’s Act, Act 560, Part V, Section 91*, defines ‘hazardous work.’ as: “employment that poses a danger to the health, safety or morals of a person.”

*Section 91(3)* of same *Act 560* states that ‘hazardous employment’ (which is synonymous with ‘hazardous work’) includes:

- “a) going to sea;
- “b) mining and quarrying;
- “c) portorage of heavy loads;
- “d) manufacturing industries where chemicals are produced or used;
- “e) work in places where machines are used; and
- “f) work in places such as bars, hotels and places of entertainment where a person maybe exposed to immoral behavior.

ii) *The Children’s Act, Act 560, Part V, Sub-Part 1, Section 93* defines ‘industrial undertakings’ as:

- “an undertaking other than one in commerce or agriculture and including
- “a) Mines, quarries, other works for extraction of minerals from the earth;
- “b) Undertakings in which articles are manufactured, altered, repaired, ornamented, finished, adapted for sale, broken up or demolished, or in which materials are transformed, including undertakings in shipbuilding or the generation, transformation, transmission of electricity or motive power; undertakings engaged in building and civil engineering work, including constructional, repair, maintenance, alteration and demolition work;
- “c) undertakings engaged in the transport of passengers or goods by road or rail including the handling of goods at docks, quays, wharves, warehouses and airports.”

iii) *Labor Regulations 2007, LI 1833, Section 7 (1)* defines ‘Hazardous work’ which is synonymous with ‘hazardous employment’ under the *Labor Regulations* as work which involves the following:

- ”a) manual lifting of weights which exceed twenty-five kilograms;
- ”b) work on scaffold and other structures at a height exceeding two and a half meters; the use of substances and materials that emit (i) radiation, or (ii) poisonous gases or fumes;
- “c) the use of dangerous chemicals;
- ”d) excessive noise;
- ”e) the felling of timber;
- ”e) night work exceeding eight continuous hours; or
- ”f) other situations considered by the Chief Labor Officer as hazardous.”

*The Labor Regulations 2007, under Section 7 (2)*, further lists forms of work which are considered 'hazardous' and for which an employer shall not engage a young person. Those forms of work are:

- a) the production and screening of pornographic material, or work at areas in a hotel which are likely to corrupt the moral development of that young person

#### 6.10: **Exact legal definitions of 'age to work'**

There are legal provisions for the minimum age at which a person can:

- Engage in light work;
- Be in employment; or
- Be in hazardous employment.

##### i) Minimum age for 'light work'

*The Children's Act, 1998; Act 560, Section 90*, stipulates that "the minimum age for the engagement of a child in light work shall be thirteen (13) years".

##### ii) Minimum age for admission of a child to employment

*Section 90 of The Children's Act, Act 560*, stipulates that "the minimum age for admission of a child to employment shall be fifteen (15) years".

##### iii) Minimum age for hazardous employment

*Section 91, The Children's Act, 1998; Act 560*, stipulates: "the minimum age for the engagement of a person in hazardous work is eighteen (18) years".

Other 'age 18 thresh-hold' legislative provisions are:

- The right to vote – *1992 Constitution*
- The right to make a will -- *Wills Act, Act 360*;
- The right to consume alcohol -- *Liquor Licensing Act, Act 331*;
- Right to contract any marriage – *Children's Act & Marriage Ordinance*

#### 6.11: **Registration of children and young persons in 'industrial undertakings'**

*Section 60 of Labor Act, 2003, Act 651*, stipulates that:

"an employer in an industrial undertaking shall keep a register of the children and young persons employed by him and of the dates of their births if known or their apparent ages if their dates of birth are not known" (see 6.9(ii) for the definition of 'industrial undertakings').

#### 6.12: Legal provision on health of young persons employed on any work

*Labor Act, 2003, Act 651, Section 59*, stipulates as follows:

- “(a) an employer shall not employ a young person on any work unless a medical practitioner has certified that the young person is in good health and is medically fit for the work”; and that  
 “(b) where a person fails to comply with subsection (1), the person shall be ordered by the Minister to have the medical examination conducted.”

#### 6.13: Enforcement of regulations relating to child labor

*Sections 95 and 96 of The Children’s Act, Act 560*, call for the enforcement of the Act’s provisions in both the (i) formal and (ii) informal sectors. The related provisions for that enforcement are as follows:

##### i) Enforcement in the formal sector

The enforcement procedures in the formal sector are outlined in *Section 95 (1), (2), and (3) of The Children’s Act, Act 560*, which stipulate that:

- “a) The District Labor Officer shall carry out any enquiry he may consider necessary in order to satisfy himself that the provisions of this Sub-Part with respect to labor by children and young persons in the formal sector are being strictly observed;  
 “b) For purposes of this section, any person may be interrogated by a District Labor Officer; and that  
 “c) If a District Labor Officer is reasonably satisfied that the provisions of this Sub-Part (on enforcement of the laws) are not being complied with, he shall report the matter to the police who shall investigate the matter and take the appropriate steps to prosecute the offender.”

##### ii) Enforcement in the informal sector

The enforcement procedures in the formal sector are outlined in *Section 96 (1), (2), (3), (4) and (5) of The Children’s Act, Act 560*, which stipulate that:

- “i) The Social Services Sub-Committee of a District Assembly and the Department (of Labor) shall be responsible for the enforcement of the provisions of (the Act) in the informal sector.  
 “ii) Any person may be interrogated by a member of the Social Services Sub-Committee or Department [of Labour].  
 “iii) Where the offender is a family member of the child whose rights are being infringed under this Sub-Part, the Social Services Sub-Committee or the Department shall request a probation officer or social welfare officer to prepare a social enquiry report on the matter.  
 “iv) The report prepared under subsection (4) shall be considered by the police before any action is taken against the offender.  
 “v) If the (the investigator) is reasonably satisfied that the provisions of this Sub-Part are not being complied with he shall report the matter to the police who shall investigate the matter and take the appropriate steps to prosecute the offender.”

#### 6.14: Legal provisions on offences relating to child labor

Legislation/laws which specify child labor related offences are:

i) *The Children's Act, Act 560*

*Part V, Sub-Part 1* (headed 'Child Labor'), *Sections 87-92*, lists child labor related offences under *Act 560* as follows:

- "a) Engagement of a child in exploitative child labor;
- "b) Engagement of a child in night work;
- "c) Admission of a child under fifteen (15) years to employment;
- "d) Engaging a child under thirteen (13) years in light work;
- "e) Engaging a person under eighteen (18) years in hazardous work."

*Section 93* of the above *Act 560*, also lists as an offence:

"failure by an employer to keep a register of children and young persons employed by him."

ii) *Labor Act, Act 651*,

*Part VII on 'Employment of Young Persons', Sections 58-61 of the Labor Act* lists child labor related offences as:

- "a) Engagement of a young person in any type of hazardous employment or work likely to expose the person to physical or moral hazard; including
  - "i) An underground mine work; or
  - "ii) Any type of work the Minister may determine, by *Legislative Instrument*, to be likely to expose a young person to physical or moral hazard."

#### 6.15. Provisions for penalties on conviction for offences relating to child labor

i) *The Children's Act, Act 560*

*Section 94 (1) of Act 560* states that "any person who contravenes provisions of the Act on the following: i) exploitative child labor; ii) minimum age for child labor; iii) minimum age for light work; iv) minimum age for hazardous employment; and v) registration of children and young persons in industrial undertakings commits an offence ..."

**Penalty:** An offender is "liable on summary conviction to a fine not exceeding c10 million or to imprisonment for a term not exceeding two years or to both."

*Section 94 of The Children's Act*, also stipulates that "any person who contravenes any other provision on its '*Employment of Children*' (*Sub-Part 1* headed '*Child Labor*', *Sections 87-92*) commits an offence."

**Penalty:** An offender is liable on summary conviction to a fine not exceeding c5 million or to a term of imprisonment not exceeding one year or to both."

ii) *Labor Act, Act 651,*

*Part VII on 'Employment of Young Persons', Section 58,* prohibits the employment of young persons in hazardous work including “any type of employment or work likely to expose the person to physical or moral hazard; underground mine work; and any type of employment that is determined by the Minister, under a Legislative Instrument, as likely to expose a young person to physical or moral hazard.”

*Section 58 (4)* stipulates that “a person who contravenes the provisions of *Part VII, Section 58* (i.e. the above paragraph) commits an offence.”

**Penalty:** An offender is liable on summary conviction to a fine not exceeding 100 penalty units.”

**6.16: Scope of application of legal provisions on child labor**

*Sub-Part 1* (headed ‘Child Labor’) stipulates that all provisions under *The Children’s Act, Act 560, Part V (Employment of Children)* are to apply in

- i) the formal sector and
- ii) the informal sector.

**6.17: Scope of provisions of other legislation/laws relating to child labor**

i) *Human Trafficking Act, 2005, Act 694,*

*Sections 2 (1), 3 (1) and 4 (1) of Act 694* prohibit human trafficking; provision of trafficked persons; and use of trafficked persons. *Act 694* asserts in *Sections 1 (1) and (2)*, that ‘human trafficking’ may involve “exploitation of the vulnerable” and that such exploitation may include “forced labor or services.”

According to *Section 1 (3) of the Human Trafficking Act*, “placement for sale, bonded placement, temporary placement, placement as services where exploitation by someone else is the motivating factor shall also constitute trafficking.”

In the context of child-victims of human trafficking, the above mentioned trafficking related activities (i.e.: exploitation of the vulnerable; forced labor or services etc.) has to qualify as ‘the worst forms of child labor.’

**6.18: Judicial remedies – lodging of complaints**

Under *Section 17 of The Children’s Act*, any person (including a child) can file a complaint where the right of a child as guaranteed by law is infringed or violated. No fee is paid for filing such cases and any person with significant interest in the issue can be invited to attend and deliberate in a child panel hearing the case.

### 6.19: Judicial decisions by judicial and quasi-judicial bodies

Reasoned judgment or orders delivered by a legally constituted Judicial or quasi-judicial body is binding on all parties though they (the parties) shall have the right of appeal under provisions of the *Courts (Amendment) Act, 2004, Act 673*.

## 7.0: Key Informants' Response to Questions on Ghana's Legal Environment on Child Rights and Child Labor

In order to verify that all pertinent legislation had been collected and analyzed, nine (9) legal and child rights experts from the government sector, civil society including NGOs and the cocoa sector were invited to serve as key informants on the dimensions of Ghana's legal framework on child labor,

Seven of the nine responded to the invitation. They were joined by two randomly selected Ghanaians and all nine (9) were qualitatively interviewed on the basis of the following survey instruments:

- (I) *Do you believe Ghana's existing laws/legislation on child rights and child labor are adequate/comprehensive enough?*
- (II) *Do you believe the on child rights and child labor conform/comply with international convention on child rights and child labor?*
- (III) *If you answer "NO" to either of or both 1 and 2 above: Can you suggest areas for possible law reform?*
- (IV) *Do you believe the existing laws on child rights and child labor are adequately enforced?*
- (V) *If you answer "NO" to 4 above. Can you suggest areas of possible law reform?*

### 7:1. Contacts' Institutions, Mode of 'Interview' and Response

<u>Contacts' Institutions</u>	<u>Verbal Interview</u>	<u>Written Questionnaire</u>	<u>Responses Received</u>
Ministry of Manpower	Yes	N/A	Yes
International Needs NGO	Yes	N/A	Yes
Law Reform Commission	N/A	Yes	Yes
Nat. Com. on Women/Children	Yes	N/A	Yes
Cocoa Mkt. Board (Legal Dept.)	N/A	Yes	No
Attorney General's Department	N/A	Yes	No
Min. Women & Children Affairs	N/A	Yes	Yes
Private Legal Practitioners (2)	Yes	N/A	Yes
"Man on the Street" (2)	Yes	N/A	Yes
<b>Total</b>	<b>7</b>	<b>4</b>	<b>Yes 9; No 2</b>

## 7.2. Analysis of Responses to Questions 1, 2 and 4

7.2.1. Analysis of Yes/No/Don't Know responses to Questions (I), (II) and (IV):

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
(I). Do you believe Ghana's existing laws and legislation on child rights and child labor are adequate and comprehensive enough?	5	2	2
(II). Do you believe the laws on child rights and child labor conform/comply with international convention on child rights and child labor?	6	1	2
(IV). Do you believe the existing laws/legislation on child rights and child labor are being adequately enforced?	1	7	1

7.2.2. Analysis of responses to Question (III) i.e. 'Can you suggest areas of law reform?'

The given responses in order of priority are:

- i) Stiffer punishment for parents who abandon their children
- ii) Stiffer punishments for child rights and child labor offenders

7.2.3. Analysis of responses to Question (V) i.e. 'Why do you think the existing laws on child rights and child labor are not being adequately enforced?'

The given responses in order of priority are:

- i) Unwillingness of people to report cases
- ii) Lack of public awareness on issues
- iii) Lack of logistics for enforcement and justice administration agencies

## 7.3. Observations from Responses to Interviews

Nine key informants were qualitatively interviewed; their responses indicate that:

- i) Ghana's existing laws/legislation on child rights and child labor are adequate and comprehensive; and that
- ii) Ghana's laws/legislation on child rights and child labor are in conformity with the various relevant International Conventions; but that
- iii) Ghana's laws/legislation on child rights and child labor are not adequately enforced.



## 8.0: Summary of Findings

### 8.1: Constitutional provisions on the rights of the child

*Article 28 of The 1992 Constitution* mandates Government to ensure the rights of the child. *Article 28* also provides protection against exploitative labor. *Article 28, 34 (2) and 35 (c)* specifically provide that “no person shall be held in slavery or servitude (or) be required to perform forced labor.”

### 8.2: Other legislation/laws relating to the child and to ‘child labor’

*The Children’s Act, 1998, Act 560*  
*Legislative Instrument (LI 1705), Child Rights Regulations 2002,*  
*Labor Act, 2003, Act 651,*  
*Labor Act Regulations, 2007, Legislative Instrument (LI) 1833*  
*Human Trafficking Act, 2005, Act 694,*  
*Domestic Violence Act, 2007, Act 732*  
*Adoption Act, 1962, Act 104;*  
*Juvenile Justice Act, Act 653*  
*Marriage Ordinance (Amendment) Act, 2001, Act 606*  
*The Apprentices Act, 1961, Act 45*

### 8.3 International Conventions ratified by Ghana

*ILO Convention 182 (on worst forms of child labor)*  
*UN Convention on the Rights of the Child*

### 8.4 Legal definitions of ‘child’, ‘young person’ and ‘juvenile’

#### 8.4.1. Child:

“A person below the age of eighteen (18) years” -- *Children’s Act, Act 560:*  
 “A person below 18 years” -- *Human Trafficking Act, Act 694, Section 42:*  
 “A person below 18 years” -- *Domestic Violence Act, Act 732, Section 42:*  
 “A person under the age of 18” -- *ILO Convention 182, Article 2*

#### 8.4.2. Juvenile:

“A person under 18 years (who is in conflict with the law)” -- *Juvenile Justice Act, Act 653, Section 1*  
 “A person who is under the age of 17 years” -- *Adoption Act, 1962, Act 104*

#### 8.4.3. Young Person:

“A person of over 18 years but below 21 years” -- *Labor Regulations, LI. 1833:*  
 (vis-à-vis prohibition from engagement in hazardous work):  
 “A person of or above eighteen years who is under twenty-one” -- *The Children’s Act, 1998, Act 560, Section 124*

### 8.5: **Scope of legal provisions for the child and on child labor**

Collectively, the existing Ghanaian legal regime makes provisions for:

- i) Legal mandate to State/Government to protect, develop and ensure the rights and welfare of the child;
- ii) Legal protection for the child against exploitative labor;
- iii) Legal prohibitions against employment of children;
- iv) Minimum age for work and definitions of 'work';
- v) Health of young persons employed on any work;
- vi) Registration of young persons in an industrial undertaking;
- vii) Enforcement of regulations relating to child labor;
- viii) Offences relating to child labor; and
- ix) Penalties on conviction for offences relating to child labor.

### 8.6: **Scope of legal protection for the child against exploitative labor**

*The Children's Act, 1998; Act 560, Section 12*, reinforces the constitutional assertion that "no person shall be held in slavery or servitude" and that "no person shall be required to perform forced labor."

*The Children's Act, 1998; Act 560, Section 87 (1)* reaffirms that "no person shall engage a child in exploitative labor."

*The Children's Act, Section 87*, defines 'exploitative child labor' as labor which "deprives the child of its health, education or development." *Section 88*, outlaws exploitative child labor including 'night work' (i.e., for children, "work between 8 o'clock in the evening and 6 o'clock in the morning").

### 8.7: **Scope of legal protection for the child against hazardous labor/work**

*Labor Act, 2003, Act 651, Part VII, Section 58*, prohibits the employment of young persons in hazardous work and specifically prohibits the employment of a young person in an underground mine work.

*Part VII, Section 58 (2)* of the same *Act 651* empowers The Minister to, by legislative instrument, "determine the type of employment that is likely to expose a young person to physical or moral hazard."

