
FIRST ANNUAL REPORT

Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Cote 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 Apui au Développement Rural
ADM	Archer, Daniels Midland Company/ADM Cocoa Sifca
ARD	Associates in Rural Development
CAOBISCO	Association of Chocolate, Biscuit & Confectionery Industries of the EU
CRS	Catholic Relief Services
CIM	Center for International Migration and Development (Germany)
CEPRASS	Centre d'Etudes Prospectives et Appliquées sur les politiques sociaux et le systems de sécurité sociale
CLASSE	Child Labor Alternatives through Sustainable Systems in Education
CLMS	Child Labor Monitoring System
CMA	Chocolate Manufacturers Association
COCOBOD	Ghana Cocoa Board
CRIG	Cocoa Research Institute of Ghana
LUTRENA	Combating the Trafficking of Children for Labour Exploitation in West and Central Africa
CMAC	Confectionery Manufacturers Association of Canada
DFID	Department for International Development (UK)
DOL	Department of Labor
ENSEA	Ecole Nationale de Statistique et d'Economie Appliquée
ECOWAS	Economic Community of West African States
EFP	Education First Project
ECA	European Cocoa Association
FT	Fair Trade
FHI	Family Health International
FFS	Farmer Field School
FAO	Food and Agriculture Organization of the United Nations
FDA	Food and Drug Administration
FAL	forced adult labor
GAWU	General Agricultural Workers' Union
GTZ	Gesellschaft für Technische Zusammenarbeit
GIG	Global Issues Group
ISSER	Institute of Statistical, Social And Economic Research
ICMH	International Center of Migration and Health
ICI	International Cocoa Initiative
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
IUF	International Union of Food Workers
MMYE	Ministry of Manpower, Youth and Employment
M&E	Monitoring and Evaluation
NCBS	National Centre for Business and Sustainability
NCA	National Confectioners Association
NGO	Nongovernmental organization

OCHA	Office for the Coordination of Humanitarian Affairs
PSI	Population Services International
STRI	Smithsonian Tropical Research Institute
SOCODEVI	Societe du Cooperation pour le Developpement
STCP	Sustainable Tree Crops Program
DFID	UK Department for International Development
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USA	United States of America
VMB	Verification Management Body
VWG	Verification Working Group
WACAP	West Africa Cocoa/Commercial Agriculture Programme to Combat Hazardous and Exploitative Child Labour
WAHO	West African Health Organization
WCF	World Cocoa Foundation
WFP	World Food Program
WHO	World Health Organization
WFCL	Worst Forms of Child Labor

Executive Summary

The Harkin-Engel 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 US Representative Eliot Engel (D-NY). The Protocol, together with the joint statement of July 1, 2005, calls for action by the chocolate and cocoa industry to address the Worst Forms of Child Labor (WFCL) in Cote d'Ivoire and Ghana. 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. The first five years were complicated by a civil war in Cote d'Ivoire and slower than anticipated progress on the certification system and investments to improve education and rehabilitation services.

In October 2006, Tulane University initiated work on a Department of Labor contract to provide oversight of public and private initiatives to eliminate the WFCL and to assess progress made to implement the Protocol. Tulane has reviewed literature, completed plans for monitoring and research, established partnership agreements with social research institutions in each country, and began assessing the certification system and examining Industry's efforts to improve education and rehabilitation programs. Tulane implemented pilot research activities, field-tested survey instruments, and reported results of pre-test surveys. Project personnel met with protocol stakeholders, government officials and child labor experts, and, in September 2007, held the first Annual Consultative Meetings in Cote d'Ivoire, Ghana and Washington DC as an information sharing forum.

The Harkin-Engel Protocol has stimulated regulatory reform, the creation of national child labor task forces, the funding of projects to address the WFCL and media attention to human trafficking, forced labor and hazardous working conditions. Both Cote d'Ivoire and Ghana have piloted certification surveys and monitoring systems and produced strategies to combat the WFCL. Government Pilot Surveys and Tulane's preliminary investigation indicate that a large number of children continue working in cocoa production, in other agricultural and economic activities. Some children report involvement in hazardous work and injuries while performing agricultural tasks, including the use of tools and equipment, carrying heavy loads, and exposure to environmental hazards. Operational definitions and the measurement of the WFCL remain conceptual and methodological challenges. In addition, governments are required to develop their own lists of hazardous child labor and exposure remains difficult to quantify. Neither Cote d'Ivoire nor Ghana has yet completed a national survey that accurately describes the nature and scale of the WFCL in the cocoa sector. A government survey covering 60 percent of the cocoa-growing region is planned for the 2007-2008 harvest season in Ghana and a national survey is planned to begin in Cote d'Ivoire in November 2007. Tulane will conduct nationally representative surveys of child labor in the cocoa growing areas in both countries, the first of which will occur from late October to mid-December 2007.

The Protocol calls for a multi-stakeholder approach to the design and implementation of mutually-acceptable, voluntary, industry-wide standards of public certification. This process has moved slowly and has not involved the full range of stakeholders. Tulane

recommends a re-organization and possible expansion of the multi-stakeholder group for the Certification System, and further consideration of targets and indicators. We believe that questions exist with regard to measurement of the “no forced labor” criterion in the Protocol and Industry’s definition of “certification”. Between 2004 and 2006 Industry funded a Verification Working Group (VWG), which produced options for verification management and sustainable financing; however, funding was discontinued in late 2006. During the summer of 2007, Industry contracted Verité to produce a road map for the verification program.

The Harkin-Engel Protocol appears to have increased attention to exploitative child labor and conditions that are hazardous to children’s health and well-being. Industry and the Governments of Cote d’Ivoire and Ghana have taken steps to investigate the problem and are implementing projects that address issues identified in the Protocol. Tulane University will continue the research and assessment required to determine the scale, effectiveness and sustainability of the certification and verification systems, and other actions taken to achieve the Protocol objectives.

Introduction

West Africa represents the world's major source for cocoa production, accounting for 70 percent of the world market. Cocoa farming is labor intensive and, as part of a centuries old custom of children working in agricultural household environments, thousands of children are involved in work on cocoa farms, including tasks considered to be among the worst forms of child labor. For some of these children, working in the cocoa sector also deprives them of the chance to attend school.

The Harkin-Engel Protocol is a voluntary agreement signed in September 2001 by the Chocolate Manufacturers Association (CMA) and the World Cocoa Foundation (WCF) and witnessed by the congressional offices of US Senators Tom Harkin (D-IA) and Herbert Kohl (D-WI), US Representative Eliot Engel (D-NY), the Ambassador of Cote d'Ivoire, Industry and NGO representatives. The Protocol, together with the joint statement of July 1, 2005, calls for action by the chocolate and cocoa industry¹ to address the issue of exploitative child labor, especially the worst forms, in the West African cocoa sector. 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 the worst forms of child labor (WFCL).

The first five years after the signing of the Protocol were complicated by a civil war in Cote d'Ivoire and 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 original conditions of the agreement. (Harkin-Engel Protocol and Joint Statement are attached to this report as Appendix 1 and Appendix 2, respectively.)

In 2006, the US Department of Labor (DOL) was charged with obtaining a qualified University-based contractor to oversee public and private efforts to eliminate the worst forms of child labor in the cocoa sector in Cote d'Ivoire and Ghana. On the Third of October 2006, Secretary of Labor Elaine L. Chao announced the award of a three-year, \$4.3 million project to the Payson Center for International Development and Technology at Tulane University in New Orleans, Louisiana, after a competitive bidding process:

"The global elimination of exploitative child labor requires a strong and sustained commitment from governments and industry," said Chao. "This \$4.3 million initiative will study the health of exploited children, train public officials in Cote d'Ivoire and Ghana to monitor the incidence of child labor in the cocoa industry and report to the department and Congress on the status of child labor certification, monitoring and verification systems." (DOL press release Oct. 3 2006)

The Payson Center is Tulane University's newest interdisciplinary center for education, research and service with an international focus. The Founder and then Director of the

¹ The chocolate and cocoa industry will be referred to as the Industry throughout the remainder of this report unless the full name is needed for clarification.

Institute, Dr. William Bertrand, is the Principal Investigator charged with implementing this project. Tulane University has partnered with the West African Health Organization (WAHO), a regional organization mandated by the Presidents of the Economic Community of West African States (ECOWAS) to safeguard the health of children in the region.

Tulane University has been contracted by DOL to undertake research to generate the information needed to measure progress towards the objectives outlined in the Harkin-Engel Protocol. Tulane University will prepare annual reports for DOL and the US 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 percent of the cocoa growing area in Cote d’Ivoire and Ghana. The Tulane reports, of which this document is the first, will also cover efforts to establish certification, child labor monitoring and verification systems to assess progress made toward meeting obligations under the Harkin-Engel Protocol.