*Labor Regulations, 2007, LI 1833, Section 7 (1)* reinforces the above by stating that an employer shall not engage a young person in work which is listed as being hazardous

### 8.8: **Forms of 'work' relating to the child**

- i) Light Work
- ii) Employment
- iii) Hazardous Employment

## 8.9: Definitions forms of 'work' relating to the child

### 8.9.1. Light Work

"Work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or his/her capacity to benefit from school work" -- *The Children's Act, Act 560, Sections 90 (2)*

### 8.9.2. Employment

"Engagement in any economic work or activity which is performed during a specified period for pay (whether in cash or kind), profit or family gain"-- *Report: Ghana Multiple Indicator Cluster Survey, Ghana Statistical Services*

### 8.9.3. Hazardous Employment

"Employment that poses a danger to the health, safety or morals of a person" -- *The Children's Act, Act 560, Section 91 (2)*

## 8.10: ILO Convention 182 definition of 'worst forms of child labor'

*ILO Convention 182, Article 3* defines 'worst forms of child labor' as:

- "a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
- "b) The use, procuring or offer of a child for prostitution, for the production of pornography or for pornographic performance;
- "c) The use, procuring or offer of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- "d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children."

## 8.11: Definitions of types of work under Ghanaian legislation which are synonymous with 'worst forms of child labor' under ILO Convention 182

The types of work whose definitions under Ghanaian legislation are synonymous with 'worst forms of child labor' under ILO Convention 182 are:

- i) 'Hazardous work';
- ii) 'Hazardous employment'; and
- iii) 'Industrial undertakings.'

### 8.11.1. Hazardous work

*Report: Ghana Multiple Indicator Cluster Survey, Ghana Statistical Services* defines 'hazardous work' as work which involves the following:

- "a) manual lifting of weights which exceed twenty-five kilograms; and
- "b) work on scaffold and other structures at a height exceeding two and a half meters;

*Labor Regulations 2007, LI 1833, Section 7(1)* defines 'hazardous work' as:

- "a) the use of substances and materials that emit (i) radiation, or (ii) poisonous gases or fumes,
- "b) the use of dangerous chemicals;
- "c) excessive noise;
- "d) the felling of timber;
- "e) night work exceeding eight continuous hours; or
- "f) the production and screening of pornographic material, or
- "g) work at areas in a hotel which are likely to corrupt the moral development of that young person; and
- "h) other situations considered by the Chief Labor Officer as hazardous"

#### 8.11.2. Hazardous Employment

*The Children's Act, Act 560* defines 'hazardous employment' as "Employment that poses a danger to the health, safety or morals of a person" and includes:

- "a) going to sea;
- "b) mining and quarrying;
- "c) porterage of heavy loads;
- "d) manufacturing industries where chemicals are produced or used;
- "e) work in places where machines are used; and
- "f) work in places such as bars, hotels and places of entertainment where a person maybe exposed to immoral behavior"

#### 8.11.3. Industrial Undertakings

*Labor Act, Act 651, Section 58* defines 'industrial undertakings' as:

- "An undertaking other than one in commerce or agriculture" including:
- "a) mines, quarries, other works for extraction of minerals from the earth;
  - "b) undertakings in which articles are manufactured, altered, repaired, ornamented, finished, adapted for sale, broken up or demolished, or in which materials are transformed, including undertakings engaged in shipbuilding or in the generation, transformation or transmission of electricity or motive power of any kind; and
  - "c) undertakings engaged in building and civil engineering work, including constructional, repair, maintenance, alteration and demolition work."

### 8.12: **Exact legal definitions of 'age to work'**

There are legal provisions for minimum age at which a person can:

- i) engage in light work;
- ii) be in employment; and
- iii) be in hazardous employment.

#### 8.12.1 Minimum age for 'light work'

This is set at "Thirteen (13) years" -- *The Children's Act, Act 560, Section 90.*

8.12.1 Minimum age for admission of a child to employment

This is set at “Fifteen (15) years” -- *Section 90 of The Children’s Act, Act 560.*

8.12.1 Minimum age for hazardous employment

This is set at “Eighteen (18) years” -- *Section 91, The Children’s Act, Act 560.*

**8.13: Other legislated ‘age 18 thresh-holds’**

8.13.1. The right to vote – *1992 Constitution*

8.13.2. The right to make a will -- *Wills Act, Act 360;*

8.13.3 The right to consume alcohol -- *Liquor Licensing Act, Act 331;* and

8.13.4. The right to contract any form of marriage –*Children’s Act, Act 560;* and *Marriage Ordinance (Amendment) Act, 2001, Act 606.*

**8.14: Registration of children and young persons in ‘industrial undertakings’**

*Section 60 of Labor Act, 2003, Act 651,* stipulates that “an employer in an industrial undertaking shall keep a register of the children and young persons employed by him and of the dates of their births if known or their apparent ages if their dates of birth are not known.”

**8.15.: Legal Provision on health of young persons employed on any work**

*Labor Act, 2003, Act 651, Section 59,* makes prohibits employers from engaging a young person on any work unless a medical practitioner has certified that the young person is medically fit for the work

**8.16: Enforcement of regulations relating to child labor;**

*Sections 95-96 of The Children’s Act 560* call for the enforcement of the Act’s provisions in both the (i) formal and (ii) informal sectors.

**8.17 Judicial remedies – lodging of complaints**

Any person (including a child) can file a complaint without the payment of a fee -- *Section 17 of The Children’s Act.*

**8.18. Judicial decisions by Judicial and quasi-judicial bodies**

Judgment/orders delivered by a legally constituted panel or court is binding on all parties who have the right of appeal under the Courts Act.

### 8.19. **Legal provision on offences and penalties relating to child labor**

*The Children's Act, Act 560, Part V, Sub-Part 1* ('Employment of Children - 'Child Labor'), *Sections 87-92; Labor Act, Act 651, Part VII, Sections 58-61;* and the *Consolidated Criminal Code, 1960*, have provisions on child labor offences as well as penalties for those who commit the stated offences under the Acts and are convicted by the law courts.

### 8.20. **Scope of application of legal provisions on child labor**

All legislative provisions relating to the child and child labor under both *The Children's Act, Act 560* and the *Labor Act, Act 651*, are to apply to the formal and informal sectors.

## 9.0. **Observations**

### 9.1. **Absence of specific legislative mention of 'worst forms of child labor' and 'worst forms of child labor on cocoa farms'**

No specific mention 'worst forms of child labor' and 'worst forms of child labor on cocoa farms' is made in the legislative framework.

It is to be noted that ILO Convention 182 and the Harkin-Engel Protocol came into effect in 1998 and 2001 respectively. Maybe, it is a question of time for the specific terms (i.e. 'worst forms of child labor' and 'worst forms of child labor on cocoa farms') to find their way onto the Statutes.

For now, the spirit and tenets of these forms of child-work are captured, and prohibited under terms such as 'hazardous work', 'hazardous employment' and 'industrial undertaking' in legislative framework, specifically *The Children's Act, Act 560*, and *Labor Act, Act 651*.

### 9.2. **Harmonization of laws on the child and child labor**

In the spirit of *Article 4 of the Convention on the Rights of the Child (CRC)*, Ghana has strived to have its national legislation and practice conform to the principles and provisions of the *CRC* through institutions such the Ministry of Women and Children Affairs.

Harmonization of laws has been advanced through a comprehensive review of all domestic legislation by the Child Law Reform Advisory Committee from 1995 – 1998. That review resulted in the following actions:

- i) Amendments to relevant provisions of the *Criminal Code* to conform to the UN Convention on the Rights of the Child (CRC);
- ii) Passage of *The Children's Act, 1998, Act 560*, to conform to the United Nations Convention on the Rights of the Child. The Act prohibits numerous forms of child labor and also sets out guidelines for legal apprenticeship;
- iii) Passage of the *Juvenile Justice Act, 2003, Act 653*, to protect the rights of young offenders in accordance with the *CRC* and the *UN Standard Minimum Rules for Administration of Juvenile Justice (the Beijing Rules)*.

### 9.3. **Administrative Reforms relating to the child**

Institutional and administrative reforms initiated within the 12 years to further promote the welfare and development of the child include

#### 9.3.1. Establishment of Ministry of Women and Children Affairs

This Ministry was established in 2001 to spearhead and coordinate gender and child responsive development issues, including the formulation of gender and child responsive policies and their implementation in collaboration with other state agencies and civil society organizations.

Two formerly autonomous bodies (the National Council for Women and Development and the Ghana National Commission on Children) became departments under the Ministry of Women and Children Affairs and are responsible for the implementation of policies and for advising the Ministry on policy issues relating to women and children respectively.

#### 9.3.2. Setting up of Women and Juvenile Unit of the Police Service

The Women and Juvenile Unit (WAJU) is a specialized police unit and first of its kind in West Africa. It was first set up in late 1998 in Accra and is currently operational in all 10 regional capitals of Ghana. Main objectives of the unit are to prevent, protect, investigate and prosecute crimes against women and children.

### 9.4. **Reforms targeted at child labor**

*The Children's Act, 1998, Act 560*, and *Labor Act, 2003, Act 651*, define and have extensive provisions on prohibition of child labor.

### 9.5. **Reforms targeted at worst forms of child labor**

*The Children's Act, Act 560*, prohibits the engagement of children in 'hazardous work/employment', and 'industrial undertakings' which, by their definitions, are synonymous with the *ILO Convention 182* definition of 'worst forms of child labor.'

#### 9.6. **Reforms targeted at worst forms of child labor on cocoa farms**

Ghanaian legislation does not specifically mention or define ‘worst forms of child labor on cocoa farms.’ But *The Children’s Act, Act 560*, and *Labor Act, Act 651* have provisions that should, by extension, be interpreted as prohibitions against ‘the worst forms of child labor’, including the “worst forms of child labor on cocoa farms” (as outlined under the Harkin-Engel Protocol)

#### 9.7. **Other actions for monitoring, preventing and combating ‘child labor’**

A number of other actions have been initiated and are being implemented to widen the battle-front against child labor in all forms. These actions include:

- i) Establishment of multi-disciplinary Child Rights Committees
- ii) Setting up of a Child Labor (Cocoa Farm) Unit at the Ministries;
- iii) Sensitization programs on child labor issues in schools/communities by the Ministry of Women and Children Affairs. The exercise involves the translation of *The Children’s Act* into local languages;
- iv) Growing involvement of NGOs in the promotion of child rights issues including child labor issues, leading to the formation of an umbrella organization -- the National Coalition of NGOs on Children; and
- v) Collation of data-base on child-related issues – including data from Research by the Ghana Statistical Service (see *Report: Ghana Multiple Indicator Cluster Survey, 2006*).



## 10.0: Conclusion and recommendations

### 10.1. Conclusion

Ghana's legislative regime has in the past 12 years undergone a number of reforms enabling child-related legislation to conform with the spirit and tenets of international conventions on the child and on child labor.

These international conventions include the *UN Convention on the Rights of the Child*, *ILO Minimum Age Convention 138*, and *ILO Convention 182 (on worst forms of child labor)*.

Impetus for the pro-active stance of governments and civil society towards the enactment of internationally acceptable, child-friendly legislation may be traced to factors including:

- i) The emergence of a new era of democratic rule (Ghana's 4<sup>th</sup> Republic) in January 1992 and the commitment of both State agencies and civil society groups towards legal and other reforms as would reflect and do honor to Ghana's new image as, 'an emerging democracy.'
- ii) The diplomatic efforts (and subtle economic pressures) that the international community has asserted, and continues to assert, on developing nations in a bid to ensure the promotion of good governance and human rights, including the rights of the child.

The result so far is that the existing legislative framework is in conformity with the spirit and principles of the ILO Convention 182 on the worst forms of child labor and, by extension, the worst forms of child labor on cocoa farms.'

In addition to the existing legal provision, a number of administrative actions and reforms are on-going to address child labor issues including issues raised under the Harkin-Engel Protocol. These actions and reforms include:

- i) Sensitization programs being carried out in communities and schools (see '*Comments on the Dissemination of Ghana's Report to the UN Committee on the Rights of the Child*') by the Ministry of Women and Children Affairs as part of which *The Children's Act, Act 560*, is being translated into local languages; and
- ii) A Child Labor (Cocoa Farm) Unit having been set up at the Ministry of Manpower, Youth and Employment to, according to a Ministry of Manpower official, "co-ordinate actions aimed at addressing child labor issues on cocoa farms."

## 10.2. Recommendations

Based on the research findings and observations, it is recommended that:

### 10.2.1. Sensitization programs for key sectors and general public

Continuous sensitization and up-dating on child rights and child labor issues in general and the Harkin-Engel Protocol in particular are programmed and delivered to The Executive, Legislature, Judiciary as well as the Police, Professional and Civil Society Groups, NGOs on Children, the media and the general public.

### 10.2.2. Integration of the language of the Harkin-Engel Protocol into legislation on child labor and “the worst forms of child labor”

The relevant legislation for such language integration are:

- i) The Children’s Act, Act 560 and Labor Act, Act 651

These legislations have provisions for ‘hazardous work/employment’ and ‘industrial undertakings’ which are defined in law in terms that are synonymous with ILO Convention 182 definition of ‘worst forms of child labor.’

With time, harmonization could entail specific mention of the terms ‘worst forms of child labor’ and ‘worst forms of child labor on cocoa farms’ in *The Children’s Act* and the *Labor Act*.

- ii) The Cocoa Marketing Board (Cocobod) Establishment Law, PNDCL 81

Harkin-Engel Protocol recommendations on a Child Labor Free Certification System could, with time, be incorporated in existing *PNDCL 81* provisions which empower the Board of Cocobod “to purchase, market and export cocoa (...) which is graded under the *Cocoa Industry (Regulations) (Consolidation) Decree, 1968 (NLCD 278)* or any other enactment, as suitable for export.”

- iii) Bye-laws of District Assemblies

*Section 16 (2) of The Children’s Act, Act 560*, provides for District Assemblies “to protect the welfare and promote the rights of children within their areas of authority ... and to co-ordinate the activities of government and non-government agencies as they relate to children.”

Bye-laws of District Assemblies thus have the great potential to as legislative instruments for promoting child rights issues and welfare of the child – including control/elimination of the ‘worst forms of child labor.’”

### **10.2.3 Strengthening, streamlining of traditional justice system**

Running parallel with Western-style legislative and judicial system is a traditional counterpart based on customs, social norms as well as family and traditional governance hierarchy. This traditional justice system is still very prevalent, and very relevant, more so in the rural areas.

That traditional justice system involves chiefs and queen-mothers, clan and family elders, as well as the entire community including (as individual citizens) religious leaders, government officials, business executives, chief cocoa farmers, educationists and law enforcement officials).

With such wide involvement and keen personal interest in the delivery of justice, the traditional justice system can, if adequately and appropriately strengthened, play a major role in efforts to address the problem of child labor and forced labor in the Ghanaian environment.

## 11.0: **Addenda**

### 11.1. **Sources of Legal Documents and other Literature**

The sources of legal documents and other literature for this research work included:

- i) Public Records and Archives Department, Accra
- ii) Assembly (Government) Press, Accra
- iii) Parliament House, Accra
- iv) Library, Supreme Court, Ghana.
- v) Department of Law Library, University of Ghana, Legon
- vi) Library, Ghana Law School, Makola-Accra
- vii) Central (Public) Library, Accra

## 11.2. Bibliography

Bibliography for this research consisted of:

- i) *The Constitution of the Republic of Ghana, 1992*
- ii) *ILO Convention 182*
- iii) *ILO Minimum Age Convention 138*
- iv) *UN Convention on the Rights of the Child*
- v) *Children's Act, 1998, Act 560*
- vi) *Labor Act, 2003, Act 651*
- vii) *Juvenile Justice Act*
- viii) *Human Trafficking Act, 2005, Act 694*
- ix) *Domestic Violence Act, 2007, Act 732*
- x) *Adoption Act, 1962, Act 104*
- xi) *Apprentices Act, 1961, Act 45*
- xii) *Consolidated Criminal Code, 1998, Act 554*
- xiii) *Wills Act, 1971, Act 360*
- xiv) *Liquor Licensing Act, 1970, Act 331*
- xv) *Courts (Amendment) Act, Act 2004, Act 673*
- xvi) *Minerals and Mining (Amendment) Act, 1994, Act 475*
- xvii) *The Fisheries Act, 2002, Act 625*
- xviii) *Cocoa Marketing Board (Cocobod) Est., PNDCL 81*
- xix) *Cocoa Industry (Regulations) (Consolidation) Decree, PNDCL 81*
- xx) *Marriage Ordinance (Amendment) Act, 2001, Act 606*
- xxi) *Report: Ghana Multiple Indicator Cluster Survey, Ghana Statistical Services*

- xxii) Comments on the Dissemination of Ghana's Report to the UN Committee on The Rights of the Child, 1997—2003*
- xxiii) Questionnaire Guide: Ghana's Children 2000 (GoG/SCF-UK/GNCC-IMRE Project)*
- xxiv) Child labor and Cocoa Production in West Africa, the Case of Cote d'Ivoire and Ghana; Bas, M., Huser, 2006*

## Appendix 10: Eligible Intervention Database Participants

### Ghana

Government of Ghana Stakeholders	
Surveyed:	Not surveyed:
COCOBOD	0
Child Labor Unit (Labor Department)	
Ghana Education Service (GES) - Basic Education Division (BED)	
National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC)	
Department of Social Welfare (DSW)	
Industry Stakeholders	
Surveyed:	Not surveyed: <sup>1</sup>
Armajaro (Ghana)	Cadbury Schweppes
Barry Callebaut (Ghana)	Nestle (Ghana)
Mars Incorporated	ADM
World Cocoa Foundation	
Cargill (Ghana)	
International Agencies and other Stakeholders	
Surveyed:	Not surveyed:
General Agricultural Workers Union (GAWU) of Trades Union Congress (TUC)	0
Ghana Employers Association (GEA)	
Gesellschaft fuer Technische Zusammenarbeit (GTZ)	
ILO/IPEC	
International Institute of Tropical Agriculture (IITA) - Sustainable Tree Crops Program (STCP)	
Participatory Development Associates (PDA)	
UNICEF	
International Cocoa Initiative (ICI) Secretariat	
NGOs	
Surveyed:	Not surveyed:
ActionAid Ghana	Voluntary Services Organization (VSO)
Africare Ghana	
African Movement for the Prevention of Child Abuse and Neglect (AMPCAN) Ghana	
CARE International	
Center for the Development of People (CEDEP)	
Child Rights International (CRI)	
Community Development Consult (Codesult)	
Children Research For Action and Development Agency (CRADA)	
Environment Protection Association of Ghana (EPAG)	
Future Resource Development (FURDEV)	
Global Reform Initiative (GLORI)	
Help Advance Community Goal (HACOG)	
Hope for Humanity (HfH)	
IBIS	
International Foundation for Education and Self Help (IFESH)	
Oasis Foundation International Ghana	
Projects Planning and Management Network (PROMAG)	
Rainforest Alliance	
Rescue Foundation	
Rural Environmental Care Association (RECA)	
Save Life for all Foundation (SLF)	
Support for Community Mobilization Programme / Project (SCMPP)	
Winrock (Ghana)	
World Vision International	
Take Care Africa Foundation (T-CAF)	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>1</sup> The organizations not surveyed declined to be interviewed by Tulane / WAHO and/or declined to participate in the Intervention Database

## Côte d'Ivoire

<b>Government of Côte d'Ivoire Stakeholders</b>	
<b>Surveyed:</b>	<b>Not surveyed:</b>
Primature - Système de Suivi du Travail des Enfants (SSTE) - Certification	0
Ministère de la Fonction Publique et de l'Emploi Direction Générale du Travail	
Ministère de la Formation Professionnelle Cabinet du Ministre	
Ministère de l'Education Nationale Service Autonome de l'Alphabétisation	
Ministère de l'Education Nationale Direction des Ecole, Lycées et Collèges	
Ministère de l'Education Nationale Direction des Cantines Scolaires	
Ministère de la Famille, de la Femme et des Affaires Sociales Direction de la Protection Sociale	
<b>Industry Stakeholders</b>	
<b>Surveyed:</b>	<b>Not surveyed:</b>
Armajaro	Archer Daniels Midland
Barry Callebaut	Touton
Mars Incorporated	Zamacom
World Cocoa Foundation	
Cargill	
Outspan	
Nestlé	
Groupement des Exportateurs de Café-Cacao	
<b>International Agencies and other Stakeholders</b>	
<b>Surveyed:</b>	<b>Not surveyed:</b>
International Cocoa Initiative (ICI) Secrétariat	0
International Institute of Tropical Agriculture Sustainable Tree Crops Program (IITA/STCP)	
Cooperation Allemande (GTZ)	
Bureau International du Travail (BIT)	
UNICEF	
<b>NGOs</b>	
<b>Surveyed:</b>	<b>Not surveyed:</b>
Association des Enfants Jeunes Travailleurs (AEJT)	Care International
Assistance Internationale des Enfants Cœur et Action (AIECA)	
Afrique Secours et Assistance (ASA)	
Institut les Belles Demeures	
Forum Africain des Femmes Educatrice (FAWE-CI)	
Femme Action et Développement (FEMAD)	
Fraternité Sans Limites (FSL)	
Human Development	
Kedesh	
Mouvement Pour l'Education, la Santé et le Développement (MESAD)	
Renforcement de Capacité (RENFCAP)	
Fondation Aman International	
Social Vie Chretienne	
Fondation Amigo	
International Foundation for Education and Self Help (IFESH)	
Rainforest Alliance (Côte d'Ivoire)	
Winrock International (Côte d'Ivoire)	
IECD-PEFACI	
Hyrié	
Caritas	
Défense des Enfants International (DEI)	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.



## Appendix 11: School Enrollment, Retention and Vocational Training Programs – Summary Interventions and Investments

**Table 1: Côte d'Ivoire – Industry Funded Direct Interventions**

Organization	Name of Intervention	Donor(s)	Funds received	Duration	Good/Service provided	Children reached	Locations		Funding due to Harkin-Engel Protocol, perception (Q. B54)
							Départements	Sous-prefectures	
Winrock	ECHOES	USAID, WCF, Cloetta Fazer, ED&F Man, Hershey, Kraft Foods, Mars, Norwegian Association of Chocolate Manufacturers, Olam, Starbucks	US\$ 80,000	2007-2008	- agricultural training with a focus on cocoa production, - School uniforms	- 3,091 - 130	Adzopé, Agboville, Alépé	/	Yes
Cocoa Producing Cooperatives	Winning Together	Barry Callebaut	Not provided	2007-2008	Go-to-school kits	470	San pédro	Gabiadji, Grand-bereby, Méagui	Yes and No
IFESH	iMPACT	MARS	CFA 94,500,000 for 2009 (US\$ 229,843) <sup>1</sup>	2008-2011	- Basic Literacy Education, - Go-to-school kits	243 (for 2008)	Soubré	Méagui, Grand-Zarty	No
IFESH	iMPACT	MARS	CFA 94,500,000 for 2009 (US\$ 229,843) <sup>2</sup>	2008-2011	- Basic Literacy Education, - Go-to-school kits	243 (for 2008)	Soubré	Méagui, Grand-Zarty	No
PEFACI	Family Field Schools	Cargill	EUR 50,000 (US\$ 59,208) <sup>3</sup>	2006 to 2007	3-year basic literacy and training in general agriculture (specific to local agricultural resources available in each region) with 50% theory, 50% practice	600	Soubré, Guiglo, Daloa, Man, Sinfra, Zuenoula, Yamoussoukro and Toumodi	Bonon	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>1</sup> Oanda. Exchange Rate: US\$ 1 = CFA 411.15, January 1, 2008. www.oanda.com

<sup>2</sup> Oanda. Exchange Rate: US\$ 1 = CFA 411.15, January 1, 2008. www.oanda.com

<sup>3</sup> Oanda. Exchange Rate: US\$ 1 = EUR 0.84, January 1, 2006. www.oanda.com

**Table 2: Côte d'Ivoire – ICI's Implementing Partners – Indirect Interventions**

Organization	Name of Intervention	Donor(s)	Funds received	Duration	Activities	Locations		Operational Budget (2008) <sup>4</sup>	Funding due to Harkin-Engel Protocol, perception (Q. B54)
						Départem ents	Sous-prefectures		
Caritas	Projet de lutte contre les Pires Formes du Travail des Enfants et du Travail Forcé (PFTE/TF) dans la cacao-culture dans le Département de San Pedro	ICI	CFA 66,648,170 (US\$ 136,161.17) <sup>5</sup>	2006 - present	- Sensitization - Community Mobilization - Capacity Building	San-pédro	Kpôté, Boigny Kro, Djapadji	CFA 700,000,000 (US\$ 1,602,601)	Yes
MESAD (in collaboration with Caritas)								CFA 155,268,880 (US\$ 355,447)	Yes
FSL	Formation pour les agents d'exécution de ICI et la formation des forces de défenses et de sécurité et des magistrats sur les pires formes du travail des enfants dans la cacao-culture	ICI	CFA 1,300,000 (US\$ 2,685.84) <sup>6</sup>	2008 - 2009	- Sensitization of magistrates - Capacity Building	Tiassalé	Moroko	CFA 1,500,000 (US\$ 3,434.14)	Yes
FEMAD	Projet de lutte contre les pires formes du travail des enfants dans la cacao-culture	ICI	CFA 100,000,000 (US\$ 242,078) <sup>7</sup>	2004 - 2006	- Sensitization - Community Mobilization - Capacity Building	Soubré	Gabiadji; Méagui; Opouyo	CFA 137,000,000 (US\$ 313,652)	Yes
RENFCAP	Projet de lutte contre les pires formes du travail des enfants dans la cacao-culture	ICI	CFA 80,000,000 (US\$ 193,662) <sup>8</sup>	2008 - 2009	- Sensitization, - Community Mobilization	Alépé; Adzopé	Yakassé attobrou; Assikoi	CFA 20,000,000 (US\$ 45,778.60)	Yes
AIECA	iMPACT	MARS	CFA 53,236,539 (US\$ 121, 883) <sup>9</sup>	2008 - 2010	Sensitization	Soubré	Méaguii; Grand-zattry	CFA 110,000,000 (US\$ 251,837)	Yes
<i>Total</i>			<i>CFA 301,184, 709 (US\$ 696,470.01)</i>						6 / 6
<i>total (excl. AIECA and FSL)</i>			<i>CFA 246,648,170 (US\$ 571,901.17)</i>						

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>4</sup> The following exchange rate has been used for the whole Operational Budget row: US\$ 1 = CFA 436.79, January 1, 2008. www.oanda.com

<sup>5</sup> Oanda. Exchange Rate: US\$ 1 = CFA 489.48, June 1, 2006. www.oanda.com

<sup>6</sup> Oanda. Exchange Rate: US\$ 1 = CFA 484.01, April 1, 2009. www.oanda.com

<sup>7</sup> Oanda. Exchange Rate: US\$ 1 = CFA 413.09, March 15, 2008. www.oanda.com

<sup>8</sup> Oanda. Exchange Rate: US\$ 1 = CFA 412.09, March 1, 2008. www.oanda.com

<sup>9</sup> Oanda. Exchange Rate: US\$ 1 = CFA 436.78, September 1, 2007. www.oanda.com

**Table 3: Côte d'Ivoire – WCF's Implementing Partners – Indirect Interventions**

Organization	Name of Intervention	Donor(s)	Funds received	Duration	Activities	Locations		Operational Budget (2008) <sup>10</sup>	Funding due to Harkin-Engel Protocol, perception (Q. B54)
						Départements	Sous- prefectures		
STCP	Amélioration de la productivité	WCF	US\$ 90,000	2008	Capacity Building	Abengourou; Agnibilekro; Akoupé; Agboville; Soubré; Alépé; Aboisso; Tiassalé; M'batto	Sankadiokro; Manzanoua; Ahewa, Yakassé-mé; Ofoupo; Grand-Zatry; Grand ayapo and Petit ayapo; Méagui; Anakro; Pétit goitafla; Pétit alépé; Maféré; Koffikro; Tanokro et Gomon; Tanokonankro; N'zué yémakro; Assiapkésé, Gonaté et Koissikankro	US\$ 200,000	No
IFESH	ECHOES	WCF	CFA 45,000, 000 (US\$ 94,225.1) <sup>11</sup>	2007-2008	Sensitization and basic literacy training for adults	Abengourou, Aboisso, Alépé, Daloa and Yamoussokro		CFA 45,000,000	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>10</sup> The following exchange rate has been used for the whole Operational Budget row: US\$ 1 = CFA 436.79, January 1, 2008. www.oanda.com

<sup>11</sup> Oanda. Exchange Rate: US\$ 1 = CFA 477.57, January 1, 2007. www.oanda.com

**Table 4: Côte d'Ivoire – Industry Funded Investments**

Organization	Donor	Funds received	Year	Good/Service provided	Location		Funding due to Harkin-Engel Protocol, perception (Q. B54)
					Départements	Sous- prefectures	
Caritas	ICI	CFA 4,500,000 (US\$ 9,419.55) <sup>12</sup>	2007 - 2008	Built 9 classrooms	San-pedro	Gabiadji, Doba and Grand-bérébi	Yes
IFESH	WCF	CFA 45,000,000 (US\$ 94,195.50) <sup>13</sup>	2007 - 2008	<ul style="list-style-type: none"> <li>Basic literacy education for 1,709 adults</li> <li>Built 7 school shelters</li> </ul>	Abengourou, Aboisso, Alépé, Daloa, Yamoussokro		No
Barry Callebaut	Barry Callebaut	Not provided	2008 - 2009	Built modern college and health center	Akoupé		Yes and No
PEFACI	Cargill	EUR 50,000 (US\$ 63,398.60) <sup>14</sup>	2006 - present	Constructed or rehabilitated close to 100 classrooms	Guiglo, Man, Sinfra, Zuenoula, Yamoussokro, Toumodi	Grand Zatry	Yes
IFESH	Mars	CFA 94,500,000 for 2009 (US\$ 229,843) <sup>15</sup>	2008 - 2011	Trained 7 literacy teachers	Soubré	Méadji; Grand-zatry	No
Armajaro	Armajaro	CFA 10,000,000 (US\$ 20,939.33) <sup>16</sup>	2007	Rehabilitation of a school and construction of a place of worship	Abengourou		No
Winrock	WCF	US\$ 90,000	2007-2008	Micro credit	Adzopé, Agboville, Alépé		Yes
Nestlé	Nestlé	CFA 94.500.000 (US\$ 208,992) <sup>17</sup>	2007-2009	- Built school cafeteria	Gagnoua	Zabré	Yes
				- Built one classroom	Dimbokro	Ehuikro	
				- Repaired 50 hydraulic pumps	plusieurs villages dans les régions de l'Agneby, du N'zi comoé et des Lagunes		

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>12</sup> Oanda. Exchange Rate: US\$ 1 = CFA 477.57, January 1, 2007. www.oanda.com

<sup>13</sup> Oanda. Exchange Rate: US\$ 1 = CFA 477.57, January 1, 2007. www.oanda.com

<sup>14</sup> Oanda. Exchange Rate: EUR 1 = US\$ 1.184, January 1, 2006. www.oanda.com

<sup>15</sup> Oanda. Exchange Rate: US\$ 1 = CFA 411.15, January 1, 2008. www.oanda.com

<sup>16</sup> Oanda. Exchange Rate: US\$ 1 = CFA 477.57, January 1, 2007. www.oanda.com

<sup>17</sup> Oanda. Exchange Rate: US\$ 1 = CFA 452.17, October 1, 2007. www.oanda.com

**Table 5: Ghana – Industry-Funded Interventions – Direct Interventions**

<i>Organization</i>	<i>Name of Intervention</i>	<i>Donor</i>	<i>Funds received (total)</i>	<i>Duration</i>	<i>Number of children reached</i>	<i>Good / Service Provided</i>	<i>Operational Budget (2008)<sup>18</sup></i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
Community Development Consult (Codesult)	ICI Yen Daakye Project	ICI	GHC 34,827.25 (US\$ 39,022.10) <sup>19</sup>	2005-2009	35	35 school dropouts were put back to school	GHC 82,581.50 (US\$ 85,346.70)	Yes
Support for Community Mobilization Project and Programme (SCMPP)	ICI Yen Daakye Project	ICI	US\$ 58,487	2004-2010	53	Children sent to school	GHC 165,033 (US\$ 170,559)	No
Participatory Development Associates	ICI Yen Daakye Project	ICI	GHC 144,000 (US\$ 161,526) <sup>20</sup>	2004-2006	111	111 school dropouts sent back to school	GHC 150,000 (US\$ 155,023)	Yes
Care	Cargill Rural Education project	Cargill	US\$ 303,416	2006-2010	14,000	14,000 pupils provided with 40,000 exercise books	Not provided	Don't know
Winrock	Empowering Cocoa Households With Opportunities And Education Solutions (ECHOES)	WCF	US\$ 850,000	2007-2009	- 484 in-school; - 165 out-of-school	- 484 in school and 165 out-of-school youth trained in agriculture - 120 Family support scholarships	Not provided	Yes
IBIS	Strengthening the education sector in cocoa producing districts in Ghana	Toms Confectionery	GHC 331,947 (US\$ 364,965) <sup>21</sup>	2007-2010	2,400	- 2,400 children received 12,000 exercise books, - 20 schools were provided with 3,800 English readers	GHC 173,861 (US\$ 173,861)	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>18</sup> All exchange rates listed in column Operational Budget (2008) are based on the Jan 1, 2008 exchange rate of US\$ 1 = GHC 0.9676. Oanda. www.oanda.com

<sup>19</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8925, April 25, 2005. www.oanda.com

<sup>20</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8915, November 1, 2004. www.oanda.com

<sup>21</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9095, May 1, 2007. www.oanda.com