Tulane University will study the health effects on children working under potentially exploitative conditions in the cocoa sector and assist local governments in training government officials. The respective governments will ultimately be responsible for whatever system evolves from the efforts of implementing the Harkin-Engel Protocol.

Over the course of the first year, Payson 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. The Payson methodological approach adopts a convergence of evidence perspective, which combines information from survey research, observational case study material as well as secondary observational and survey material. The first year of project activity has been primarily dedicated to collecting and reviewing existing research in all related issues (e.g. child labor, cocoa industry, etc.). Based upon this comprehensive literature and secondary data review combined with a field tested survey methodology, we are reporting, as per contract requirements, a summary of where the Tulane Team is with respect to the state of current knowledge regarding systems of certification and verification.

A strong part of our ethos and we believe a key aspect of verification is the access by all interested parties to data for independent analysis. Thus, Tulane plans to make the data collected under the current contract available to interested parties. Indeed, we strongly encourage the governments of Cote d’Ivoire and Ghana as well as our colleagues from Industry and the non-profit world to do the same. While a major University is a monument to open and transparent inquiry, the arena of child labor and child health, politically and culturally charged as it is, is less open and presents a challenge to us all to redouble our efforts to ensure transparency.

Background

In 2000/01, the use of child labor in the cocoa sector in West African countries 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 labor performed by children below legal working age, hazardous work and other WFCL. 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 US Senator Tom Harkin, US Representative Eliot Engel, US 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, witnessed by representatives of the Governments of Cote d’Ivoire and Ghana.

In the Harkin-Engel Protocol, the international cocoa/chocolate companies voluntarily committed themselves to pursue key actions and steps to eliminate the worst forms of child labor including:

1. 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 acknowledgement of the problem and in a highly-public way will commit itself to this protocol;
2. 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;
3. 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...;
4. 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;
5. 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
 6. 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).

Over the next 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 projects 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, Cote d'Ivoire and other cocoa producing countries (IITA 2002). Other quantitative and qualitative studies followed. However, due to the complexity of the subject and 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 changing, and the extent and what impact, if any, the Industry-supported activities were having on the population.

The implementation of the Protocol fell behind schedule and a July 2005 deadline for the certification system passed without a functioning system being in place. A joint statement by Senator Harkin, Representative Engel and representatives of the cocoa/chocolate industry was issued on July 1, 2005 to express continuing Industry commitment to implement the Protocol.

Methodology

Managing a complex and extensive research project such as the validation of progress made towards verification and certification of child labor in the cocoa industry in Cote d'Ivoire and Ghana brings into question a number of basic methodological issues. Absolutely key to a successful undertaking of this project are two measurement concerns with major theoretical and practical implications. The first of these has to do with establishing an appropriate denominator for the number of children currently engaged in child labor in the agricultural sector, which is the base number against which to measure the number in the cocoa producing sector.

Eradicating child labor in its worst forms from African agriculture is a difficult task. International and local experts suggest that this is related to the large number of small, dispersed family farms, traditional practices, the low return farmers receive for their cocoa beans and other factors.

What is required to understand progress towards eliminating the WFCL is a concrete baseline denominator against which future measurements can be compared. Therefore, a major research task, not specified in either the Protocol or in the Tulane contract, will be the accurate determination of this denominator figure. To do this, we will start with current estimates derived from the last census in each country. Based upon when the census was undertaken and what kinds of confirmatory data exist from other sources, we will then develop best estimates using life table and other modeling approaches. The denominator figures thus derived will become the baseline against which our sampling framework will be developed and from which we will derive estimates of incidence and prevalence of the WFCL.

It is useful to make the distinction here between the formal definition of the incidence, used in some of the Protocol language, and the epidemiological notion of prevalence, which we believe would be more appropriate in this instance. Incidence refers to the number of new cases in a given time period, which is generally measured on a calendar year basis. Prevalence, the term that we believe is more appropriate in this case, refers to the total number of existing cases in a given population at any point in time. Since elimination of WFCL as established in the Protocol involves progress towards eliminating all cases, not just new cases, we believe that prevalence is a more appropriate term for Protocol language. In either case, our measurement strategy will strive to measure both incidence and prevalence as we move towards more sophisticated and accurate general measures of health outcomes of agricultural labor among children.

The second important issue which must be resolved to advance any of the research concerns and certification, verification, or validation has to do with the operational definition of the WFCL. By operational definition we refer to the actual measurement in the field of the direct physical and/or mental impact of labor in the cocoa sector on the health of children. As has been noted by all actors in the field, this measurement process is a complicated and difficult one. It often involves knowing the physical status of the child involved, his or her age, weight, nutritional status, and general physical fitness in order to assess, for example, what would be considered excessive weight to be carried based on time spent in physical labor. As we note elsewhere in this document there is a relative scarcity of medical involvement in the measurement problem even though it is a distinctly health-related issue. We have tried to address this deficit with our own

methodology and hope to contribute in this fashion to improving the overall measurement strategy.

The most sophisticated and internationally accepted measurement approach to the problem of WFCL has been undertaken by the International Labour Organization's (ILO) International Programme on the Elimination of Child Labour (IPEC), which is based in Geneva and is part of the United Nations system. The problem of operational indicators has been taken on by this office during the current calendar year with the goal of having a technically reviewed and empirically justified measure for approval by the world body charged with legitimizing such international standards in January 2008 at the International Conference of Labor Statisticians.

As part of this process, a conference on the revision of the instruments was held in Istanbul, Turkey, in May 2007 that was attended by Tulane technicians as well as DOL measurement personnel. Tulane's approach has involved separating out the measurement of the WFCL into as detailed separate indicators as possible, which once recorded can be grouped into different categories consistent with different national and international measurement standards until such time when a common measure has been accepted by all parties. We note that in our review of current practice, both Cote d'Ivoire and Ghana have made significant progress in this area and are committed to developing operational indicators for the WFCL. In the case of Ghana, subsequent to legislation that directly addresses child labor, the process is ongoing and will be completed by the end of this calendar year according to government officials.

In the case of Cote d'Ivoire, we have a preliminary set of indicators already identified, which is in the process of field verification and analysis with respect to harmonization with other international definitions. Both cases are significant improvements over current definitions expressed in the Protocol. From a technical perspective, there needs to be at least a preliminary operational definition of WFCL for the Protocol to have any measurable impact over time (an overview of the ILO and UN definitions is attached to this report as Appendix 9).

Our final methodological point has to do with the overall focus of our validation efforts. Our essential charge contractually is to validate the existence of a certification and verification system in place for the assessment of the WFCL in the cocoa-producing sectors in Cote d'Ivoire and Ghana, and in line with the Harkin-Engel Protocol, and the implementation of remediation efforts. In classical evaluation terms, we will be assessing a process or the existence of a process as opposed to measuring the actual impact of the interventions. Nevertheless, in order to verify the measurement process, we will be assessing the level of WFCL in the entire target region. This assessment, which includes agricultural activities other than cocoa, is necessary in order to comment upon the existence of programs targeted at child labor in the cocoa sector as opposed to other parts of the local agricultural economy.

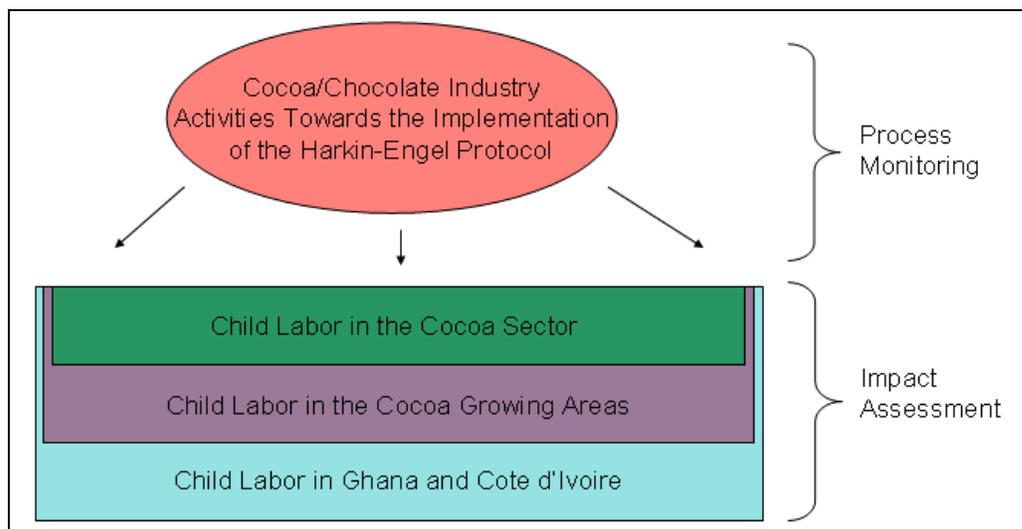
Classically, we would refer to this type of assessment as a process evaluation that seeks to validate and verify the existence of activities proven or hypothesized to be part of the solution to a problem. The clear distinction between validating a process and measuring the impact of such a process needs to be made. We will be collecting information through the major surveys and additional secondary studies that will clarify and hopefully operationalize the existence of the different forms of WFCL and related subjects such as

forced migration. This documentation however will further emphasize those areas that need to be addressed in any certification and verification system.