**Table 6: Ghana – ICI’s Implementing Partners**

<i>Organization</i>	<i>Name of intervention</i>	<i>Donor</i>	<i>Funds received (total)</i>	<i>Duration</i>	<i>Activities</i>	<i>Operational Budget (2008)<sup>8</sup></i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
Participatory Development Associates	ICI Yen Daakye pilot Project	ICI	GHC 144,000 (US\$ 161,526) <sup>22</sup>	2004-2006	- Research, - Sensitization, - Community mobilization, - Capacity building in the form of leadership training for 572 community leaders, - community child labor committees set up	GHC 150,000	Yes
Community Development Consult (Codesult)	ICI Yen Daakye Project	ICI	GHC 34,827.25 (US\$ 39,022.10) <sup>23</sup>	2005-2009	- Sensitization - community mobilization	GHC 82,581.50	Yes
Global Responses Initiative (GLORI)	ICI Yen Daakye Project	ICI	GHC 52,708.25 (US\$ 59,082.27) <sup>24</sup>	2007-2011	- Sensitization - community mobilization, - Capacity building	GHC 29,115.78	Yes
Hope for Humanity	ICI Yen Daakye Project	ICI	GHC 103,249.89 (US\$ 115,686.00) <sup>25</sup>	2007-2009	- Sensitization - community mobilization, - Capacity building	GHC 103,249.89	Yes
Project Planning and Management Network (PROMAG)	ICI Yen Daakye Project	ICI	GHC 45,364.00 (US\$ 46,883.00) <sup>26</sup>	2008-2009	- Sensitization, - community mobilization, - capacity building in 2 districts	GHC 200,000	Yes
Rural Environmental Care Association (RECA)	ICI Yen Daakye Project	ICI	GHC 44,099.00 (US\$ 45,575.70) <sup>27</sup>	2008-2009	- Sensitization, - community mobilization, - capacity building in 1 district	GHC 65,000.00	Yes
Support for Community Mobilization Project and Programme (SCMPP)	ICI Yen Daakye Project	ICI	US\$ 58,487.00	2004-2010	- Sensitization, - Community mobilization, - Capacity building in 2 districts, - library clubs formed in 3 communities	GHC 165,033	No
Save Life for All Foundation	ICI Yen Daakye Project	ICI	GHC 51,564.70 (US\$ 58,385.00) <sup>28</sup>	2007-2009	- Sensitization, - Community mobilization, - Capacity building in 1 district	GHC 51,564.70	Yes

<sup>22</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8915, November 1, 2004. [www.oanda.com](http://www.oanda.com)

<sup>23</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8925, April 25, 2005. [www.oanda.com](http://www.oanda.com)

<sup>24</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9023, April 1, 2007. [www.oanda.com](http://www.oanda.com)

<sup>25</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8925, March 1, 2007. [www.oanda.com](http://www.oanda.com)

<sup>26</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9676, January 1, 2008. [www.oanda.com](http://www.oanda.com)

<sup>27</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9473, January 15, 2008. [www.oanda.com](http://www.oanda.com)

<sup>28</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8832, January 1, 2007. [www.oanda.com](http://www.oanda.com)

<b>Organization</b>	<b>Name of intervention</b>	<b>Donor</b>	<b>Funds received (total)</b>	<b>Duration</b>	<b>Activities</b>	<b>Operational Budget (2008)<sup>8</sup></b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
Help Advance Community Opportunity Goals (HACOG)	ICI Yen Daakye Project	ICI	GHC 56,556.35 (US\$ 63,785.40) <sup>29</sup>	2007-2010	- Sensitization, - Community mobilization, - Capacity building		No
<i>Sub-total (ICI Implementing Partners)</i>			<i>US\$ 648,432</i>				<i>7 / 9 yes</i>
Other ICI Partners							
FURDEV	Capacity Building for Social Welfare, Police and Judiciary in Ghana towards law enforcement to combat Child Labour and Human Trafficking for Labour Exploitation	ICI	US\$ 87,714.00	2008	Capacity Building for Social Welfare, Police and Judiciary in Ghana towards law enforcement to combat Child Labour and Human Trafficking for Labour Exploitation	US\$ 111,539.31	Yes
Ghana Cocoa Board	Sensitization on Child labor through Radio programming and farmers rallies	ICI	US\$ 46,000.00	2007-2009	Radio sensitization (18 radio stations in 6 regions) and farmers rallies	Not provided	No
<i>Sub-total (other ICI Partners)</i>			<i>US\$ 133,714.00</i>				<i>1 / 2</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>29</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.887, March 1, 2007. www.oanda.com

**Table 7: Ghana – Other Industry-Funded Interventions – Indirect Interventions**

<i>Organization</i>	<i>Name of intervention</i>	<i>Donor</i>	<i>Funds received (total)</i>	<i>Duration</i>	<i>Activities</i>	<i>Number of communities/districts</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
IBIS	Strengthening the education sector in cocoa producing districts in Ghana	Toms Confectionery	GHC 331,947 (US\$ 364,965) <sup>30</sup>	2007-2010	<ul style="list-style-type: none"> <li>- 5 girls clubs,</li> <li>- Research</li> <li>- Sensitization,</li> <li>- Setting-up and strengthening of SMCs and PTAs,</li> <li>- Training of GES circuit supervisors</li> </ul>	50 communities in 2 districts	No
Winrock	Empowering Cocoa Households With Opportunities And Education Solutions (ECHOES)	WCF	US\$ 850,000	2007-2009	<ul style="list-style-type: none"> <li>- Sensitization,</li> <li>- Leadership training,</li> <li>- HIV/AIDS and malaria awareness creation,</li> <li>- Community sensitization through demonstration plots,</li> <li>- Productivity-increasing practices</li> </ul>	12 communities in 3 districts	Yes
Care	Cargill Rural Education project	Cargill	US\$ 303,416	2006-2010	<ul style="list-style-type: none"> <li>- Community mobilization, sensitization,</li> <li>- Labor saving and productivity increasing practices</li> <li>- 70 youth clubs formed that undertake excursions, role model talks, and community drama</li> <li>- 14,000 farmers sensitized</li> <li>- Farmer groups and associations have been formed,</li> <li>- Farmers groups workshop</li> <li>- Teachers child labor workshop</li> </ul>	30 communities in 2 districts	Don't know
Care	Cadbury Cocoa Project	Cadbury	US\$ 209,624	2008	Institutional engagement, capacity building	35 communities in 2 districts	Don't know
World Vision	Elimination of Child labor from and improvement of infrastructure in cocoa growing communities	Cadbury	US\$ 147,402	2008	Community assessments and baseline study	12 districts	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>30</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9095, May 1, 2007. [www.oanda.com](http://www.oanda.com)



**Table 8: Ghana – Mars iMPACT Implementing Partners**

<i>Name of Organization</i>	<i>Name of intervention / investment</i>	<i>Donor</i>	<i>Funds received</i>	<i>Duration</i>	<i>Activity</i>	<i>Operational Budget (2008)</i>	<i>Initiative due to Harkin-Engel Protocol perception (Q. B54)</i>
Africare	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT) - Health Project iMPACT	Mars	US\$ 100,000	2008-2011	- Provision of Insecticide treated bednets, - Vitamin E supplementation and immunization services offered to 2,500 children - Mothers taught how to nutritionally rehabilitate their children, - Sensitization, - Formation of water and sanitation committees and capacity building of nurses	US\$ 240,000	No
IFESH	Not provided	Mars	Not provided	Not provided	Not provided	Not provided	No answer
STCP	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT)	Mars	Not provided	2008 - 2010	- 128 Farmer Field Schools, - Farmer-to-farmer diffusion, - 22 Video Viewing Clubs, - Formation of farmer organizations	US\$ 1,500,000	Yes
GTZ	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT) - Health Component	Mars	EUR 250,000 (US\$ 354,482.50) <sup>31</sup>	2009 - 2011	- Improvement in health systems, - Building of CHPS zones, - HIV testing for children, - Nutrition training of mothers - Training in alternative income sources (RGA)	Not provided	Yes
Rainforest Alliance (Ghana)	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT)	Mars	Not provided	2007	- Conserve the ecosystem through best management practice, - Developing country indicators for sustainable cocoa production, - Promote sustainable agriculture standards, - Capacity building, - Developing community action plans	US\$ 27,856,510	No
ICI (through Oasis Foundation)	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT)	Mars through ICI	US\$ 88,481.10	2007-2009	- Dialogue and sensitization, - Development and implementation of Community Action Plans (CAPs)	US\$ 88,481.10 for 2007 and 2008	ICI: Yes Oasis: No
ICI [through Community Development Consult (CODESULT)]	Mars incorporated Partnership for Africa Cocoa-Families of Tomorrow (iMPACT)	Mars through ICI	GHC 47,754.25 (US\$ 49,353.30)	2008 to date	- Community engagement, - Sensitization, - Development of CAPS	GHC 82,581.50 (US\$ 85,346.70)	Yes
<i>total (without IFESH, Rainforest and STCP)</i>			<i>US\$ 592,317</i>				

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>31</sup> Oanda. Exchange Rate: US\$ 1 = EUR 0.71211, January 1, 2009. [www.oanda.com](http://www.oanda.com)

**Table 9: Ghana – Other Industry-Funded Investments**

<b>Organization</b>	<b>Name of investment</b>	<b>Donor</b>	<b>Funds received</b>	<b>Duration</b>	<b>Investment in human resources</b>	<b>Investment in infrastructure/materials</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
Armajaro	Water Project	Armajaro	Not provided	Not provided	/	- Sinking of 30-40 boreholes, - Rehabilitation of 1 school, - Building of 2 four-classroom blocks in two communities	No
Care	Cadbury Cocoa Project	Cadbury	US\$ 209,624	2008	/	Provision of mini-grants for pest control initiatives rewards for most proactive communities	No idea
IFESH	Not provided	WCF	Not provided	Not Provided	Pre-service Teacher Training Colleges and in-service instruction through workshops and Teacher Resource Centers	4,000 school kits including books and other educational materials donated by American school children	No answer
Participatory Development Associates (PDA)	ICI Yen Daakye Project	ICI	GHC 144,000 (US\$ 161,526) <sup>32</sup>	2004-2006	Employed teachers and paid them between GHC 20 – GHC 40 (between \$15-\$35) in 13 communities	7,754 assorted books were provided to 24 communities	Yes
Community Development Consult (Codesult)	ICI Yen Daakye Project	ICI	GHC 34,827.25 (US\$ 39,022.10) <sup>33</sup>	2005-2009	/	12 communities supported to build school buildings and libraries	Yes
Community Development Consult (Codesult)	Building of library as part of Yen Daakye Project	Cadbury	GHC 70,000 (US\$ 72,343.94)	2006	/	- 2 community libraries built - 12 communities provided with library books and	Yes
Support for Community Mobilization Project and Programme (SCMPP)	Library project	Cadbury	US\$ 5,000	2006	/	- Library books to 3 communities	No

<sup>32</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8915, November 1, 2004. [www.oanda.com](http://www.oanda.com)

<sup>33</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9676, January 1, 2008. [www.oanda.com](http://www.oanda.com)

<b>Organization</b>	<b>Name of investment</b>	<b>Donor</b>	<b>Funds received</b>	<b>Duration</b>	<b>Investment in human resources</b>	<b>Investment in infrastructure/materials</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
Care	Cargill Rural Education project	Cargill	US\$ 303,416	2006-2010	/	Farmers received 300 spraying machines	No
Winrock	Empowering Cocoa Households With Opportunities And Education Solutions (ECHOES)	WCF	US\$ 850,000	2007-2009	- Training in RGA in addition to Microcredit given to the mothers - 6,316 pre-service and in-service teachers were trained in improved teaching methodologies	- 2 community education resource centers built (with computer labs), - 1 community education resource center rehabilitated (with computer lab), - 2 libraries built - 1 library being built	Yes
IBIS	Strengthening the education sector in cocoa producing districts in Ghana	Toms Confectionery	GHC 331,947 (US\$ 364,965) <sup>34</sup>	2007-2010	- 330 untrained teachers are being sponsored to pursue the Untrained Teacher Diploma in Basic Education (UTDBE), - GES circuit supervisors are trained on effective supervision and gender sensitive issues	/	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>34</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9095, May 1, 2007. [www.oanda.com](http://www.oanda.com)

**Table 10: Government of Ghana-Funded Interventions – Direct Intervention**

<i>Organization</i>	<i>Name of intervention</i>	<i>Donor</i>	<i>Funds received</i>	<i>Duration</i>	<i>Number of Children reached (education)</i>	<i>Number of Children reached (vocational training)</i>	<i>Activities</i>	<i>Number of communities and districts</i>	<i>Operational Budget (2008)</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
CEDEP	National Programme for the Elimination of the Worst Forms of Child labor	NPECLC	US\$ 45,000	2007-2008	457	72	- 457 children provided with school uniforms, shoes and, exercise books, notebooks, pencils pens, math sets and drawing boards, - 72 placed in an apprenticeship or school	40 communities in 4 districts	GHC 789,253.72	Yes
RECA	The Elimination Of Worst Forms Of Child Labour In Cocoa Farms In Wassa Amenfi West District	NPECLC	GHC 11,700.00 (US\$ 12,178.50) <sup>35</sup>	2008-2010	140	16	- 120 children provided with school uniforms and shoes. - 140 pupils were provided with 10 exercise books, 2 pens, 2 pencils, 1 ruler and 1 eraser	11 communities in 1 district	GHC 65,000.00	Yes
PROMAG	National Programme for the Elimination of Worst Forms of Child labour in Cocoa in the Sefwi Wiawso, Akontombra and Bia Districts in the Western Region of Ghana	NPECLC	GHC 22,057 (US\$ 23,334.80) <sup>36</sup>	2007-2008	201	30	- 398 School uniforms and 198 shoes provided to children - Payment of apprenticeship fee for 30 children receiving vocational training	28 communities in 3 districts	GHC 200,000	Yes
CRI	Remediation Action for the Elimination of Child Labor in Cocoa Sector (NPECLC)	NPECLC	GHC 18,000 (US\$ 19,040.60) <sup>37</sup>	2007-2008	232	62	- 232 children supported with school uniforms, shoes, bags and learning materials to remain in school, - 62 placed in vocational skills training	29 communities in 3 districts	GHC 447,853.38	Yes

<sup>35</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9607, March 1, 2008. [www.oanda.com](http://www.oanda.com)

<sup>36</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9453, November 1, 2007. [www.oanda.com](http://www.oanda.com)

<sup>37</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9453, December 1, 2007. [www.oanda.com](http://www.oanda.com)

<b>Organization</b>	<b>Name of intervention</b>	<b>Donor</b>	<b>Funds received</b>	<b>Duration</b>	<b>Number of Children reached (education)</b>	<b>Number of Children reached (vocational training)</b>	<b>Activities</b>	<b>Number of communities and districts</b>	<b>Operational Budget (2008)</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
T-CAF	Implementation of child labor activities in Aowin Suaman district of the Western Region	NPECLC	US\$ 12,000	2008	118	13	- 118 children were reached with uniforms, shoes, bags, and books, - the apprenticeship fees for 13 children were covered and they were provided with tools	1 district	\$48,000	Yes
<i>Total (NPECLC implementing partners)</i>			<i>US\$ 111,553.90</i>		<i>1,345</i>	<i>193</i>				<i>5 / 5</i>
Ghana Cocoa Board	Ghana Cocoa Board Scholarship scheme	GOG	US\$ 2,000,000	2001-date	16,000 since 2001	/	Scholarships provided to children for secondary education	national	Not provided	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 11: Ghana – Funds received by NPECLC**

<b>Source</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Purpose</b>
Government of Ghana through COCOBOD	-	\$ 1,227,800.00	\$ 895,522.00	Remediation
WCF	\$ 685,538.00	\$ 100,915.20	-	Administrative support, pilot & scale-up surveys
GIG/NCA	-	-	\$ 147,000.00	Admin & communication
Danish Embassy	\$ 328,628.00	\$ 112,279.00	Not yet dispensed	Remediation
UNICEF	\$ 39,206.32	-	\$ 63,149.00	Remediation
<b>Total Funding</b>	<b>\$ 1,053,372.00</b>	<b>\$ 1,440,994.00</b>	<b>\$ 1,105,671</b>	
Usage of funds	\$ 367,834.00 used for training and indirect interventions	\$ 1,340,078.00 used for remediation activities	\$ 958,671.00 used for remediation activities	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 12: Government of Ghana-Funded Indirect Interventions**

<i>Organization</i>	<i>Name of intervention</i>	<i>Donor</i>	<i>Funds received</i>	<i>Duration</i>	<i>Activities</i>	<i>Number of communities and districts</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
CEDEP	National Programme for the Elimination of the Worst Forms of Child labor	NPEC LC	US\$ 45,000	2007-2008	15 occupational Health and Safety (OHS) Clubs formed. Community sensitization on Child Rights and Welfare, Child Work, Child Labor and Human Trafficking	40 communities in 4 districts	Yes
RECA	The Elimination Of Worst Forms Of Child Labour In Cocoa Farms In Wassa Amenfi West District	NPEC LC	GHC 11,700.00 (US\$ 12,178.50) <sup>38</sup>	2008-2010	Dialogue and sensitization, child labor committees formed Community Action Plans (CAPs) in the 10 communities	14 communities in 1 district	Yes
PROMAG	National Programme for the Elimination of Worst Forms of Child labour in Cocoa in the Sefwi Wiawso, Akontombra and Bia Districts in the Western Region of Ghana	NPEC LC	GHC 22,057 (US\$ 23,955.90) <sup>39</sup>	2007-2008	Sensitization and community mobilization, Training of Community Child Protection Committees	28 communities in 3 districts	Yes
CRI	Remediation Action for the Elimination of Child Labor in Cocoa Sector (NPECLC)	NPEC LC	GHC 18,000 (US\$ 19,040.60) <sup>40</sup>	2007-2008	Awareness creation and sensitization, 10 OHS clubs formed, capacity building workshop	29 communities in 3 districts	Yes
T-CAF	Implementation of child labor activities in Aowin Suaman	NPEC LC	US\$ 12,000	2008	Community mobilization and sensitization	In 1 district	Yes

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>38</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9607, March 1, 2008. [www.oanda.com](http://www.oanda.com)

<sup>39</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9453, November 1, 2007. [www.oanda.com](http://www.oanda.com)

<sup>40</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.9453, December 1, 2007. [www.oanda.com](http://www.oanda.com)

**Table 13: Côte d'Ivoire – ILO/IPEC - WACAP – Direct Interventions**

Organization	Location		Name of project	Funds Received	Education	Vocational Training	Year	Funding due to Harkin-Engel Protocol, perception (Q. B54)
	Départements	sous-préfectures						
ASA	Soubré	Grand-zattry	WACAP	CFA 24,000,000 (US\$ 44,595.50) <sup>41</sup>	- 100 go-to-school kits for 100 children, -150 children alphabetized	/	2006	Yes
FEMAD	San-pédro	Grand-bérébi, Grand zattry	WACAP	US\$ 94,952	- 190 go-to-school kits for 190 children	apprenticeship fees for 214 youth	2004-2006	Yes
RENFCAP	Daloa, Bouaflé, Soubré, San-pédro, Alépé, Aboisso, Oumé	Akoupé, Yakassé-attobrou, Maféré, Tonla	WACAP	CFA 50,000,000 (US\$ 104,134) <sup>42</sup>	2,000 go-to-school kits for 2,000 children	apprenticeship fees were paid for 150 children	2004-2006	Yes
KEDESH	Gagnoa	Guibéroua	WACAP	CFA 16,800,000 (US\$ 32,085.60) <sup>43</sup>	398 go-to-school kits for 398 children	apprenticeship fees were paid for 114 children	2004-2006	Yes
FAWE-CI	Soubré	Méagui	WACAP	US\$ 46,716	150 children alphabetized	200 received apprenticeship training (mechanic, sowing) in a apprenticeship center constructed by FAWE-CI	2005	Yes
SAA	Abengourou, Divo,Oumé, San-pedro	Sankadiokro, Diégonéfla, Grand-Zattry	WACAP	US\$ 129,510	889 children alphabetized	apprenticeship fees were paid for 450 children	2004-2006	Yes
DPS	Daloa, Issia, Bouaflé	Daloa, Bediala, Bouaflé	LUTRENA	/	224 go-to-school kits	/	2007-2008	Yes
<i>total (according to WACAP End-of-Project report)</i>	<i>10 départements</i>		<i>WACAP</i>	<i>US\$ 1,150,950</i>	<i>- 6,304 children received basic literacy education - 990 children were enrolled in formal education - 1,174 children received books and school supplies</i>	<i>- 284 children received vocational training</i>	<i>2002-2006</i>	<i>WACAP: 6 / 6 All: 7 / 7</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>41</sup> Oanda. Exchange Rate: US\$ 1 = CFA 538.17, February 1, 2006. [www.oanda.com](http://www.oanda.com)

<sup>42</sup> Oanda. Exchange Rate: US\$ 1 = CFA 480.15, January 1, 2005. [www.oanda.com](http://www.oanda.com)

<sup>43</sup> Oanda. Exchange Rate: US\$ 1 = CFA 523.59, January 1, 2004. [www.oanda.com](http://www.oanda.com)

**Table 14: Côte d'Ivoire – GTZ-LTTE (2002-2008) – Direct Interventions**

Organization	Location		Operational Budget	Education	Vocational Training	Year
	Départements	Sous-préfectures				
GTZ- LTTE NGOs	Zuénoula Bassam Abidjan	/	Not available	school fees covered for 450 children	178 children trained and inserted into employment	2003-2009
Comité LTTE Soubré	Soubré	Soubré, Buyo, Grand-Zattri, Méagui et Okrouyo	Not available	school fees covered for 83 children for 6 years	/	2005-2008
Comité LTTE Oumé	Oumé	Oumé et Diégonéfla	Not available	school fees covered for 83 children for 6 years	/	2005-2008

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 15: Côte d'Ivoire – NGOs working with Independent Funds – Direct Interventions**

Organization	Local partner	Location		Operational Budget	Education	Vocational Training	Year
		Départements	Sous-préfectures				
Aman International	Cooperatives and volunteers	Ayama, Tiébissou, Duekoué	Oghawapo, Niablé, Fakobli, Gueyo, Djebonoua	EUR 154,000 (US\$ 226,439) <sup>44</sup>	- 75 uniforms, - 3,000 go-to-school kits	- 400 children benefited from apprenticeship fees	2003 en cours
Caritas	The communities	San-pédro	Gabiadji, Doba and Grand-bérébi	CFA 3,440, 000 (US\$ 7,200.72) <sup>45</sup>	420 go-to-school kits	/	2006

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>44</sup> Oanda. Exchange Rate: US\$ 1 = EUR 0.68, January 1, 2007. [www.oanda.com](http://www.oanda.com)

<sup>45</sup> Oanda. Exchange Rate: US\$ 1 = CFA 477.57, January 1, 2007. [www.oanda.com](http://www.oanda.com)



**Table 16: Côte d'Ivoire – ILO/IPEC - WACAP – Indirect Interventions**

<b>Organization</b>	<b>Location</b>		<b>Sensitization</b>	<b>Year</b>
	<i>Départements</i>	<i>Sous-préfectures</i>		
ASA	Soubré		Completed	2004-2006
FEMAD	San-pédro	Gabiadji	Completed	2004-2006
RENFCAP	Alépé, Adzopé, Aboisso, Daloa, San-pédro, Oumé	Tonla, Akoupé, Yakassé attobrou, Maféré, Tonla	Completed	2004-2006
AICD	Adzopé, Aboisso, Soubré, Alépé, Abengourou, Oumé, San-pédro, Daloa, Agnibilikrou,		Completed	2004-2006
Kedesh	Gagnoa	Galébré	Completed	2004-2006
SAA	Abengourou, Oumé, San-pédro, Divo,	Sankadekro, Diégonéfla, Grand Zatttri	Completed	2004-2006

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 17: Côte d'Ivoire – GTZ-LTTE – Indirect Interventions**

<b>Implementing Partner</b>	<b>Location</b>		<b>Sensitization</b>	<b>Year</b>
	<i>Départements</i>	<i>Sous-préfectures</i>		
Comité LTTE Abengourou	Abengourou	Abengourou; Bédié; Niablé; Agnibilékro	1,250 opinion leaders	2005-2008
Comité LTTE Aboisso	Aboisso	Maféré, Ayamé, Bianoua; Aboisso	20,500 adults	2005-2008
Comité Daoukro	Daoukro	Daoukro, Ouéllé; Ettokro	20,000 adults	2005-2008
Comité LTTE Oumé	Oumé	Diégonéfla et Oumé	2,101 adults	2005-2008
Comité LTTE Sinfra	Sinfra	Kouétinfla; Bazré; Kononfla, Sinfra	1,100 adults	2005-2006
Comité LTTE Soubré	Soubré	Méadji; Buyo; Grand-zatry, Soubré	617 adults	2005-2008
<i>total</i>			<i>45,568 persons</i>	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 18: Côte d'Ivoire – NGOs working with Independent Funds – Indirect Interventions**

<b>Organization</b>	<b>Local partner</b>	<b>Location</b>		<b>Sensitization</b>	<b>Year</b>
		<i>Départements</i>	<i>Sous-préfectures</i>		
Aman International	Cooperatives and volunteers	Ayaman, Duekoué		Réalisé	2003- to present

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 19: Côte d'Ivoire – ILO/IPEC - WACAP (2002-2006) – Investments**

<b>Organization</b>	<b>Location</b>		<b>Material Resources</b>	<b>Human Resources</b>	<b>Financial Resources</b>	<b>Year</b>
	<i>Départements</i>	<i>Sous-préfectures</i>				
FAWE	Soubré	Soubré	Construction d'un centre de formation	/	167 women and 13 men benefited from RGA seed money	2004 - 2006
RENFCAP	Daloa, Bouaflé, Soubré, San-pédro, Alépé	Daloa, Bouaflé, Soubré, San-pédro, Alépé, Aboisso, Oum	50 machines à coudre et matériels de maintenance	1,000 parents received agricultural training	/	2004 - 2006
ASA	Soubré	Grand-zattry	/	/	115 women and 116 men benefited from RGA seed money	2004 - 2006
FEMAD	San-pédro	Grand-bérébi, Grand zattry	Rehabilitation of 190 schools	Training of 20 teachers in basic literacy instruction	provided RGA seed money to 200 families	2004 - 2006

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 20: Côte d'Ivoire – GTZ-LTTE – Investments**

<b>Organization</b>	<b>Location</b>		<b>Material Resources</b>	<b>Human Resources</b>	<b>Year</b>
	<i>Départements</i>	<i>Sous-préfectures</i>			
HYRIE	Zuénoula	Zuénoula	2 schools	/	2005
Comité LTTE Aboisso	Aboisso	Maféré, Ayamé, Bianoua; Aboisso	1 4x4 vehicle	620 committee members trained in fighting WFCL	2005-2008
Comité LTTE Abengourou	Abengourou	Abengourou; Bédié; Niablé; Agnibilékro	1 4x4 vehicle	440 committee members trained in fighting WFCL	2005-2008
Comité LTTE Oumé	Oumé	Diégonéfla et Oumé	1 4x4 vehicle	900 committee members trained in fighting WFCL	2005-2008
Comité LTTE Sinfra	Sinfra	Kouétinfla; Bazré; Kononfla et Sinfra	1 4x4 vehicle	20 committee members and 5 military personnel trained in fighting WFCL	2005-2008
Comité LTTE Soubré	Soubré	Méadji; Buyo; Grand-zatry et Soubré	1 4x4 vehicle	450 committee members trained in fighting WFCL	2005-2008
Comité LTTE Daoukro	Daoukro	Daoukro, Ouéllé; Ettokro	27 motorcycles and to 31 LTTE committees	850 committee members trained in fighting WFCL	2005-2008
<i>total</i>				3,280 committee members and 5 military personnel trained in fighting WFCL	

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 21: Ghana – ILO/WACAP – Direct Interventions**

<i>Organization</i>	<i>Name of intervention / investment</i>	<i>Donor(s)</i>	<i>Funds received</i>	<i>Duration</i>	<i>Number of Children reached (education)</i>	<i>Number of Children reached (vocational)</i>	<i>Activity</i>	<i>Operational Budget (2008)</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
CEDEP	West Africa Cocoa and Commercial Agriculture Project ILO/IPEC (WACAP)	ILO/IPEC with original money from US\$OL	GHC 96,032.02 (US\$ 107,901) <sup>46</sup>	2004-2006	459	221	- 459 children supported with school uniforms, shoes and learning materials, - 221 placed in vocational training and supported with tools and apprenticeship fees	GHC 789,253.72	Yes
Child Labor Unit	West Africa Cocoa and Commercial Agriculture Project ILO/IPEC (WACAP)	ILO/IPEC with original money from US\$OL	GHC 50,000 (US\$ 62,500) <sup>47</sup>	2003-2005	752 (summary government figures)	347 (summary government figures)	- 752 children supported with school uniforms, shoes and learning materials, - 347 placed in vocational training	Not provided	Yes
EPAG	WACAP / Elimination of child labour in two cocoa growing districts in Ghana through awareness raising, withdrawal of children from working in cocoa farms	ILO/IPEC with original money from US\$OL	GHC 15,634 (US\$ 18,074.00) <sup>48</sup>	2004-2005	112	18	- Provision of 2 sets of uniforms, a pair of shoes and a bag to 112 children, - Placement of 18 children in vocational training	GHC 80,000 (US\$ 82,678.80)	No
<b>Total (all ILO/IPEC WACAP implementing agencies)</b>	<i>West Africa Cocoa and Commercial Agriculture Project (WACAP)</i>	<i>ILO/IPEC with original money from US\$OL</i>	<i>US\$ 812,795</i>	<i>2002-2006</i>	<i>869</i>	<i>147</i>	<i>- 869 children placed in formal education, - 147 were provided with vocational training - 824 provided with books and supplies and - 246 were provided with uniforms</i>	<i>US\$ 812,795</i>	<i>/</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>46</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.89, July 1, 2004. [www.oanda.com](http://www.oanda.com)

<sup>47</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8, January 1, 2003. [www.oanda.com](http://www.oanda.com)

<sup>48</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8650, July 7, 2004. [www.oanda.com](http://www.oanda.com)

**Table 22: Ghana – Other Stakeholder-Funded Interventions – Direct Interventions**

<b>Organization</b>	<b>Name of intervention / investment</b>	<b>Donor(s)</b>	<b>Funds received</b>	<b>Duration</b>	<b>Number of Children reached (education)</b>	<b>Number of Children reached (vocational)</b>	<b>Activity</b>	<b>Operational Budget (2008)</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
African Movement for the Prevention of Child Abuse and Neglect (AMPCAN)	Addressing Child Labor in Ashanti Region, Ghana (The Circle Project)	Winrock with original money from US\$OL	US\$ 31,000	2006-2007	204	/	School uniforms, shoes and learning materials provided to children at risk of dropping out of school to facilitate their retention in school	US\$ 71,592	No
CRADA	Integrated Community Response to reduce Child labour through Public Awareness and Education (CIRCLE-ICORPAE) Project	Winrock	US\$ 49,905.01	2005-2007	175	44	Uniforms, shoes and learning materials were provided to 175 children, 44 children provided with stipends for vocational training	GHC 60,339.00 (US\$ 62,359.4)	No
World Vision Ghana	Area Development Programs	World Vision International	Not provided	Since 1994	64,861 (not specific to cocoa growing districts alone)	/	Provision of school uniforms, bags, shoes and learning materials	Not provided	No
Rescue Foundation	Shielding Ghanaian Children from Forced Labor (Anti-trafficking project in sending areas)	Geneva Global	US\$ 150,000	2007-2010	360	/	360 children equipped with school uniforms and other school supplies	US\$ 61,131.87	Yes

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 23: Ghana – Other stakeholders – Indirect Interventions**

<i>Name of Organization</i>	<i>Name of intervention / investment</i>	<i>Donor</i>	<i>Funds received</i>	<i>Duration</i>	<i>Activities</i>	<i>Number of communities and districts</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
Care	Responsibility For Education Of Girls' Active Learning (REGAL)	General Electric	US\$ 412,019	2007-2009	Girls' clubs formed, Training of facilitators and girls education committees	30 communities in 2 districts	No idea
AMPCAN	Addressing Child Labor in Ashanti Region, Ghana (The Circle Project)	Winrock	Not provided	2006-2007	Formation of labor youth clubs, sensitization and community mobilization, capacity building facilitation of child helpline	4 communities in 4 districts	No
Child Labor Unit	West Africa Cocoa and Commercial Agriculture Project (WACAP)	ILO/IPEC with original money from US\$OL	GHC 50,000 (US\$ 62,500) <sup>49</sup>	2003-2005	Capacity building, sensitization	4 cocoa growing districts	Yes
EPAG	WACAP / Elimination of child labour in two cocoa growing districts in Ghana through awareness raising, withdrawal of children from working in cocoa farms	ILO/IPEC with original money from US\$OL	GHC 15,634 (US\$ 18,074) <sup>50</sup>	2004-2005	Sensitization, community mobilization, capacity building	8 communities in 1 district	No
CEDEP	West Africa Cocoa and Commercial Agriculture Project (WACAP)	ILO/IPEC with original money from US\$OL	GHC 96,032.02 (US\$ 107,901) <sup>51</sup>	2004-2006	Community mobilization, Awareness creation, Alternative livelihood training	37 communities in 4 districts	Yes
CRADA	Sustainable Management of coca farm and Improved Life via Education in eliminating child labour (SMILE – Ghana Project)	Action against Child Exploitation. Japan	US\$ 10,325.36	2009	Sensitization, community mobilization, strengthening of SMCs and PTAs	7 communities in 2 districts	No
Rescue Foundation	Shielding Ghanaian Children from Forced Labor (Anti-trafficking project in sending areas)	Geneva Global	US\$ 150,000	2007-2010	Sensitization and community mobilization	16 communities in 2 districts	Yes

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>49</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8, January 1, 2003. [www.oanda.com](http://www.oanda.com)

<sup>50</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.8650, July 7, 2004. [www.oanda.com](http://www.oanda.com)

<sup>51</sup> Oanda. Exchange Rate: US\$ 1 = GHC 0.89, July 1, 2004. [www.oanda.com](http://www.oanda.com)

**Table 24: Ghana – Other stakeholders – Investments**

<b>Organization</b>	<b>Name of Investment</b>	<b>Donor</b>	<b>Funds received</b>	<b>Duration</b>	<b>Investment In human resources</b>	<b>Investment in infrastructure</b>	<b>Financial Investment</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
Africare	Water for Cocoa Farmers	African World Foundation	US\$ 60,000	2008-2009	/	- Sinking of 12 wells for cocoa farming communities, 8 of which with hydraulic pumps - Constructed 2 Kumasi Ventilated Improved Pits (KVIPs) in the school of 2 communities	/	No
Africare	Alavanyo Community Development Project	Dr. Innocent Anku (Philanthropist and citizen of Alavanyo)	US\$ 150,000	1998-2002	Entrepreneurship training for market women in the community	Building of school primary and junior high school blocks, provision of electricity and wells	58 students have benefited from community scholarship loan scheme	No