Our assessment of the existence of interventions will not be able to assess the efficacy of those interventions with any metric except that of coverage. Thus, any attempt to evaluate the effectiveness of national and/or industry-sponsored interventions, or certification and verification programs would be inconsistent with the objectives of our research. Only a long-term longitudinal information and evaluation system with known baseline values could effectively evaluate the impact of such interventions.

While we believe that information generated by our efforts will greatly assist in setting that standard, there is no point of reference against which to measure progress at the current time. Figure 1 below gives a graphical representation of the difference between process and impact evaluation. Our objective is simply to reaffirm our focus on process and underline the complexity of assessing the impact and attribution as part of our efforts.

Figure 1. Assessing efforts to eliminate the worst forms of child labor (WFCL)



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 WAHO, which is the first sustainable and functional regional entity within the ECOWAS community that is charged with a regional mandate to protect the health of the West African people.

The management structure of the Tulane University oversight project has changed over the first year of activity due to differences encountered in the field as well as changes in the research and political environments. Dr. William Bertrand is the principal investigator of the project. Dr. Ronald Schwarz has focused on the certification and verification tasks, programs and projects to improve education and rehabilitation, the identification and assessment of partner institutions, the organization of consultative meetings, and the production of the quarterly and consultative meeting reports. 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 senior administrative personnel, Ms. Jonathan Johnson and Ms. Kady Lamb.

The most important and positive change in our administrative organization has been the increased involvement and support of our African-based organizations. At our bases of operation in both Cote d'Ivoire and Ghana, we have contracted with institutions that represent the very best in national and regional 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 attract the attention of neighboring countries with similar objectives of improving child health. WAHO has assigned two full-time staff professionals to the project and has made interns available from the regional Fellowship Program that they manage to assist in research and administrative tasks.

On the national scene, our two 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.

In Cote 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. Many of the students and faculty of the School have worked in prior studies in the cocoa sector and are thus experienced and trained in collecting survey information under harsh circumstances. 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.

The final management aspect of this applied research activity relates to consultations with national and international experts on all aspects of methodology. Our initial plan was to augment the research advisory group with individuals who had professional credentials, experience and availability to work with us in developing methods and approaches to respond to these complex questions. This activity has been delayed somewhat due to the understandable desire of the governments of Cote d'Ivoire and Ghana to have greater representation in the technical review process.

In May of this year, a special meeting was called with the ambassadors of the respective countries in order to discuss this issue. At that meeting, it was agreed that Tulane would expand the technical review group to include up to 15 individuals suggested by the countries. The respective countries have not yet presented the official nomination of individuals to participate in the formal reviews of the research methodologies. In the interim, we have consulted individual experts, in particular, the experienced and well-trained team at the ILO on details related specifically to the survey methodology. Our local experts and the partner organizations have also been involved in ongoing reviews and revisions of the material and methods proposed.

A final addition to our management team has been based upon our observation that although the ultimate measure of the worst forms of child labor is dependent upon the impact of the labor upon the health of the child, relatively few medical and public health experts have been consulted regarding measurement issues related to this outcome. We have therefore engaged national consultants, who are medical experts with experience in the measurement of morbidity related to occupation. We believe that this will be a new and positive technical approach to assist in developing the operational definitions so necessary in this project.

Multiple changes in personnel within the US government, national governments, Industry and Industry-supported NGOs have created a constant need to educate and present summaries of project activities that were not programmed as part of our original efforts. Since a fully informed client population is a clear prerequisite to any collaborative project activity, we will necessarily devote more professional time to that activity than had originally been programmed.

In general, we believe that our minor adjustments to the management framework presented in the original proposal have been made in such a way so as not to affect the cost or the functioning of the project. We expect to move forward with an increased emphasis on involving competent and well-trained national personnel as well as expanding our base of individuals who can work in a collaborative and professionally responsible manner on this complex and important problem.

The Certification System

A key component of the Harkin-Engel Protocol is the creation of industry-wide standards of public certification. Task 1 of the DOL–Tulane University contract calls for an assessment of progress made by Industry and the governments of Cote d'Ivoire and Ghana towards development and implementation of credible, mutually-acceptable, voluntary, industry-wide standards of public certification, covering at least 50 percent of the cocoa growing area in each country.

Methodology

Monitoring and assessment activities on certification began in October 2006. Documents included the text of the Harkin-Engel Protocol, Ghanaian and Ivorian policies and surveys, definitions of “certification” produced by Industry, child labor monitoring reports, and NGO reports on Industry-supported interventions. In addition, information was obtained from websites and interviews with representatives² of:

- The cocoa/chocolate industry
- Governments, national, regional and international organizations
- Labor Unions and NGOs
- Universities, research and development organizations
- Certification and Corporate Social Responsibility associations.

Certification systems and/or related remediation actions such as education, farmer training, sensitization and rehabilitation were discussed.

Harkin-Engel Protocol

The media reports in 2001 that led to the passage of Congressman Engel’s Amendment to the FY02 Agriculture Appropriations Bill by the US House of Representatives focused on allegations of forced labor, child labor, trafficked children and other exploitative practices. The Bill called for funding for the Food and Drug Administration (FDA) to create a “no forced labor” certification label – sometimes referred to as a “no child slavery label.” It passed the House of Representatives with large bipartisan support, 291 to 115, but was not voted upon in the US Senate.

The legislative approach was subsequently replaced by a voluntary agreement, the Harkin-Engel Protocol, signed by The Chocolate Manufacturers Association (CMA) and the World Cocoa Foundation (WCF) and witnessed by Senators Harkin and Kohl, Congressman Engel, the Ambassador of Cote d'Ivoire and representatives of the ILO/IPEC, the International Union of Food Workers (IUF), international NGOs, and representatives from major cocoa/chocolate firms and cocoa associations.

² See Appendix 3 for a list of sources

The Protocol is a voluntary, public statement by the cocoa industry acknowledging the problem of forced child labor in West Africa and Industry's intention to continue to commit significant resources to address the problem. It also includes a commitment by Industry to develop and implement voluntary, industry-wide standards of public certification.

While most Protocol requirements were achieved by the July 1, 2005 target date, Industry and other stakeholders did not establish and implement a certification system with "industry-wide standards of public certification." This shortfall was a major factor that contributed to the extension of the Protocol until July 1, 2008 (<http://harkin.senate.gov/issues/issues.cfm?t=2>).

The Harkin-Engel 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: "...*that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor.*"

A key issue in regard to an assessment of the certification system is the difference between the language in the Protocol and the definition and approach to certification adopted by Industry. The language in the Harkin-Engel Protocol is unambiguous. 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 (emphasis added).*"

Industry Definition and Approach³

At a meeting with a member of the Tulane University Team in December 2006, Industry included the following definition in its presentation:

Certification:

- A transparent, credible and progressive process that reports on the incidence of the worst forms of child labor (WFCL) and forced adult labor (FAL) in a producing country's cocoa sector and on progress in reducing this incidence, with the goal of eliminating WFCL and FAL from the sector.

Certification includes:

³ The presentation and discussion of certification is based on information obtained by Tulane University between December 2006 and July 2007 and used by Industry in presentations at public forums (i.e. the World Cocoa Foundation Partnership Meeting in Amsterdam, May 2007). On September 21, 2007, Industry sent Tulane a report that has a revised definition of certification and additional information: "Certification for Cocoa Farming: Submission to Tulane University. Submitted on behalf of CAOBISCO, CMA, CMAC, ECA, NCA and WCF. September, 2007." The content of this report will be reviewed and discussed in the Second Annual Report in 2008.

- A statistically representative family, farm and community-based data collection on the incidence of WFCL and FAL in a country's cocoa-growing area.
- Publicly available annual reporting on the nature and impact of remediation efforts focused on the elimination of the WFCL and FAL (including rescue, rehabilitation and repatriation, as needed).
- Independent verification of the data collection and reporting.

Certification does not include:

- Individual reporting on each of the estimated 2 million small-holder farms growing cocoa in West Africa.
- A guarantee that no instances of the WFCL or FAL exist in a country's cocoa sector.