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 25: Côte d'Ivoire – Funds Received Since 2001 – Surveyed Organizations – Direct/Indirect Interventions and Interventions**

	<b>Beneficiary Organization</b>	<b>Donor</b>	<b>Funds Received (US\$)</b>
<b>GOVERNMENT PARTNERS</b>	AICD	SSTE / CGFCC	n/a
	AIECA	SSTE / CGFCC	n/a
	CARITAS	SSTE / CGFCC	n/a
	FEMAD	SSTE / CGFCC	n/a
	FSL	SSTE / CGFCC	n/a
	RENFCAP	SSTE / CGFCC	n/a
	UCK	SSTE / CGFCC	n/a
	<b>subtotal</b>		<b>\$ 1,988,687.00</b>
<b>OTHER STAKEHOLDER PARTNERS</b>	16 NGOs of GTZ	GTZ	883,967.00
	6 LTTE Committees of GTZ	GTZ	1,136,132.00
	BIT (ILO)	US\$OL	1,150,950.00
	AMAN	Independent	226,439.00
	CARITAS	Independent	7,200.72
	<b>subtotal</b>		<b>\$ 3,404,688.72</b>
<b>INDUSTRY PARTNERS</b>	AIECA	Mars by ICI	121,883.00
	CARITAS/MESAD	ICI	145,580.72
	COOPERATIVES	Nestlé and Armajaro	30,358.88
	FEMAD	ICI	242,078.00
	FSL	ICI	2,685.84
	IFESH	Mars (iMPACT) and WCF (ECHOES)	324,068.10
	PEFACI	Cargill	63,398.60
	RENFCAP	ICI	193,662.00
	STCP	WCF	90,000.00
<b>subtotal</b>		<b>\$ 1,213,715.14</b>	
	<b>TOTAL</b>		<b>\$ 6,607,090.86</b>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 26: Ghana – Funds Received Since 2001 – Surveyed Organizations – Direct/Indirect Interventions and Interventions**

	<b>Beneficiary Organization</b>	<b>Donor</b>	<b>Funds Received (US\$)</b>
<b>GOVERNMENT</b>	NPECLC	Government of Ghana through COCOBOD	2,123,322.00
	<b>subtotal</b>		<b>\$2,123,322.00</b>
<b>OTHER STAKEHOLDER PARTNERS</b>	AFRICARE	Dr. Innocent Anku	150,000.00
	AMPCAN	Winrock	31,000.00
	RESCUE	Geneva Global	150,000.00
	CEDEP	ILO/IPEC	107,901.00
	CLU	ILO/IPEC	62,500.00
	CARE	General Electric	412,019.00
	CRADA	Action Against Child Exploitation	10,325.36
	AFRICARE	African World Foundation	60,000.00
	ILO	US\$OL	812,795.00
	NPECLC	Danish Embassy	440,907.00
	NPECLC	UNICEF	102,355.32
	<b>subtotal</b>		<b>\$2,339,802.68</b>
<b>INDUSTRY PARTNERS</b>	WVI	Cadbury	147,402.00
	FURDEV	ICI	87,714.00
		Cadbury	209,624.00
	CARE	Cargill	303,416.00
	RECA	ICI	45,575.70
	PROMAG	ICI	46,883.00
		ICI	39,022.10
		Cadbury	72,343.94
	CODESULT	Mars	49,353.30
	SCMPP	ICI	58,487.00
	PDA	ICI	161,526.00
	WINROCK	World Cocoa Foundation	850,000.00
	IBIS	Toms Confectionery	364,965.00
	GLORI	ICI	59,082.27
	AFRICARE	Mars	100,000
	GTZ	Mars	354,482.50
	OASIS	Mars	88,481.10
	IFESH	Mars	Not Provided
	Rainforest Alliance	Mars	Not Provided
	STCP	Mars	Not Provided
	HACOG	ICI	63,785.40
	HFH	ICI	115,686.00
	SLF	ICI	58,385.00
	COCOBOD	ICI	46,000.00
	SCMPP	ICI	5,000.00
	CRADA	Winrock	49,905.01
	NPECLC	Industry (WCF, GIG/NCA)	933,453.20
	<b>subtotal</b>		<b>\$4,310,572.52</b>
	<b>TOTAL</b>		<b>\$8,773,697.20</b>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.



## Appendix 12: Financial Support Tree – Acronyms

**Table 1. Legend – Financial Support Tree, Ghana**

<b>Acronym</b>	<b>Full name</b>
ACE	Action against Child Exploitation
AMPCAN	African Movement for the Prevention of Child Abuse and Neglect
AWF	African World Foundation
CEDEP	Centre for the Development of People
CLU	Child Labour Unit
COCOBOD	Ghana Cocoa Board
CODESULT	Community Development Consult
CRADA	Child Research for Action and Development Agency
CRI	Child Rights International
DANIDA	Danish International Development Agency
DSW	Department of Social Welfare
EPAG	Environmental Protection Association of Ghana
EU	European Union
FHI	Family Health International
FURDEV	Future Resource Development Ltd
GAWU	General Agricultural Workers Union
GE	General Electric
GES	Ghana Education Service
GG	Geneva Global
GLORI	Global Responses Initiative
GTZ	Gesellschaft fuer Technische Zusammenarbeit
HACOG	Help Advance Community Opportunity Goals
HFH	Hope for Humanity
ICI	International Cocoa Initiative
IFESH	International Foundation for Education and Self-Help
ILO	International Labor Organization
MoFEP	Ministry of Finance and Economic Planning
NCA	National Confectioners Association
NPECLC	National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa
OASIS	Oasis Foundation
PDA	Participatory Development Associates
PROMAG	Project Planning and Management Network
RA	Rainforest Alliance
RECA	Rural Environmental Care Association
RF	Rescue Foundation
SCMPP	Support for Community Mobilization Project and Programme
SLF	Save Life for All Foundation
STCP	Sustainable Tree Crops Program
T-CAF	Take Care Africa Foundation
USAID	United States Agency for International Development
USDOL	United States Department of Labor
VSO	Voluntary Services Overseas
WCF	World Cocoa Foundation
WVG	World Vision Ghana

**Table 2. Legend – Financial Support Tree, Côte d’Ivoire**

<b>Acronym</b>	<b>Full name</b>
ADM	Archer Daniels Midland
AEJT	Association des Enfants et Jeunes Travailleurs
AICD	Agence Internationale de Coopération et de Développement
AIECA	Assistance Internationale à l'Enfance Cœur et Action
AMIGO	Fondation Amigo
ASA	Afrique Secours et Assistance
BIT	Bureau International du Travail
CARITAS - CI	Caritas - Côte d'Ivoire
CGFCC	Comité de Gestion de la Filière Café-Cacao
COMITE LTTE	Comité de Lutte contre la Traite et les Pires Formes de Travail des Enfants
DGT	Direction Général du Travail
DPS	Direction de la Protection Sociale
FAWE	Forum Africain des Femmes Educatrices
FEMAD	Femme Action Developpement
FIRCA	Fonds Interprofessionel de la Recherche Agricole
FSL	Fraternité Sans Limite
GTZ	Gesellschaft fuer Technische Zusammenarbeit
ICI	International Cocoa Initiative
IFESH	International Foundation for Education and Self-Help
MESAD	Mouvement pour l'Education la Santé, et le Développement
MAH	Ministère de l'Agriculture Hollandais
PEFACI	Plate Forme des Ecoles Familiales Agricoles de Côte d'Ivoire
PNUD	Programme des Nations Unies pour le developpement
RANFOREST	Rainforest Alliance
RENFCAP	Renforcement de Capacité
SAA	Service Autonome de l'Alphabétisation
SOCIAL VIE	Social Vie Chretienne
SSTE	Système de Suivi du Travail des Enfants - Certification Cacao
STCP	Sustainable Tree Crops Program
UE	Union Européenne
ICK	Irié and Kouakou Consulting
UNICEF	Fonds des Nations Unies pour l'Enfance
USAID	United States Agency for International Development
USDOL	United States Department of Labor
WCF	World Cocoa Foundation

## Appendix 13: Rehabilitation of Children Withdrawn from Exploitative Child Labor – Summary Interventions and Investments

**Table 1. Interventions supported by the Government of Ghana**

<i>Organization</i>	<i>Name of Intervention</i>	<i>Date of Implementation</i>	<i>No. of children withdrawn</i>	<i>No. of children rehabilitated (counseled / placed)</i>	<i>No. of children reinserted</i>	<i>No. of communities reached</i>	<i>No. of Districts</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
CEDEP	The National Programme or the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC)	Nov. 2007- Oct. 2008	72	72	0	38	4	No
CRI	Remediation Action for the Elimination of Child Labor in Cocoa Sector (NPECLC)	Dec. 2007- Dec. 2008	29	29	0	29	3	Yes
Promag	National Programme for the Elimination of Worst Forms of Child Labour in Cocoa in the Sefwi Wiawso, Akontombra and Bia Districts in the Western Region of Ghana (NPECLC)	Nov. 2007- July 2008	231	231	0	28	3	Yes
RECA	The Elimination Of Worst Forms Of Child Labour In Cocoa Farms In Wassa Amenfi West District (NPECLC)	Mar. 2008- Mar. 2010	0	0	0	10	1	Yes
TCAF	Elimination of worst forms of child labor in cocoa in the Aowin Suaman District of the Western Region	2007-2015	131	131	0	11	1	Yes
<i>Total</i>			463	463	0	116	12	4 / 5

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009

**Table 2. ILO / IPEC's WACAP – Côte d'Ivoire**

<b>Organization</b>	<b>Location</b>		<b>Withdrawal</b>	<b>Rehabilitation</b>	<b>Reinsertion</b>	<b>Year</b>
	<i>Départements</i>	<i>Sous-préfectures</i>				
Kedesch	Gagnoua	Guiberoua	512	512	/	2004-2006
SAA	Abengourou; Oumé; San-Pedro, Soubré; Divo	Sankadiokro; Diégonéfla; Grand-Zatry	1,085	/	/	2004-2005
<i>All WACAP implementing agencies)</i>	<i>Abengourou, Adzopé, Daloa, Soubré, San-Pédro and Oumé</i>		<i>6,154</i>	<i>1,605</i>	<i>/</i>	<i>2002-2006</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 3. Other stakeholders – Select GTZ-LTTE implementing partners – Côte d'Ivoire**

<b>Organization</b>	<b>Location</b>		<b>Withdrawal</b>	<b>Rehabilitation</b>	<b>Reinsertion</b>	<b>Year</b>	<b>Funding due to Harkin-Engel Protocol, perception (Q. B54)</b>
	<i>Départements</i>	<i>Sous-Préfectures</i>					
Fondation Amigo	Abidjan	/	3 children	3 children	3 children	2002-2006	Yes
Comité LTTE Abengourou	Abengourou	Abengourou, Bédié, Niablé, Agnibilékro	265 children	/	265 children reinserted in their region of origin	2005-2008	/
Comité LTTE Aboisso	Aboisso	Maféré, Ayamé, Bianoua, Aboisso	52 children	/	52 children reinserted in their region of origin	2005-2008	/
Comité LTTE Oumé	Oumé	Diégonéfla et Oumé	13 children	/	13 children reinserted in their region of origin	2005-2008	/
Comité LTTE Soubré	Soubré	Méadji, Buyo, Grand-zatry et Soubré	194 children	/	111 children reinserted in their region of origin	2005-2008	/
<i>total</i>			<i>527</i>	<i>3</i>	<i>444</i>		<i>1 / 1</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 4. NGOs working with independent funding – Côte d'Ivoire**

<i>Organization</i>	<i>Location</i>		<i>Withdrawal</i>	<i>Rehabilitation</i>	<i>Reinsertion</i>	<i>Year</i>	<i>Funding due to Harkin-Engel Protocol, perception (Q. B54)</i>
	<i>Départements</i>	<i>Sous-Préfectures</i>					
Fondation Aman International	Anyama, Tiébissou, Duekoué	Oghlwap, Ayamé, Niablé, Fakobli, Gueyo, Djebonoua	463	- 824 children nourished - 1,937 children housed - 98 children received clothing - 2,500 children received health care - 200 children received psychological treatment	/	2003 – to present	No
<i>total</i>			463	2,500			

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

**Table 5. Interventions supported by other stakeholders – Ghana**

Organization	Name of Intervention	Date of Implementation	No. of Children Withdrawn	No. of children Rehabilitated	No. of Children Reinserted	No. of Communities Reached	No. of Districts Reached	Funding due to Harkin-Engel Protocol, perception (Q. B54)
ILO/IPEC / CLU / EPAG / CEDEP	WACAP	2002 -2006	598	422 <sup>1</sup>	0	52	5	No
AMPCAN	Addressing Child Labor in Ashanti Region, Ghana (CIRCLE Project)	Jul. 2006- Aug. 2007	106	106	0	4	4	No
CRADA	Integrated Community Response to reduce Child labour through Public Awareness and Education Project (CIRCLE Project)	Jun. 2005- Feb 2007	175	175	0	17	4	No
CRADA	Sustainable Management of Cocoa Farm and Improved Life via Education in Eliminating Child Labour (SMILE – Ghana Project)	Feb. 2009- Dec. 2009	30	30	0	7	2	No
RESCUE Foundation	Identification, Rescue, Rehabilitation and Support to Trafficked Children Project	2007 – 2009	15	15	15	16	2	Yes
<i>Total</i>			<i>924</i>	<i>748</i>	<i>15</i>	<i>96</i>	<i>17</i>	<i>1 / 5</i>

Source: Tulane/WAHO Intervention Database Surveys. Dec. 2008 – July 2009.

<sup>1</sup> Children who received counseling services

## **Appendix 14: Industry Comments on Draft Annual Report (Year 3)**

September 17, 2009

Ms. Sandra Polaski  
Deputy Undersecretary for International Affairs  
United States Department of Labor  
Frances Perkins Building  
200 Constitution Ave., NW  
Washington, DC 20210

Dear Deputy Undersecretary Polaski:

On behalf of the Global Issues Group (GIG), a coalition of chocolate and cocoa processing and manufacturing companies as well as the trade associations representing the North American, European and international chocolate and cocoa industry; I am pleased to submit the attached comments to the draft Third Annual Report by Tulane University, pursuant to your letter, dated August 10, 2009.

We look forward to working in close collaboration with your office, on matters of mutual interest, regarding labor practices in the cocoa sectors of Cote d'Ivoire and Ghana.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Olsen', with a stylized, cursive script.

Eric Olsen  
Chair, Global Issues Group  
C/O Mars Inc.  
6885 Elm Street  
McLean, Virginia 22101



## **Introduction**

The following document is a response to the draft “Third Annual Report” for the Oversight of Public and Private Initiatives to Eliminate Child Labor in the Cocoa Sector in Côte d’Ivoire and Ghana, prepared by the Payson Center for International Development and Technology Transfer at Tulane University.

This response is submitted on behalf of the following groups and organizations:

- Global Issues Group (GIG)
- Association of the Chocolate, Biscuit and Confectionery Industries of the EU (CAOBISCO)
- European Cocoa Association (ECA)
- National Confectioners Association (NCA)
- World Cocoa Foundation (WCF)
- Confectionery Manufacturers of Australasia (CMA)
- International Confectionery Association (ICA)

We appreciate the opportunity to review Tulane’s annual report in its draft form. This pre-publication review process ensures that key stakeholders actively working to eliminate the Worst Forms of Child Labor (WFCL) in the cocoa sectors of Cote d’Ivoire and Ghana have the opportunity to comment on both the research process and the summary findings.

We commend Tulane University’s Payson Center for its work on a matter of such importance, and wish to acknowledge Dr. Bill Bertrand, Dr. Elke de Buhr, and Chris Bayer, in particular, for their continued collaboration with key stakeholders.

As noted in the report, Tulane University was contracted in October 2006 by the United States Department of Labor (DOL) to provide oversight of public and private initiatives to eliminate the WFCL in the cocoa sectors of Cote d’Ivoire and Ghana and to assess progress made toward the implementation of The Harkin-Engel Protocol of 2001 (“The Protocol”). The Protocol remains a voluntary agreement by the chocolate and cocoa industries. It includes a commitment by Industry to develop and implement voluntary, industry-wide standards of public certification that cocoa beans and their derivative products have been grown and processed without any of the worst forms of child labor.

## **General Comments**

We are pleased that this Third Annual Report recognizes the following progress in the overall effort to help eliminate the WFCL in the cocoa sectors of Cote d’Ivoire and Ghana:

- Rates of child labor participation in the cocoa sector are decreasing.
- The governments of Cote d’Ivoire and Ghana have assumed more control over, and have taken greater ownership of, the process to identify the WFCL, and are working closely with other key stakeholders.
- There is greater data sharing between Tulane, the governments of Cote d’Ivoire and Ghana, Industry, the United States Government and non-governmental organizations (NGOs).
- The global chocolate manufacturing and processing industry, collectively, and individual cocoa/chocolate companies have increased their financial support of remediation efforts that target vulnerable children. These efforts include, but are not limited to, rehabilitation, education and vocational training.

In acknowledging the progress being made by key stakeholders in working to eliminate the WFCL in the cocoa sector, the report rightly concludes that more needs to be done by all involved.

Industry fully agrees.

After seven years of consistent data reports from at least 7 different surveys, carried out by a variety of interested parties, it’s clear that a wealth of information about the nature and incidence of the WFCL in the cocoa sector exists. It’s also clear that the collective efforts and resources of interested stakeholders should

now be directed to programs that will have the greatest impact on children involved in the WFCL, with future data collections being efficiently timed to support this work and ensure continued progress.

We also strongly agree with Tulane's recommendation that all stakeholders should work to arrive at a shared definition of the WFCL and an agreed-upon methodology to certify its presence or absence in the sectors in question. Confusion about objectives at this critical time can only result in a lessening of focus and impact for the collective efforts in the cocoa sector.

While a number of individual companies are exploring the long-term potential of product certification, we believe the process certification and sector-wide approach adopted by industry in 2003 will, for the foreseeable future, remain the most effective means of improving conditions for the greatest number of children involved in the WFCL. Programs that sensitize families and communities, raise rural incomes and improve access to quality education have reached hundreds of thousands of West Africans over the past seven years and are critically important to our ability to eliminate the WFCL in the cocoa sector. Our goal should be to reach as many children and families as possible, not just those fortunate enough to be members of cooperatives or participate in product traceability programs currently being piloted.

And we strongly believe that all interested stakeholders, including the US Government should provide greater support and encouragement to the governments of Cote d'Ivoire and Ghana in their continued efforts to eliminate the WFCL. It's important to note that the establishment earlier this year of a Joint Working Group (JWG) of experts and representatives from the governments of Cote d'Ivoire and Ghana, Industry, and NGOs, represents a significant step forward. This group has as a key objective, the performance of a meta-analysis of data collected since 2001 that will guide the determination of the most efficient and meaningful frequency for future data collection efforts. More broadly, the JWG's work is focused on:

- Creating common indicators for measuring impact
- Utilizing technical expert input in the design and implementation of key elements of the certification model
- Developing benchmarks for progress and key milestones
- Enhancing coordination of remediation activities
- Designing monitoring and evaluation mechanisms for National Action Plans and community based monitoring systems
- Creating guidelines for future research on trafficking, including methodologies and root-cause analysis
- Developing an appropriate process for sharing raw data between Ghana and Cote d'Ivoire and with the US Government

### **Areas Needing Further Consideration, Clarification**

The Third Annual Report offers several observations and recommendations that we believe need to be clarified and considered more fully. These include the many references to "product" certification and traceability, child labor monitoring and verification systems, the survey sizes selected for key data gathering and the many references to the WACAP program.

### **Product Certification and Traceability**

We were surprised by the emphasis the Payson Center placed on product certification and traceability programs that are currently in the development phase by individual stakeholders. Product certification seeks to ensure that a given product in the marketplace meets certain sustainability criteria which can include labor standards. Tulane assumes a "trend" in favor of this concept while in fact only a few companies are exploring this

approach which - for mass market products and very large cocoa bean requirements - is in its earliest development phase. More important, even strongest advocates recognize that the product certification systems that are being developed do not offer a guarantee of the absence of the WFCL given the difficulty of tracing beans beyond the cooperative or collection point back to the farm level – and the inability to monitor the labor activity on each and every farm on a daily basis.

While such efforts may hold promise, they do not represent a quick and simple solution to the problem of the WFCL. Worse, over emphasizing them in the near term risks misleading consumers by implying that a product displaying a certified label is claiming a guarantee of labor practices used on the farm that produced the cocoa beans contained in that specific product. As well, it needs to be noted that the initial participation of farmers in any product certification scheme is very limited relative to the overall number of farmers in the sector.

### **Child Labor Monitoring and Verification Systems**

The draft report points to Child Labor Monitoring Systems (CLMS) and an independent Verification System as a significant means by which victims of WCFL as well as vulnerable children can be identified. Industry agrees that a carefully constructed and tested CLMS model with an embedded independent verification process is an important goal moving forward. The ability to engage committees of community residents within a framework that helps them monitor local labor practices, identify problems, report findings and assess remediation efforts is a significant step towards the reduction of the WFCL occurring in families and communities. However, this approach is not without challenges, not the least of which is the ability of communities to produce credible self-reporting data and the long term sustainability of such an approach.

We also believe that verification of the data collected by the community committees must be part of the system design, and not an external, “look back” appendage. We also believe that lessons learned from WACAP (the West Africa Cocoa/Commercial Agriculture Programme to Combat Hazardous and Exploitative Child Labor), both in terms of successes and limitations, are important to consider in designing a successful CLMS.

### **WACAP References**

We were surprised at the numerous and extensive references and descriptions of the WACAP activities that had taken place in Cote d’Ivoire and Ghana. Industry and others are aware of the work done by the WACAP program. We are also aware that there were many questions regarding the effectiveness and sustainability of the WACAP approach – especially given the large number of communities that would need to be involved in such an approach. We are also aware that an independent assessment was done on the WACAP program and that this assessment is not referenced in the draft report. We believe that the extensive reference to WACAP must be more balanced and should also include a clear reference to the independent assessment and its findings.

### **Survey Results**

Credible, accurate data is central to all our efforts to eliminate the WFCL. This data, however, must be statistically relevant if it is to be of use in determining the scope of a problem, progress made in addressing the issue, as well as the resources required and specific remediation steps to be taken to effectively reduce the WFCL.

We are concerned about the small sample size reflected in a number of the survey tables. In several cases, extrapolations were made from sample sizes of fewer than 25 (e.g., Table 12(a), and others).

We do not believe these are statistically meaningful, nor do they allow readers to draw valid conclusions. We further note the many footnotes referencing this small sample size and the subsequent limitations in the ability to draw valid conclusions. We ask the researchers to reconsider the inclusion of these estimates or at least clearly state the statistical validation of this approach.

**Report Recommendations**

The recommendations offered by the Payson Center are welcomed by Industry as we and other stakeholders continue to assess the impact our efforts are having on cocoa farming families in Cote d’Ivoire and Ghana. As with past Tulane reports, we will carefully review each recommendation to determine how we might best move forward.

On the pages that follow, we offer specific, page-by-page comments and suggested revisions to the draft document. We greatly appreciate the consideration of our comments and suggestions. We have made every effort to focus our comments on areas where we think a change or revision will enhance the overall quality and accuracy of the document.

Page	Comment
10	<p>In the paragraph that begins, “In October, 2008...”</p> <p>Towards the end of the paragraph, Tulane lists the location of several meetings it attended, as part of the research. We believe that, in addition to the locations listed, Tulane also attended a stakeholder meeting organized and led by Verite in Boston, MA in December of 2007.</p>
10	<p>Under “Key Survey Findings,” in the paragraph that begins “The comparison of 2007...”</p> <p>The last sentence in the paragraph refers to “rates of child labor participation.” Here and throughout the document, we believe that it is important to use precise terminology. In this case, is Tulane referring to rates of the “worst forms of child labor,” or to a broader category of labor practices?</p> <p>In this regard, we strongly support recommendations (as stated on page 145) regarding the need to arrive at a more concise, broadly shared set of definitions.</p>
11	<p>In the third paragraph on the page, that begins with “Migration is substantial...”</p> <p>In the middle of the paragraph, there is a sweeping statement that “children in agricultural households in the cocoa-growing areas in both countries often are not living with mother or father...” This is a broad characterization and we caution the authors to avoid any broad characterizations unless they are supported by rigorous, project-able data. Other data we have seen does not support this statement.</p>
12	<p>In the second paragraph on the page that begins with “In the first year of the Tulane contract...”</p> <p>The paragraph references the Joint Working Group as a forum for data exchange, and also discusses the need for sharing raw data. It is important to note, however, that any sharing of raw survey data is a “government-to-government” issue – i.e., a request to be made directly from one government (e.g., the United States) to another (e.g., the government of Ghana, Cote d’Ivoire).</p>
12	<p>In the fourth paragraph on the page that begins with “We believe...”</p>

	<p>In the middle of the paragraph, it states “Ghana has led the way in addressing at a policy level the issues and provides a model for further collective action.”</p> <p>We believe that both Ghana and Cote d’Ivoire are relatively on par in terms of their respective efforts. Both countries have conducted surveys of child labor in their respective cocoa sectors, participated in an independent verification of the survey findings, developed National Plans of Action to address child labor in their respective countries, and are in the process of piloting Child Labor Monitoring Systems at the district and local level. Of course, in any given time period one country may be more active than the other. But we caution Tulane to avoid anointing one country as a “front runner” or “leader” since such characterizations may prove unproductive in terms of future action and a coordinated regional approach to the issue.</p>
<b>13</b>	<p>Under your Recommendation #9:</p> <p>This is an excellent recommendation. However, we believe it is important that the categories identified here – e.g. “working children below minimum age” – align with the definitions of the Worst Forms of Child Labor.</p>
<b>13</b>	<p>Under your Recommendation #7:</p> <p>We found this recommendation difficult to understand, please clarify.</p>
<b>14</b>	<p>Under your Recommendation #9:</p> <p>We are unsure as to the nature and meaning of this recommendation, please clarify.</p>
<b>18</b>	<p>In the paragraph that begins, “2008-9 has been a year...”</p> <p>There is a discussion here of the individual efforts undertaken by a few industry members, to explore and begin to develop different product certification concepts.</p> <p>It is important to note that these efforts do not represent an industry-wide approach, nor should they be in any way positioned as “the” way forward. They are, in fact, initial, exploratory and developmental efforts. It also seems inappropriate to call out one “major producer” when in fact others have made public announcement of their intentions to explore the development of product certification.</p> <p>The use of the word, “convergence” in the following paragraph leaves the reader with the impression that the industry is coalescing around these efforts, and/or the approach they seek to explore. In reality, the “convergence” within the industry is around the broad, holistic approach as reflected in the certification process, as well as the underlying programs that drive change within this process.</p> <p>We strongly urge Tulane to exercise caution when highlighting one specific program or approach at the expense of others. The unintended consequence is to de-emphasize the programs that are, in fact, at the center of the partnership between our industry, governments and civil society.</p> <p>The product certification efforts highlighted may well play a role in the elimination of the WFCL, but, at least for the foreseeable future, those results will be a part of the broader, sector-wide efforts currently being pursued.</p>
<b>21-22</b>	<p>The definition of certification, as quoted at the bottom of page 21 and top of page 22 is evolving, based on input from the Technical Working Group.</p> <p>After considerable deliberation, the Technical Working Group has recommended that data</p>

	collection on an annual basis may not be necessary, and that a less frequent (albeit regular) schedule may be a better use of resources. Such an approach would enable resources to be re-directed to remediation efforts.
<b>22</b>	In the last paragraph that begins with “We however continue...” The phrase “industry-government understanding” should be replaced with “key stakeholder understanding” to reflect the broad range of organizations and individuals that have adopted this certification approach, and/or expressed their support.
<b>23</b>	Under the “Ghana” section, in the paragraph that begins “By establishing...” The second-to-last line in the paragraph lists the supporters of the NPECLC, and includes in that list the “World Cocoa Foundation.” To be more accurate, “World Cocoa Foundation” should be replaced with the word “Industry.”
<b>24</b>	Under “Product Certification” in the paragraph that begins, “By teaching...”  This paragraph veers into the theoretical. It contains a number of observations that are – at best – arguable. Its sweeping statements also are beyond the scope of the Tulane assignment. The paragraph continues a line of thinking that was referenced in our previous comments – namely, the interest in individual certification pilot projects being pursued by individual companies. Given the fact that these efforts are in the earliest phase of development and there remain a number of major, previously unsolved issues before these approaches can be adopted on a broader scale; the opinions contained in this paragraph are more conjecture than research-based observations.
<b>25</b>	Under “Product Tracing,” in the paragraph that begins “The Cocoa industry...” The last sentence in the paragraph that begins with “In sum,” is another example of conjecture and speculation inserted into a research document. In addition to having no apparent basis in fact, data or previous scholarship, the statement ignores the importance of core sustainability initiatives (such as those adopted by the chocolate/cocoa industry on an industry-wide basis).
<b>25</b>	In the paragraph that begins, “Initial work...” The last sentence in the paragraph states that it is “both desirable and feasible to trace cocoa back to its source.” To the best of our knowledge, the initial efforts focused in this area are, at best, able to trace cocoa to the co-op or community level, but not back to the individual farm – especially in terms of describing the source of cocoa material with respect to an individual chocolate product. While it may be desirable, we continue to question the actual feasibility of specific farm to product traceability given the global nature and small farm production of cocoa. With that, we believe it is important to note that accurate and meaningful traceability from individual farms to finished product in a sector such as cocoa must be characterized as “extremely difficult” and as yet unproven on a mass production and global sourcing basis. And as stated above, it is critically important to note that the ability, should it be developed, to offer traceability should not imply that certain practices on the farms in question are guaranteed as taking place on a day to day basis.
<b>26</b>	Under “Conclusions,” in the paragraph that begins, “While the strict application...”

	<p>This paragraph describes the sector-wide certification process as a “necessary step in the development of any standardized ‘certification’ system.” This, over the long term, may be true. However, given the millions of small, often remote family farms in these countries, and the lack of infrastructure and farmer organizations, the sector-wide model represents the most effective near and medium-term approach to reducing the incidence of the WFCL. Over-emphasizing product certification approaches currently being piloted may have the unintended consequence of delaying real progress. We must remain focused on the current certification process if we are to realize its full potential and reach as many farm families as possible.</p>
<b>27</b>	<p>Under Recommendation #4 Same comments as above regarding the near-term impracticality of product certification approaches.</p>
<b>33</b>	<p>Under “Findings: General” In the fourth bullet, beginning with “As relates,” we recommend adding the word “low” between the words “reported” and “incidence.”</p>
<b>35</b>	<p>Under “Conclusions,” in the paragraph that begins “Both the governments of...” The second sentence states “Ghana continues to take measures to roll out its CLMS.” The sentence would be more accurate if it were revised to states “Both Cote d’Ivoire and Ghana continue to take measures to roll out their respective CLMS programs.” The third sentence in the same paragraph states “only a CLMS covering the cocoa growing regions of the countries will permit the comprehensive collection of credible data on an ongoing basis.” We believe it is premature to make such a definitive statement, as there remains much work to do to determine if a CLMS – or other system – is most effective in this or any other role.</p>
<b>36</b>	<p>In the paragraph that begins, “Furthermore, industry actors...” The entire paragraph is highly speculative, more conjecture on the part of the authors than conclusions based on research and data. As previously stated, the product certification programs referenced here are initial efforts in the earliest stages of development. It is premature and, in all likelihood, counter-productive, to state that these efforts “potentially chart a different direction,” or that “these developments invite questions about the future of existing certification and verification efforts.” Moreover, the information cited in this paragraph is inaccurate as well as outdated. Mars announcement did not indicate that it would “adopt Rainforest Alliance certification standards for the bulk of its cocoa needs by 2020”. It did announce a portion of its usage by 2020 would come from RA sources. We suggest that this paragraph either be updated or omitted so as not to mislead the reader.</p>
<b>37</b>	<p>The Recommendations listed on this page are heavily focused on CLMS programs. While we, too, are supportive of the CLMS approach and encouraged by its progress to date, we believe that it is premature to place such heavy emphasis on programs that are in the early stages of development. There is much to be learned in terms of how a CLMS program can be scaled up to operate effectively in an agricultural setting, across 1-2 million farms. We also think that for these – and other – recommendations, it would be helpful to state clearly to whom the recommendations are directed. Recommendation #2, for example, offers a clear approach but does not indicate to whom it is directed.</p>

50	Table #5 on page 50 is unclear. Are the percentages listed in the second row a subset of the first? In other words, according to the chart, do 76.4% of the households that grow cocoa describe cocoa as their major source of income?
55	Table 10 includes data that is extrapolated from sample sizes of fewer than 25 children. This also occurs in other tables throughout the remainder of the draft report. While the table includes a disclaimer at the bottom that notes that the sample sizes were less than 25 children, past experience suggests that there is little consideration given to such disclaimers...and that the extrapolated numbers are treated as firm, reliable data. Given the highly sensitive nature of the topics involved, such an outcome is counter-productive, at best. We strongly urge the authors to avoid use of any data that is extrapolated from such a small sample size. The fact that you have included a disclaimer makes the point: the figures are not reliable. If true, why include them in the first place?
55	In Table 10, are the sample sizes for groups other than children, ages 15-17, greater than 25?
57	Table 12a includes data that does not align with previous statements or data. Under the # of Children, 5-17 years, reporting heavy loads in agriculture, the table appears to indicate the percentage increased from 19.2% in 2007, to 79.8% in 2008. This would, if true, be a huge change.
65	For the section, “Project Activities in Support of Children” In previous years, we have shared our concern that relying on “child reporting” to identify the percentage of children reached is not a reliable research approach. How, for example, would a child know if their parents were exposed to education on the appropriate and inappropriate work for children to handle on the farm? Would a child know that his or her teacher has been through a curriculum improvement program? We continue to believe that this approach does not accurately capture the breadth of programs on the ground, or the progress being achieved. It is an approach that rewards effective marketing of programs on the ground, which has never been a priority for this industry, nor for our partners.
65	In Table 15a and 15b, we do not understand the use of the term “n/a,” followed by a percentage. If the column is “n/a,” how can there be a percentage?
83	Under Table 28a, we restate our strong belief that extrapolated data from sample sizes of fewer than 25 children should not be included, even with a disclaimer.
99	The first line should read “WCF’s ECHOES program with its implementing partners (Winrock and IFESH)” instead of listing Winrock and IFESH separately. Under “Direct Interventions,” in the paragraph that begins, “Hybrid educational programs...” Tulane states in the middle of the paragraph that “Four hybrid education models, currently being implemented by Winrock International,” The implementation organization should state “ECHOES Alliance,” of which Winrock is a part and not Winrock exclusively. This same change should also be applied to the first sentence in the following paragraph, which currently begins, “The model being developed by Winrock...”
100	IFESH is missing from the list of implementation partners for the ECHOES program. USAID is funding ECHOES only in Ghana.