The above definition was developed by Industry and involved discussions with representatives from Ghana and Cote d'Ivoire. It appears to be accepted by the government-led child labor committees in each country. The model frames the background for the pilot certification surveys conducted in Ghana in 2006 and in Cote d'Ivoire in 2007.

Common Certification Models

A large number of "certification," "fair trade" and "ethical trade" initiatives have emerged during the past decade. To understand the context and assess the progress towards meeting the certification requirement in the Harkin-Engel Protocol, Tulane University reviewed a range of voluntary initiatives that address the ethics and standards of production and trade. The most well known initiatives, "fair trade," focus broadly on the promotion of more equitable trading relationships and in particular on support to small producers and farmers (Barrientos and Dolan 2006). A generally accepted definition is:

Fair trade is a trading partnership based on dialogue, transparency and respect that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South (EFTA, nd).

Fair trade agreements consider prices paid to producers, labor conditions, organizational issues (i.e. producer cooperatives), the investment of profits (i.e. community improvements) and environmental sustainability (www.transfairusa.org/content/faq/php).

Several cooperatives in Ghana and the Cote d'Ivoire participate in Fair Trade (FT) Certification for a small percentage of their production. In Ghana, the Kuapa Kokoo producer cooperative (35,000 members) is composed of village level organizations that elect local committees and regional representatives that, in turn, elect representatives to a national union. The cooperative owns 33 percent of the Day Chocolate Company,

which sells FT Certified Divine and Dubble chocolates in the UK and the USA. The FT sales enabled members to obtain access to credit and new equipment and to complete community improvement projects.

In Cote d'Ivoire, the Kavokiva Cocoa Cooperative (3,800 members) was Fair Trade Certified in 2004. A percentage of the proceeds from Fair Trade sales are directed towards health care programs, micro-credit, educational scholarships and environmental conservation.

“Ethical trade” refers to a more limited range of issues. It focuses on codes of labor practice and voluntary initiatives that consider employment conditions and compliance with labor standards in food supply chains. They are designed to apply internationally, particularly to the labor practices of suppliers and subcontractors (Barrientos and Dolan 2006).

Fair Trade and ethical trade are examples of “values-based certification” models. Broadly defined, they refer to an “independent certification or verification of the social and/or environmental practices underlying a company’s products or services for the purposes of communication to consumers or other stakeholders.” They include the monitoring of labor practices, agricultural inputs or other content to explicit standards. They are often accompanied by a “seal of approval” such as those seen on organic food products. Examples of values-based certification systems include:

- Organic food;
- Fair-trade coffee, cocoa and other agricultural products;
- Sustainable Agricultural Standard (Sustainable Agricultural Network) used by the Rainforest Alliance. This includes an additional criteria and indicators for cocoa that cover the treatment and conditions for workers and minors.
- Labor practices in developing nations (especially garment & footwear industries).

Consumer movements and values-based certification systems introduce a broader range of social and environmental values into industry, the market place and the public and private sectors in producing countries. They communicate additional information that can be used by consumers in decisions about which product to purchase.

A Fair Trade label informs the consumer that the product was produced in a manner that considers impact on the environment, labor conditions (e.g. without forced and/or child labor) and that the producer (and the group he/she belongs to) received a “fair price” (Skov, J., n.d.). Central to the Certification Systems developed by organizations such as TransFair and the Rainforest Alliance is that they include definitions of principles, criteria and indicators.

Comparison of Models

From the point of view of the Protocol and some stakeholders, there are two key issues in regard to Industry’s definition. One is related to the membership and organization of the multi-stakeholder group involved in the design and development of the certification system. The other is related to the criteria for certification.

The “Partnership” issue: The Views of North American NGOs

The Protocol guidelines state that Industry will develop industry-wide standards of certification “in partnership with other major stakeholders.” While Industry appears to have collaborated with government representatives, cocoa boards and other local stakeholders in Ghana and Cote d’Ivoire, three North American NGO stakeholders interviewed about their involvement in the design process stated that they did not participate in the development of the certification model. In meetings and telephone conversations they noted:

- There is no formal structure or organization that includes NGOs in the effort to design and implement a multi-stakeholder certification system;
- The roles and responsibilities of NGO stakeholders in the process are not clearly defined; and
- Meetings between Industry and NGO representatives were essentially “briefing sessions” rather than efforts at collaboration, debate and discussion on the content of a certification system.

Industry’s Definition of Certification

The definition of certification offered by Industry (2006) is a misnomer. The concept of “certification,” the term “certification system” and values-based models imply that there are standards, norms, indicators and/or objectives against which conditions and results can be evaluated.

The Industry-government definition of “certification” (December 2006) is a report of conditions and of progress made to improve them. The certification process does not require Industry or government to establish or meet measurable targets for improvement. It does not include indicators or targets, nor does it call for setting them once a baseline is established. In addition, there is no clear linkage between certification report findings and investments by Industry to ameliorate problems and improve conditions for children in the cocoa growing regions.

In March 2007, Tulane sent Industry, WCF and ICI a formal request for information on projects and partnerships, research and projects, costs and results. This request was made as part of Tulane’s overall effort to describe and assess the level of investment in these projects, their effectiveness in reducing the scale of the WFCL and in ameliorating its harmful effects. In May 2007, the ICI submitted a full list of studies and pilot projects along with cost figures and several project reports (through December 2006; see Appendix 4).

In mid-August 2007, Industry provided Tulane with a report, “Responsible, Sustainable Cocoa Farming: Industry Report (CAOBISCO, CMA, CMAC, ECA, NCA and WCF, July, 2007). The report provides summaries of studies, pilot projects, partner and implementing organizations but no information on costs or results (see Appendix 5).

On September 21, 2007, Industry sent Tulane University two additional reports. One report was on Certification (“Certification for Cocoa Farming: Submission to Tulane University”) and another was on education and other development interventions supported by individual cocoa/chocolate companies (“Responsible, Sustainable Cocoa Farming: Individual Company Efforts” Archer Daniels Midland, Armajaro, Barry Callebaut, Cadbury Schweppes plc, Cargill, Kraft Foods, Mars Incorporated and Nestlé, August 2007; see Appendix 6). Financial information was provided for only a few of the more than 50 projects listed. These data will be reviewed and used to plan the next phase of Tulane’s monitoring and assessment of certification activities.

Information on major projects and programs supported by the World Cocoa Foundation (WCF) was obtained from the WCF website (www.worldcocoafoundations.org) and in documents, interviews and field visits with its major partners (STCP, Winrock and IFESH). It includes information on companies and organizations supporting the projects and on results (e.g. teachers trained, farmers trained, students trained, schools renovated; see Appendix 7).

Progress Made

In terms of impact of the Harkin-Engel Protocol, the term “sanctions” is often mentioned in discussions about the Protocol, particularly among government officials and others in Cote d’Ivoire and Ghana. The view is that if a cocoa certification system is not established by 2008, access to the US and UK markets for cocoa beans and derivative products will be at risk (e.g. restricted, reduced and/or shut off). This seems to be the message that governments and national stakeholders have understood and it is an issue identified in reports, the media and in discussions in both countries.

The Harkin-Engel Protocol has stimulated regulatory reform, the creation of national child labor task forces and increased media attention to trafficking, forced labor and hazardous working conditions in Cote d’Ivoire and Ghana. It has encouraged the governments and cocoa organizations in both countries to support preventive and remedial action. The task forces in Cote d’Ivoire and Ghana have piloted certification surveys, monitoring systems and produced documents outlining strategies to combat WFCL.

The Protocol also required Industry to establish and fund a joint foundation to oversee and sustain efforts to eliminate WFCL. This condition was met by the creation of the International Cocoa Initiative (ICI) with headquarters in Switzerland. The ICI has funded background surveys, orientation/sensitization programs and pilot projects to address WFCL in both countries. In 2007 the ICI set up a field office in Abidjan and plans to do the same in Accra. In addition to Industry and ICI initiatives, individual cocoa/chocolate firms have funded education and other projects to improve conditions and services.

In short, since the signing of the Protocol, progress has been made by both governments and Industry to implement its requirements. The WFCL and certification issues are now frequently topics discussed at bi-annual World Cocoa Foundation meetings and at other international forums. Highlights of initiatives that illustrate progress made in Cote d’Ivoire and Ghana are outlined below.

Ghana

Public awareness of WFCL and related issues such as trafficking has increased considerably since the Harkin-Engel Protocol was signed. Tulane's tracking of information indicates that conferences and reports of government, development agency and NGO child labor projects are now frequent events and are covered in the print and electronic media. Advertisements for pesticides and fertilizer are accompanied by instructions on safe use and warnings of the dangers of exposure.

Ghana's Government Steering Committee on Child Labor formed in 2000 has expanded the scope and scale of its activities. It is coordinated through the Ministry of Manpower, Youth and Employment (MMYE) and includes representatives from five other ministries, COCOBOD, the Ghana Statistical Service, the DOL-funded ILO-IPEC Time-Bound Programme, the University of Ghana and local NGOs. The Committee's efforts are supported by the Global Issues Group (GIG), WCF and the ICI.

Among its achievements in recent years is the production of a "National Programme for the Elimination of the Worst Forms of Child Labour in the Cocoa Sector 2006 – 2011 (MMYE and COCOBOD). The program includes seven strategic elements including monitoring and research, strengthening the legal framework, mobilization and sensitization of communities, education and training, and capacity-building at all administrative levels. It makes specific reference to international conventions and the Harkin-Engel Protocol.

The Government of Ghana, has in recent years, passed legislation to supplement the Children's Act (Act 560, 1998) including The Human Trafficking Act (Act 694, 2005) and the Domestic Violence Law passed by Parliament in 2007. In addition, the Ghana Poverty Reduction Strategy (GPRS 2) sets the elimination of child labor as a priority and a new education policy calls for free, universal education for primary and junior secondary school levels (Asuming-Brempong *et al.* April 2007).

Ghana is carrying out a Time-Bound Program (TBP) that seeks to eliminate WFCL from all sectors including agriculture. It is supported by ILO/IPEC with funding from the US DOL. Under the WACAP project, 1,200 children were withdrawn from 52 cocoa-growing communities and nine rice-growing communities. Children were enrolled in schools, child labor committees were organized and targeted for education programs.

Between 2004 and 2006, ICI in collaboration with its local NGO partner, Participatory Development Associates (PDA), piloted a community-based dialogue and sensitization program in 24 communities. Three other local NGOs participated in the project at the community level. Other ICI sensitization efforts have targeted district and regional officers, and media personnel working in radio and television (*Ibid*, p. 10).

The MMYE Steering Committee sponsored, coordinated and participated in the "Pilot Labour Survey in Cocoa Production in Ghana – 2006" (Asuming-Brempong *et al.* April 2007). The experience gained from conducting the survey and producing the report represents a major step in the certification process and lays the foundation for the large-scale annual survey to be conducted in October – December 2007.

Cote d'Ivoire

The recent years of conflict between the Northern and Southern parts of Cote d'Ivoire has diverted attention and resources from WFCL and other social programs. In spite of this, actions to address WFCL issues were undertaken and have accelerated in the past nine months.

The ILO and IITA/STCP completed surveys on child labor in the cocoa sector between 2001 and 2003. A major report conducted under the auspices of ICI used these and other documents to analyze the problems within a wider political and socioeconomic context (LeBlanc 2004). The report examines the causes of child labor in Cote d'Ivoire in relation to economic and food insecurity, the land tenure situation, and weaknesses in the legal, educational and other national institutions. The report also examines the work of the DOL-funded ILO-IPEC programs (LUTRENA and WACAP), those of UNICEF, STCP, SOCODEVI, GTZ, labor unions and a large number of NGOs involved in child labor and related children's issues.

The LeBlanc report also outlines strategies and specific actions to address WFCL problems at the national and lower administrative levels. It appears to have established a solid empirical basis for the development of ICI's strategy and programs that are currently being implemented and expanded.

The Government of Cote d'Ivoire designed and piloted a Child Labor Monitoring System that reviewed the institutional framework, legal instruments and programs (e.g. ANADER, WCF, IITA/STCP, Winrock) established to prevent and ameliorate WFCL. It also reports the results of the pilot survey carried out in Oumé District.

In 2007, a new Child Labor in the Cocoa Sector Task Force was established and officially sanctioned within the Office of the Prime Minister. It is composed of a Pilot Committee headed by the Prime Minister and includes several other Ministers and senior government officers as well as a Secretariat that is headed by Madame Amouan Assouan Acquah.

The Task Force implemented and is currently writing the report of a pilot certification study carried out in three departments (two sub-prefectures in each). The questionnaire was designed by an international child labor expert and another expert was involved in the training of the field research team. Publication of the pilot survey results is expected in October 2007.

The Task Force also produced a report, "A National Plan of Action Against Slavery and Child Labor" (2007) that was sent to Tulane University in early October 2007. The document presents the government position in regard to WFCL conditions and acknowledges that instances of the exploitation of children are found in cocoa production as well as in other agricultural sectors, mining and domestic work. It outlines measures undertaken by the government to address the problem including ratification of ILO Conventions 5, 29, 105 and 182.

The national plan outlines legal and institutional steps to investigate, prevent, ameliorate and monitor WFCL. It mentions the ongoing programs of IPEC-LUTRENA, STCP, GTZ

and ICI and the government's support of these efforts. It outlines three major areas for government action: (1) public information and capacity building; (2) support to schools (e.g. free distribution of textbooks and cafeterias) and; (3) alphabetization and other educational programs for children not enrolled in school or who do not have access to schools. The plan also contains a detailed list of actions, activities and organizations within and outside government who will be involved in implementing the plan.

The ICI established an official field office in Abidjan in 2007. ICI is supporting sensitization and capacity building initiatives for government administrators, the police and other officials at the prefecture and lower administrative levels. Industry also supports Winrock (CLASSE), IFESH and STCP projects in Cote d'Ivoire.

An outstanding issue is the current status of a 2007 national certification survey to cover 50 percent of the cocoa growing region in the country. At the time Tulane was preparing this Annual Report, the cocoa industry has informed us that the Government of Cote d'Ivoire has made plans to conduct the survey during the 2007 harvest season (October-December 2007) and that enumerators are being trained. If a harvest season survey is not implemented in Cote d'Ivoire in 2007, the Tulane-WAHO-ENSEA 2007 harvest season survey will not have a parallel Industry-government sponsored survey to compare its results with.

Challenges

According to some reports and interviews with international and local experts on child labor and cocoa production, the criteria for certification in the Harkin-Engel Protocol – *“that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor”* – is too restrictive and, in practice, impossible to monitor on a farm-by-farm basis. This is a major concern of the governments of Ghana and Cote d'Ivoire, and appears to be shared by African, European and American cocoa research experts. These experts also agree, however, that children's work on cocoa farms can be, and sometimes is, hazardous.

While expert opinion and views expressed in reports raise important questions about the strict criteria of the Protocol, they also support the view that documentation of the nature and scale of WFCL is necessary. They also agree that much needs to be done to reduce children's exposure to harmful conditions, to increase awareness and prevent harmful practices and to increase educational opportunities for children. There appears to be widespread agreement that:

- comprehensive, farm-by-farm monitoring of labor practices on the two million, small, family managed cocoa-producing farms is not possible either administratively or financially;
- risks to children and adults will never be completely be eliminated; and
- based on their experience and research, the percentage of children involved in harmful practices appears to be relatively small.

The reports and experts agree that while children's involvement and/or exposure to hazardous conditions can and should be reduced, it is not technically or administratively

possible to establish a system to certify that the beans sold to buyers and processors are produced without any of the WFCL. They agree that if the criteria in the Protocol were strictly applied, they would be impossible to meet.

In addition to the technical and administrative constraints, international and local experts cite other factors to support their position. These include:

- the fragmented nature of production in more than two million small, remote and mostly family-run farms;
- the low returns for cocoa production that puts pressure on farmers to use their children, young relatives and young migrants (who seek gainful employment);
- children helping parents, relatives and neighbors on farms is universal, traditional and normally not harmful (or willfully harmful);
- bonded, forced labor and “slavery” are either absent or very rare; and
- poverty and lack of economic options in the poorer neighboring countries lead thousands of children and adults to seek employment in Ghana and Cote d’Ivoire.

Most experts, government officials and other observers in both countries recognize that children are sometimes harmed in the performance of agricultural tasks and that more should be done to eliminate hazardous conditions and WFCL. They also support the government and NGO initiatives that address the problem. They concur that the Harkin-Engel Protocol has brought wider attention to the problem and has stimulated action by Industry and government to take corrective measures.

Conclusions

The Harkin-Engel Protocol, the ILO/IPEC initiatives and other events appear to have had a positive impact on the scale and pace of Industry, government and other institutional efforts to address the problem of WFCL in Cote d’Ivoire and Ghana. There has been a marked increase in investment, research papers and public awareness of child labor issues. The heightened public interest underscores the importance of the Protocol and the Congressional mandate to verify progress towards the elimination of child labor in the cocoa/chocolate industry.

Industry, in collaboration with the Governments of Cote d’Ivoire and Ghana and other local partners, have taken steps to develop a model for an industry-wide, public and transparent certification system. The model has been presented at meetings and is included in documents and on the web. It can, therefore, be viewed as “public.”