	The locations list for ECHOES is missing the following locations: Abengourou; Aboisso; Yamoussoukro
<b>101</b>	In the section, “Indirect Interventions,” the first paragraph describes the work of the International Cocoa Initiative (ICI). The paragraph focuses on the ICI’s work in communities. Yet the ICI’s work extends beyond its community-based programs, to include capacity building work with governments, training of law enforcement, and other essential efforts.
<b>102</b>	In the paragraph that begins, “In Cote d’Ivoire, ICI’s...” The second-to-last sentence in the paragraph references implementing partners in Cote d’Ivoire receiving “a ballpark figure of USD 493,296.34.” Over what time period? In the paragraph that begins, “WCF also...” there is reference to data that appears in the appendix which was not included with the draft report.
<b>103</b>	In the paragraph that begins, “The Sustainable Tree Crops Program...” The paragraph presents a partial view of what STCP does. In addition to helping farmers increase yields, STCP also helps farmers lower their farming costs, gain the best possible price through improved selling procedures, and a range of other, related activities to boost farm family incomes. The program also works to create better economic opportunities for young people and women in cocoa farming communities. Also, STCP is funded by USAID, WCF and industry. The term, “Industry,” includes Mars, as well as other companies. The paragraph that begins, “WCF’s ECHOES Program...” the sentence should read, “in part by Winrock” instead of, “in part through Winrock”.
<b>103</b>	The footnote that appears at the end of the page (footnote #28) is contradicted by multiple program assessments. We include for your review one of them, prepared by independent economic experts LMC.
<b>103-104</b>	In the last paragraph on page 103, that continues on to page 104: The paragraph states that industry, “having committed itself to the Harkin-Engel Protocol and thus Convention 182, is implicated in the vision to ensure access to free basic education...” This statement is a significant leap in logic. It is difficult to see how any industry or group of companies is “implicated” in responsibility for a nation’s most basic educational needs. Without question, we view education as a priority issue, one that is closely linked with improving labor practices. And we take quite seriously our role to act as a catalyst for progress in this important area. But the ultimate responsibility for educating a nation’s citizens lies with its government.
<b>104</b>	In the paragraph that begins, “Winrock’s Empowering Cocoa Households...” The first sentence should be revised to read, “World Cocoa Foundation’s Empowering Cocoa Households...” In the remainder of the paragraph and in the following paragraph, subsequent references to “Winrock” should be replaced with “ECHOES.” Also, please note that 484 youth were reached in Ghana by the ECHOES program in 2007/2008. WCF does not fund CRADA or AMPCAN
<b>105</b>	In the paragraph that begins, “The International Foundation for Education and Self-Help...”,

	“Winrock” should be replaced with “WCF’s ECHOES Program”. USAID does not fund ECHOES in Cote d’Ivoire.
<b>106</b>	In the paragraph that begins, “Through Winrock’s ECHOES program...” Replace “Winrock” with “World Cocoa Foundation.”
<b>109</b>	In the paragraph under “Indirect Interventions”: Replace “the WCF” with “Industry” in the first sentence.
<b>114-115</b>	In the paragraph at the bottom of the page, under “Indirect Interventions” The positive evaluation of WACAP here, and in subsequent passages, is not supported by evaluations of the program, as contracted for by the Department of Labor. We have attached a preliminary and final assessment of WACAP, for your review.
<b>117</b>	In the paragraph just prior to Figure 9, that begins with, “The initiative enrolling the most children in school....” Again, the positive evaluation of WACAP’s effectiveness here is not supported by DOL-commissioned evaluations of the program, undertaken during its run and upon its completion.
<b>117</b>	In the same paragraph, the word “Winrock’s” should be replaced with “World Cocoa Foundation’s” Also, enrolling children in school is not an objective of ECHOES. The chart and references to ECHOES in this section imply that ECHOES has resulted in the enrollment of children not previously enrolled. ECHOES works with children already enrolled in school as well as youth who are out of school.
<b>118</b>	Same comment as above re: purpose of ECHOES, school enrollment.
<b>120</b>	Figure 13. ECHOES is active in Daloa, Abengourou, Aboisso, Alepe, Yamoussoukro, and Adzope.
<b>121</b>	Figure 15. Of the groups listed WCF receives funding from Nestle, NCA, USAID, Barry Callebaut, Cargill, and Toms (in addition to Mars and Kraft). WCF funds IFESH. WCF does not fund ICI or NPECLC. ICI does not fund FHI.
<b>122</b>	Figure 16 is difficult to follow. Of the groups listed WCF receives funding from Cargill, ADM, Nestle, Barry Callebaut, Olam, Purdy’s, Armajaro, Hershey and Starbucks (in addition to Mars and Kraft).. WCF does not fund SSTE. WCF does fund Winrock.
<b>136</b>	On the map, WCF is not involved in rehabilitation activities. WCF does not fund SSTE.
<b>143</b>	Under Recommendation #1: We support this recommendation, and believe that there must be a national-level definition of WFCL, specific to cocoa. We also believe that the Joint Working Group has identified this issue as a priority, and will address it in the months ahead. This is an appropriate, effective forum.
<b>161</b>	The list of appendices includes references to a World Cocoa Foundation Report (Appendix 9) which was not included in the draft report for review.

**Appendix 15: Government of Côte d'Ivoire Comments on Draft Annual Report (Year 3)**

Monsieur,

Le Comité de Pilotage du Système de Suivi du Travail des Enfants dans le cadre de la certification du processus de production du cacao voudrait par ma voix vous féliciter pour le travail important que vous avez abattu.

Votre rapport permet d'avoir un aperçu global de l'implication des enfants dans les pires formes de travail dans la cacaoculture en Côte d'Ivoire.

Nous voudrions aussi vous remercier pour la collaboration qui a existé et qui certainement existera encore entre nous pour venir à bout du phénomène de l'implication des enfants dans les pires formes de travail. Les recommandations que vous faites devraient permettre d'atteindre cet objectif.

Cependant, nous voudrions attirer votre attention sur la plage d'âge des enfants qui ont été interrogés lors de vos enquêtes. Il est indiqué dans votre rapport que plus de 30% des enfants entre 5 et 11 ans déclarent avoir exécuté des activités économiques au cours des sept jours précédents. Nous estimons que l'âge de cinq ans est trop bas pour exécuter une activité agricole. Il aurait fallu subdiviser cette plage en plusieurs intervalles en commençant par 6 ans.

Très haute considération.

**Appendix 16: Government of Ghana Comments on Draft Annual Report (Year 3)**

*In case of reply the  
Number and date of this  
Letter should be quoted*

Our Ref. No: SCR/186/261/01

Your Ref. No: .....



REPUBLIC OF GHANA

**Ministry of Employment  
Social Welfare  
Post Office Box MB. 84  
Accra-Ghana**

**September 14, 2009**

**RE: THIRD ANNUAL REPORT: OVERSIGHT OF PUBLIC AND PRIVATE  
INITIATIVES TO ELIMINATE THE WORST FORMS OF CHILD LABOR IN THE  
COCOA SECTOR IN CÔTE D'IVOIRE AND GHANA**

We are grateful for the opportunity to submit our comments on the Third Annual Report on the Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana.

Whilst the draft report provides a broad overview of the complex issue of child labour in cocoa growing areas, it also presents adequate information on interventions that Ghana is implementing to eliminate child labour. Ghana notes with satisfaction the reduction in participation of children in hazardous activities, and the recognition of our lead role in addressing issues of child labour in cocoa which provides a model for collective action.

We however wish to underscore the financial contribution the Government of Ghana is providing through Ghana Cocoa Board (COCOBOD) to the work of the National Programme for the Elimination of Worst Forms of Child Labour in Cocoa (NPECLC).

Enclosed are the detailed comments by the Government of Ghana on the above report. We are hopeful that our comments will be incorporated in the final report.

Thank you once again, and we want to use this opportunity to assure all partners that the Government of Ghana is committed to the elimination of child labour in cocoa and all sectors in Ghana.

Yours sincerely,

**Stephen Amoanor Kwao, MP  
Minister**

**Honorable Sandra Polaski  
Deputy Undersecretary for International Affairs  
US Department of Labor**

Cc: Hon. Dr Kwabena Duffuor, Minister of Finance  
Hon. Mohammed Mumuni, Minister of Foreign Affairs  
Mr. Tony Fofie, Chief Executive, COCOBOD  
Head of Mission, Embassy of Ghana to the United States  
Ms Rosemary Gutierrez, Foreign Relations Legislative Assistant, Office of Sen. Tom Harkin  
Mr. Eric Olsen, Chair, Global Issues Group  
Dr William Bertrand, Principal Investigator, Tulane University



MINISTRY OF EMPLOYMENT AND SOCIAL WELFARE

NATIONAL PROGRAMME FOR THE ELIMINATION OF THE WORST FORMS OF CHILD  
LABOUR IN COCOA

**GOVERNMENT OF GHANA'S COMMENTS ON THE DRAFT THIRD ANNUAL REPORT  
OF TULANE UNIVERSITY**

DATE: 10<sup>TH</sup> SEPTEMBER 2009.

**A. INTRODUCTION**

The Third Annual Tulane University's Report on Labour Practices in Ghana and Cote d'Ivoire was given to the Government on Ghana on 18<sup>th</sup> August 2009. This report covers:

- Estimates of number of children working in the cocoa sector;
- Working conditions and hazards of children on cocoa farms;
- Inventory of interventions being implemented by stakeholders to eliminate WFCL in Ghana and Cote d'Ivoire
- Assessment of labour supply, migration and child trafficking

The Government of Ghana comments on your report as follows:

**B. GENERAL COMMENTS**

1. The report provided a simple but comprehensive picture of a complex issue such as child labour in the cocoa sector.
2. The intervention inventory research was informative
3. Ghana notes with satisfaction the reduction in the participation of children involved in hazardous activities. This perhaps reflects progress being made in remediation activities and strengthens the case for more support in this direction.
4. Ghana notes with appreciation the recognition of her lead role in addressing at a policy level the issues of child labour in cocoa which provides a model for collective action.
5. The recommendations stated are useful and commendable as they touch on key relevant issues, and will assist Ghana in her intervention drive to eliminate the worst forms of child labour in cocoa
6. The recommendations, however, do not assign responsibilities except in few cases where industry has been specified. We hope this could be addressed.
7. A Joint Working Group has been established for Ghana and Cote d'Ivoire and the issue of data sharing has been discussed.
8. Ghana Cocoa Board (COCOBOD) has made significant financial contributions to the work of NPECLC. This should be clearly acknowledged in the report.

## C. SPECIFIC COMMENTS

### Child Labour Monitoring and Verification System

1. **Page 31, last paragraph:** To enhance the quality of the research outcome, the Government of Ghana conducted internal verification system during the data collection and processing. Also, the response to reported cases of WFCL and FAL were investigated as part of the data collection process.
2. **Page 35.** Mr. Tony Fofie designation should read “Deputy Chief Executive” of the Ghana Cocoa Board and not “Deputy Executive Director”.

### Second annual harvest season survey

1. The definitions on *page 38* are based on international conventions. Ghana has developed a comprehensive HAF which provides definitions consistent with national and international laws and conventions. These national definitions should have reflected in the definitions provided herein.
2. We suggest that the definition for the adult worker (*page 43*) should be part of the operational definitions on *page 38*.

### Survey Methodology and Implementation

1. In computing the sample size, the estimated prevalence rate (p) is known from previous surveys, and should have been used instead of the default  $p=0.5$
2. The paragraph preceding box 1 and the paragraph after is a repetition.
3. We note that a sample from the Northern regions of Ghana has also been obtained. We wish to indicate that children in the north are exposed to different socio-cultural environment compared to those in the south. There should therefore be caution in comparison that may be done in future.
4. On *page 49*, there is the need to indicate the average size of farms in Cote D’Ivoire and Ghana rather than generalized statements about farm sizes in both countries.

### Children participation in cocoa activities

1. The results depicted in all the tables on children participation in economic activities show a higher proportion of children engaged in cocoa activities relative to other agricultural activities. This is expected given that these studies took place in cocoa growing communities. We suggest that it will help readers if the denominator (N) on which the percentages were derived are indicated in the tables.
2. We suggest that in discussing the migration history of children and parents you avoid lumping the figures for Ghana and Cote d’Ivoire (**page 78**). This would avoid the large ranges sometimes used for example 10%-20% for Ghana and Cote d’Ivoire.
3. **Table 29b and 30b, page 86:** One of the categories, ‘I would have been punished’ appears superfluous given the fact that all the other categories amount to punishment.



4. **Table 31, page 89:** Interpretation of the data here should be done with caution as much more insight into family relationships may be required.
5. **Page 91:** It is not clear whether the reported trafficked children were destined for cocoa farms. This should be made clear in the narrative.
6. **Page 92:** It would have been helpful to discuss separately the interviews with community leaders. The lumping together of the outcome of the interviews with community leaders for both Ghana and Cote d'Ivoire is not helpful enough.

#### **New national programs (page 112)**

1. The statement 'these NGOs in turn partnered with district assemblies' should be replaced with '*NPECLC collaborates with NGOs and District Assemblies to implement direct and indirect interventions*'.
2. The last sentence should read: 'funds dispersed by the NPECLC to the 5 initial NGO partners for remediation activities<sup>2</sup>. Below is the breakdown of funds expended on direct and indirect support which was provided to you in our management instrument.

<b>Revenue</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Purpose</b>
GOG through COCOBOD	-	\$1,227,800.00	\$895,522.00 <sup>1</sup>	Remediation
WCF	\$685,538.00	\$100,915.20	-	admin. Support, pilot & scale-up surveys
GIG/NCA	-	-	\$147,000.00	Admin & communication
Danish Embassy	\$328,628.00	\$112,279.00	Not released	Remediation
UNICEF	\$39,206.32	-	\$63,149.00	Remediation
<b>Total Funding for indirect and direct support</b>	<b>\$1,053,372.00<sup>3</sup></b>	<b>\$1,440,994.00<sup>4</sup></b>	<b>\$1,105,671<sup>5</sup></b>	

3. We suggest that the communities covered by NPECLC (525) should be provided in addition to the number of districts as stated.

<sup>1</sup> Exchange rate \$1= GH ¢1.34

<sup>2</sup> Remediation includes direct and indirect support to children. Remediation began in 2008.

<sup>3</sup> Year 2007: out of \$1,053,372.00 funds dispersed, \$367,834.00 for training and indirect interventions

<sup>4</sup> Year 2008: out of \$1,440,994.00 funds dispersed, \$1,340,078.00 was used for remediation activities.

<sup>5</sup> Year 2009: out of \$1,105,671 funds expended, \$958,671.00 was used for remediation activities.

4. Footnote 41 (page 112) should read 64 administrative cocoa growing districts in Ghana.
5. Page 113, paragraph 1 last sentence should read: ‘...the Department of Co-operatives was provided with computer and accessories, motor bike and funds’
6. Page 115 under investment, we suggest that you highlight the role of District Assemblies in the implementation of District Action Plans on the elimination of child labour. The District Assemblies are responsible for coordinating all activities at the district and community levels as well as commitment of funds.
7. **Page 118, Ghana:** The second sentence ‘NPECLC NGOs...’ should read ‘NGOs collaborating with NPECLC have also been instrumental’. As part of the scale-up of remediation activities to additional 36 districts, NPECLC has partnered with 13 more NGOs.
8. **Page 119, figure 11 and 12** seems to be inconsistent with the facts on the ground. It would be necessary for Tulane to verify these before putting them in the report.
9. **Page 125, Ghana:** Ateiku is not a district but a community in Mpohor Wassa East District.
10. **Page 126, last paragraph:** The number of districts referred to should be 11 instead of 12.
11. **Page 126, last paragraph last sentence:** The reference to children reached who were engaged in worst forms of child labour needs clarification. Which of the worst forms of child labour is being referred to here?
12. **Page 128, under rehabilitation:** The statement ‘successfully withdrawn children are then counselled to return them to a sound psychological state of mind’ is misleading. The use of the phrase ‘sound psychological state of mind’ may be applicable to children in unconditional WFCL but not likely of children engaged in hazardous child labour as found in cocoa.
13. **Page 142, discussion and findings, paragraph 2:** The expression, ‘*the scale, effectiveness and costs of these interventions have been the result of our intervention inventory published this year*’. Has Tulane published any other report this year apart from what is being reviewed?

#### **D. CONCLUDING REMARKS**

It is our hope that Tulane will find our comments useful in finalising their report.