“Transparency” remains an issue. Some North American NGO partners do not believe they were adequately consulted. It is important, however, to note that a recent meeting of the World Cocoa Foundation in Washington D.C. (October 24 and 25, 2007) included representatives of major certification bodies including TransFair and the Rainforest Alliance. This would suggest that they and/or similarly qualified groups will participate in

future revisions to the certification system. Tulane will monitor the documentation of this process.

The Fair Trade and other values-based certification systems include the “worst forms of child labor” criterion in the Harkin-Engel Protocol. They also contain standards and criteria that require a complex process of social mobilization, organizational development and productive processes that are difficult to achieve and monitor on a large scale. The fact that there are only 1-2 million farms throughout the world – covering all Fair Trade Certified agricultural commodities – is testimony to the complexity of the approach and its limited application to date.

While the strict application of the “no forced labor” requirement in the Harkin-Engel Protocol does not appear feasible, a large gap remains between the core features of a “certification system” – standards, measurable objectives, targets and indicators – and the definition offered by Industry. “Certification” as defined by Industry contains no standards or indicators and avoids any use of the term “certification system.” What it presents is a “certification process” or “certification model” that reports on conditions of WFCL and efforts to address the problem.

A concern that needs to be addressed is whether there is an intermediate position – an alternative to both the Protocol requirement and Industry’s certification report. This is a matter that requires the participation and consideration of all stakeholders and would involve additional complex and detailed negotiations between them.

The Tulane Team will continue to monitor the progress of efforts to establish effective certification systems in each country. The annual consultative meetings in Cote d’Ivoire, Ghana and Washington, DC provided an opportunity for stakeholders to express their views and suggest measures to improve coordination and communication between Tulane University and stakeholders. Tulane has already taken steps to follow-up on issues raised and welcomes additional contributions to its effort to monitor progress of Industry and government initiatives to design and implement meaningful, useful and reliable certification systems in each country.

Recommendations

1. The multi-stakeholder group for certification should review, redefine and reorganize itself as a body with defined objectives, responsibilities and tasks. This would include a schedule of meetings and other communication processes defined by an agenda of issues and questions to be addressed.
2. It may be useful to expand the membership of the multi-stakeholder group to include experts in certification systems and rural development.
3. The multi-stakeholder certification group might also be replicated within each country to give adequate attention to country specific political, administrative and economic conditions.
4. A key issue for the multi-stakeholder group(s) is to re-examine the broad concern of the Protocol – the involvement of Industry and the national governments in efforts to prevent and ameliorate WCFL. This may require long hours of

discussion and negotiation to design a certification system with standards and measurable indicators that will promote this objective.

Note on Revised Industry “Certification Concept”

On September 21, 2007, Industry sent Tulane a report with a revised definition of certification and additional information: “Certification for Cocoa Farming: Submission to Tulane University. Submitted on behalf of CAOBISCO, CMA, CMAC, ECA, NCA and WCF. September, 2007.” The revised definition, referred to as a “certification concept” is:

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 (ibid, p. 13)...

While the report was received too late for Tulane University to fully review and analyze, a few differences can be noted between the December 2006 definition of Certification and the one submitted on September 21, 2007. One is that it is referred to as a “certification concept,” not a “certification model,” the term used in December 2006. While the wording has changed, there is still no clear reference to a “certification system” with standards, norms, targets and/or indicators.

The “certification concept” (2007) refers to “statistically valid and representative view of labor conditions.” In contrast, the 2006 definition specifically refers to “reports on the incidence of the worst forms of child labor (WFCL) and forced adult labor (FAL)...and on progress in reducing this incidence...” Since the new “certification concept” does not provide details on “labor conditions,” it appears to be less rigorous than the “model” used by Industry in 2006.

The December 2006 definition requires “publicly available annual reporting on the nature and impact of remediation efforts focused on the elimination of WFCL and FAL (including rescue, rehabilitation and repatriation, as needed). This suggests that both positive and negative findings will be reported. In contrast, the 2007 “certification concept” calls only for measurement of “the success of efforts to address labor problems...” This raises a question about whether negative results or failures will also be reported.

Tulane will request clarification on these issues and other information in the September 2007 report from Industry and will also obtain the views of other stakeholders in the next phase of the project.

Child Labor Monitoring (CLMS) and Verification Systems

Task 2 of the US DOL–Tulane University contract calls for Tulane to assess progress towards the establishment and implementation of a Child Labor Monitoring System and an independent Verification System. The systems should be designed to provide information to verify progress made in Cote d'Ivoire and Ghana to implement the Harkin-Engel 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.

Monitoring and assessment activities on the CLMS and Verification systems started in October 2006. They included the collection of child labor monitoring reports, Industry, NGO and government documents on plans, activities and results of projects. Additional information was obtained in interviews with representatives of the chocolate/cocoa industry and members of the Verification Working Group (VWG). Many VWG reports are available on its website (www.cocoaverification.org) and were used as the basis for interviews about the organization, financing and progress of verification.

The Child Labor Monitoring System

Progress Made

The CLMS is critical to both the certification and verification systems. It is structured to monitor and provide data on government and Industry-supported efforts to promote safe, child labor free practices, improve education, identify children who require assistance, and track the progress of policies, programs and projects aimed at reducing the incidence of WFCL. The CLMS includes a computerized database programmed in Microsoft-Access (IPEC Evaluation, August 2005). In Ghana it is organized and operated within the Ministry of Manpower, Youth and Employment (MMYE).

According to the ILO, labor monitoring “involves the identification, referral, protection and prevention of child laborers through the development of a coordinated multi-sector monitoring and referral process that aims to cover all children living in a geographical area” (<http://www.ilo.org/public/english/standards/ipec/themes/clm/index.htm>). It includes periodic, repeated direct observations to identify child laborers, the risks they are exposed to, referrals of children to services, verification of removal and tracking them to monitor that they have satisfactory alternatives.

The design, pilot testing and development of a CLMS was initially financed (US \$518,000) by the ILO/IPEC WACAP project. The first pilot test of the CLMS was conducted in Ghana. It covered:

- Five districts;
- The legal framework of child protection;
- Trafficking;
- Children withdrawn from WFCL;
- The organizational and administrative context; and

- IPEC and other programs and projects.

The CLMS instruments include four baseline survey and monitoring questionnaires. The pilot surveys focused mostly on working children who received WACAP support but included others who were not beneficiaries.

The continuation and expansion of the CLMS is included in the National Programme for the Elimination of WFCL in the Cocoa Sector: 2006 - 2011 (MMYE and COCOBOD). It calls for the establishment of community and district registers of all children 0-17 years old, data collection and reporting procedures, a central database and Community Child Labor Monitoring Committees. It includes the generation of data using surveys, rapid assessments and case studies on WFCL, and issues such as school performance and trafficking (*ibid*).

In 2005, the Government of Cote d'Ivoire designed a Child Labor Monitoring System and pilot-tested the instruments and system in Oumé District. The Ivorian CLMS includes components on the institutional framework, legal instruments and programs (e.g. ANADER, WCF, IITA/STCP, Winrock) established to prevent and ameliorate WFCL. The Oumé District survey also reports on demographic characteristics, education, types of children's work, social protection and prevention (Republique de Côte d'Ivoire, Central Coordination Unit, 2005).

The strengthening and expansion of the CLMS is incorporated into Cote d'Ivoire's National Plan of Action Against Slavery and Child Labor (2007). It addresses actions to monitor the effectiveness of laws and regulations, the withdrawal and repatriation of victims of WFCL and the assessment of the capacity of government agencies to implement preventive measures and remedial actions.

Industry contributed to the initial WACAP effort that included funding to develop the CLMS. In 2007, Industry informed Tulane that it did not intend continue to provide financial support for the system. An examination of how this may impact on the scaling-up and improvement of the CLMS will be examined in the next phase of the Tulane monitoring and assessment activities.

Conclusions

The CLMS piloted in each country appears to have made a good start but additional work is needed to expand the system, data collection instruments, strategies to address the full range of WFCL indicators and the programs and projects for prevention and rehabilitation. In addition, it will take time and investments to operationalize and expand data collection and organizational capacity at all administrative levels.

The Verification System

The Verification Working Group

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 the Cote d’Ivoire. For example, a sentence in the Industry statement on certification reads, “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.”

In 2004, the VWG was established with representation from the National Consumers League (NCL), the IUF, an Australian university, an independent consultant and the National Centre for Business and Sustainability (NCBS) based in the UK. The group was disbanded at the end of 2005 and a new group was formed. The new VWG retained two of the original members and obtained three new members. The new members included a second person from the NCBS, a US consultant resident in Ghana, and the former Chairman of the Ghana Teachers Association. The activities of the VWG were financed by Industry.

The work of the start-up group focused on:

- The design and testing of a verification system;
- The design of a governance structure; and
- The formulation of recommendations to provide independent and sustainable funding for the VWG and its operations.

The group applied standard verification principles including clear objectives, objectivity and competence, independence, full access to information and transparent reporting (Roberts 2004). It considered the important social dimension of certification including the fact that producers were mostly small farm owners and the need to have firm government commitments to fulfill obligations once a decision was made to accept the verification system.

The members of the VWG fully understood that in order to be widely applicable, the proposed cocoa certification system would be different from established fair trade and ethical trading certification models. They acknowledged the impossibility of bean or farm certification given the large number of producer holdings and other conditions. They also determined that the certification reports could not lead to a product label. The views of the VWG on the key features of “certification system” for cocoa are that:

- The system is not a “fair trade” labeling system;
- No “product label” is anticipated;
- The system will commit the entire cocoa sector to monitoring and independent verification; and
- The certification system will report on the “progress of the sector.”

In short, their proposed approach includes most of the key features of the “certification process” outlined by industry. It also highlighted the need to have an effective multi-stakeholder CLMS to periodically collect and report on conditions and the progress of efforts to prevent and ameliorate WFCL practices. The major difference between the conclusions of the VWG and those of Industry revolve around the interpretation of “independent.” The view of several members of the VWG is that Industry wants to retain a large measure of control over the verification process.

Figure 2. Model of the Certification Process



Source: Industry PowerPoint, 2007.

Governance

Governance issues and organizational options were periodically addressed by the VWG. It based its approach on models already developed for similar organizations and initiatives. The elements of a proposed governance model included:

- **A Verification Management Body (VMB)** with oversight functions and responsibilities. It would outline tasks, meeting schedules and criteria for membership.
- **A Stakeholder Advisory Council** (12 members) to provide strategic advice and periodically review policies and procedures.
- **An Operational Support Unit** with day-to-day management functions, clear reporting responsibilities to other sections, budgeting, training and supervising verifiers and public information including the communication of results.

- **Internal and External Verifiers** contracted to conduct periodic verification exercises including field verification of the certification system findings.

A key principle of governance that informed all options and discussions was the need for an independent verification structure to ensure the credibility of the reports and “certificates” to be issued by governments describing the WFCL situation and remediation efforts. The VWG sought to balance the need for stakeholder participation and the independence of other actors, particularly those contracted to conduct field verification and an analysis of the CLMS and other data.

Financing

In 2006, the VWG contracted two experts to investigate options for fair and sustainable financing of verification. Their task was to develop sustainable funding options that would enable the VWG to function fairly and effectively, and take into account criteria such as transparency, independence, the impact on farmers and the ease of putting the financing system into practice. Five options were identified and the pros and cons of each examined in terms of these criteria.

1. Government financing via the existing cocoa levy system;
2. Industry levy based on cocoa volumes;
3. Levy based on warehouse stocks;
4. Levy from future market trades; and
5. Grants from consuming countries or international organizations.

The study team recommended three options (numbers 2, 3, and 4) and suggested additional research be conducted on them (Suma and Lajeunesse, June 2006).

Pilot Verification Survey

The VWG conducted a weeklong pilot verification survey in Ghana in 2005. The eight-person team included international and Ghanaian experts. It confirmed that the recommended approach to field verification was satisfactory but also determined:

- Outstanding questions remained about the “certificate;”
- That there was no “certification system in place;” and
- That the approach being used did not include clear objectives or targets for the reduction of WFCL in the cocoa sector.

The VWG met and produced a verification progress report in 2006. They did not receive funds from Industry to continue their work even after scaling down the VWG budget by a substantial percentage. Members of the VWG interviewed by Tulane in 2007 indicated they were uncertain of the status of the group and were not optimistic about its future. They noted that the key issue in their proposal for governance and field verification was the level of participation and/or influence of Industry or Industry-supported representatives. Members consulted indicated they were ready to work out a compromise with Industry on the issue but that there were no signs the discussions would continue.

Verité

The report Industry sent to Tulane University on September 21, 2007 includes an addendum with a “verification update.” It acknowledges the “initial exploratory efforts” and Industry’s commitment to independent verification as being a “critical part of verification.”

The addendum notes that Industry has met with Verité, a nongovernmental organization that works with factories, NGOs, international investors and governments to “improve social and environmental performance of global supply chains.” Industry approached Verité to address:

- The goal of verification;
- The appropriate (“unique”) form of cocoa farming certification;
- How certification would work; and
- The best approach to certification to ensure that it is sustainable.

Verité produced a “Verification Program Roadmap” that appears to address the same issues and recommends a process that is broadly similar to those outlined by the VWG. Verité’s “Verification Program Roadmap” lays out a specific, step-by-step approach to developing and implementing the verification program. Key points in the roadmap include:

- The selection of a “convener” to drive the process – in particular, the establishment of a Verification Board;
- Securing buy-in from key stakeholders – early on – to ensure an effective approach;
- Creating Memorandum of Understanding agreements with the governments of Ghana and the Ivory Coast;
- The formation of the Verification Board, with representation divided equally among NGOs, organized labor/academic experts, West African governments, and Industry;
- The formation of the Verification Board as a legal entity – with funding based on best practice approaches used in other industries;
- Through the Verification Board, once convened, the design of an effective verification effort, by January, 2008;
- Selection of independent, contracted “verifiers” by the Verification Board, in early 2008;
- Commencement of verification audits, from mid to late 2008.

Given the time involved in implementing these steps, Verité also agreed to conduct a “shadow audit” of this fall’s certification work in Ghana and the Cote d’Ivoire.

The Verité document was received by Tulane in mid-October 2007, which did not allow Tulane sufficient time to fully consider the report's contents nor to compare it with the work of the initial VWG.

Conclusions

Significant progress was made by the VWG following accepted procedures and verification guidelines. Recommendations and options for governance and financing were produced. Industry decided to withdraw its support from the VWG and to contract Verité to produce another approach. A careful comparison of the differences between the verification models proposed by each group will be conducted by Tulane during the next phase of the project. This will include interviews with key stakeholders on their views on the different approaches, and the monitoring of Verité's "shadow audit."

First Annual Harvest Season Survey

It is agreed by all partners in the child labor field that statistically representative survey research is the only way to generate the evidence necessary to assess the impact of the Harkin-Engel Protocol and to describe the situation of child labor in the cocoa growing areas of Cote d'Ivoire and Ghana. Therefore, Tulane University will implement annual, nationally representative surveys of child labor in the cocoa growing regions in both countries. The survey research will be representative of children between 5 and 17 years of age living in farming households in the areas where cocoa is grown. Our samples will include children working in cocoa production, children engaged in economic activity other than cocoa production, and non-working children. It is critical that the surveys be carried out during the main cocoa harvest season, October to December, when the need for labor is very high. Because of the timing of the original contract award in October 2007, it was impossible to start a survey during the 2006 harvest season. Due to this seasonally and contractually dictated timeline, only pilot and pre-test survey research activities were carried out in the first contract year. The first full survey will be undertaken from October to December 2007. Follow-up surveys are scheduled for the between-harvest season in spring 2008 and the subsequent main harvest season in fall 2008.

Background

The Tulane University surveys are not the first child labor surveys to be carried out in cocoa growing regions. After the Harkin-Engel Protocol was signed, the International Institute of Tropical Agriculture (IITA) was tasked with implementing surveys in Ghana, Cote d'Ivoire and other cocoa producing countries. The research involved producer surveys, worker surveys, and community surveys. Only cocoa producing households were included in this study and there were no comparison groups. While the sample size was considerable, some aspects of the research methodology have been questioned, and the full report has not been officially released (IITA 2002).

The ILO has supported national child labor surveys in both Ghana and Cote d'Ivoire. The ILO questionnaires cover child economic activities but are not specific to agriculture or cocoa. In Ghana, the data were collected in 2002 and the report has been published in 2003 (Ghana Statistical Service 2003). In Cote d'Ivoire, a child labor survey was implemented in 2005. The final report has not yet been made publicly available. Based on personal communication with senior ILO officials, we know that due to the conflict only the government controlled areas were accessible by the research teams at the time of data collection and that the northern part of the country had to be left out of the otherwise nationally representative study. In addition, the ILO piloted a child trafficking module in Cote d'Ivoire.

The General Agricultural Workers' Union (GAWU) recently released the findings from an independent survey of child labor in the cocoa growing areas of Ghana (GAWU 2006). The GAWU data were collected in 2004 covering both cocoa producing farms and farms not involved in cocoa production. This survey addresses hazardous work but does not attempt to assess the unconditional worst forms of child labor defined by ILO Convention 182 such as child trafficking, debt bondage and serfdom, and forced or compulsory labor.

As part of their certification system, the cocoa/chocolate industry has financed pilot certification surveys in Ghana and Cote d'Ivoire. A pilot certification survey in Ghana was carried out in late 2006 (Asuming-Brempong *et al.* 2007). The pilot certification survey in Cote d'Ivoire was implemented in 2007. The surveys were carried out under the authority of the governments of Ghana and Cote d'Ivoire in cooperation with local partners.

Methodology

Key Concepts and Definitions

Critical indicators to validate efforts undertaken under the Harkin-Engel Protocol are the number of children working in the cocoa sector, the types of activities they perform, their working hours, and their exposure to hazardous work and unconditional worst forms of child labor. To provide a complete picture of the work load of these children, the research has to look beyond cocoa-related activities and cover all economic activities that the children are performing. In addition, by including farms in the cocoa growing regions that produce little or no cocoa, the work load of children on cocoa farms will be compared with and placed into perspective of the general work load experienced by children in the rural cocoa-growing areas of Ghana and Cote d'Ivoire.

In measuring child labor, the primary frames of reference are the conventions of the ILO and the United Nations (UN). These conventions have been agreed upon by international consensus. The protocols are recognized by the world diplomatic community and have been ratified by most countries. Both Ghana and Cote d'Ivoire have ratified the UN Convention on the Rights of the Child, ILO Convention 29 on Forced Labor, ILO Convention 138 on Minimum Age of Work, and ILO Convention 182 on the Elimination of the Worst Forms of Child Labor.

In line with the conventions, we define a child as an individual under 18 years of age. Child labor studies generally cover children between 5 and 17 years since a child under 5 is assumed to be too young for either work or school. Work is defined in terms of economic activity covering "all market production (paid work) and certain types of non-market production (unpaid work), including production of goods for own use" (Hagemann *et al.* 2006).

Table 1. Child labor as defined by the ILO

Age groups	Forms of work			
	<u>Non-hazardous work</u> (in non-hazardous industries & occupations and <43 hrs./week)		<u>Worst forms of child labour</u>	
	<u>Light work</u> (<14 hrs/week)	<u>Regular work</u> (≥14 hrs/week and <43 hrs/week)	<u>Hazardous work</u> (in specified hazardous industries & occupations plus ≥43 hrs/week in other industries and occupations)	<u>Unconditional worst forms</u> (trafficked children; children in forced & bonded labour, armed conflict, prostitution & pornography, and illicit activities)
5-11				
12-14				
15-17				

Note: The blue areas are considered to be forms of child labour in need of elimination as per ILO Conventions Nos. 138 and 182.

Source: Hagemann, F., Diallo, Y., Etienne, A., Mehran, F. (2006). *Global child labour trends 2000 to 2004*. Geneva: International Labour Organization (ILO), *Statistical Information and Monitoring Programme on Child Labour (SIMPOC)*.

In measuring child labor, the ILO distinguishes between light work, regular work, hazardous work and the unconditional worst forms of child labor (see Table 1). Light work of less than 14 hours per week and not of a hazardous nature is considered acceptable for children age 12 and above but unacceptable for younger children. Regular work between 14 and 42 hours is regarded as acceptable for children older than 14 years except if the occupation or industry is classified as hazardous or if the child is exposed to any of the unconditional worst forms of child labor. Hazardous work and the unconditional worst forms are unacceptable for children of any age. Minimum age criteria are discussed in the ILO Minimum Age Convention (C138). Hazardous work and the unconditional worst forms are covered by the ILO Worst Forms of Child Labor Convention (C182). Hazardous activities are further defined in ILO Recommendation 190. Other relevant conventions and protocols are the ILO Forced Labor Convention (C29), the UN Supplemental Convention on the Abolition of Slavery, and the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons.

Ghana and Cote d'Ivoire have signed the relevant conventions and local legislation is oriented at these standards. An example is the Ghana Children's Act from 1998, which "carefully revised most of the laws affecting the rights of children, and reflects international standards as closely as possible" (Casely-Hayford 2004). The Act defines a child as "a person below the age of 18 years." According to the Act, the minimum age for admission to employment is 15 years. Slightly different from the ILO interpretation, the minimum age for light work is 13 years. Light work "constitutes 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 the capacity of the child to benefit from schoolwork." The Act prohibits exploitive child labor that deprives the child of health, education or

development. The Act also states that no child can be involved in hazardous work including portage of heavy loads, manufacturing industries where chemicals are produced or used, and work in places where machines are used. In Cote d'Ivoire, the minimum working age is 14 years, and the minimum age for "light agricultural work and domestic work is 12. However, children under the age of 14 must have parental consent and cannot work for more than four and one-half hours a day" (USAID 2002a). As in Ghana, the minimum age for hazardous work is 18 years. In both countries, a large number of laws and regulations have direct implications on child labor. A listing of relevant national legislation is attached to this report as Appendix 10a and 10b.

Any data on child labor, if they are to be used effectively, must be collected in such a way that conclusions can be reached based on the ILO definitions as well as the local standards. Therefore, the methodology used by Tulane will be comparable with all national and international standards and definitions. The component parts of the definitions can be aggregated in such a manner as to enable appropriate indicator construction for comparison with other national or international indicators.

Questionnaires and Pretests

The questionnaires for the Tulane annual surveys were developed based on the work of the ILO. In addition, some items were taken from questionnaires used in prior cocoa sector studies, studies of health and education, and studies of child abuse and trafficking. Several questionnaire items were also taken from the instruments used in the Industry-supported pilot certification surveys to ensure that the survey results are directly comparable. Versions of the DRAFT questionnaires that have been pretested are included as Appendix 11.

The draft Tulane questionnaires were pre-tested in Nankese, Ghana, in May 2007 and in Kagbe, Cote d'Ivoire, in August 2007. In Nankese, 52 children were interviewed in households, 37 caregivers were interviewed in households, 14 children were interviewed at school, and 5 teachers were interviewed at school. In Kagbe, 69 children were interviewed in households, 43 caregivers were interviewed in households, and 2 teachers were interviewed at school. Children from both cocoa farming households and households that do not farm cocoa were included. In the selected households, one caregiver and all available children within the age range were interviewed consistent with ILO methodology. Health Center interviews were also conducted. A child interview took about 45 minutes. Most adult interviews lasted less than 30 minutes. While information data on the pre-test was discussed during the three Consultative Meetings, given the limitations of these data and that they should not be used for comparison or drawing conclusions, Tulane University has decided not to include the data tables in this report.

Research Findings

The purpose of the pretests was to test the questionnaires, check questionnaire flow, interpretation of questions, and other methodological issues. Neither Nankese nor Kagbe is considered "typical" of the cocoa growing areas of Ghana and Cote d'Ivoire. The pretests were carried out at different times of the year and outside the harvest season since they served for testing purposes only and in preparation of the first annual

surveys. While the results of the pretests illustrate general characteristics of child labor in the selected communities, the samples were small and the findings are not representative of any population except those interviewed.

The pretest data however indicate that in both locations a considerable percentage of children perform work in cocoa growing as well as other economic activities. From the pretest, it is also evident that children who are performing work in cocoa growing typically only spent a percentage of their total working hours on work on the cocoa fields, and that they are performing many other agricultural activities, and some perform economic activities outside of agriculture. In both populations, these activities involved collecting firewood and water - both considered economic activities by the ILO - and selling agricultural and other local products. In addition, a majority of the children spent many hours on household work each week.

The pretest findings suggest a level of involvement of children in economic activities that is in line with previous studies of child labor in Ghana and Cote d'Ivoire. For example, the ILO child labor survey in Ghana estimated that 31.2% of all children in the country and 39.5% of all children in the rural areas performed some economic activity in the 7 days preceding the survey. The same survey also estimated that more than 73.5% of the children working in rural areas had performed economic activity in agriculture, hunting or forestry in the 7 days preceding the interview (Ghana Statistical Service 2003). A particular concern are children under 12 years who should not be working at all according to ILO recommendations and national laws but often report involvement in economic activity.

In the pretest populations as well as earlier studies, both injury and exposure to hazards were reported by the interviewed children. For example, cuts with a machete are a common injury, and heavy loads are perceived as problems by many children. However, the previous studies are inconsistent in how "hazardous work" is defined and measured. The Ghana child labor survey examined work related injury and illness, the impact of illness and injury, the type of treatment, the payment for treatment, and the use of protective wear by children (Ghana Statistical Service 2003). The industry-supported Ghana pilot survey assessed exposure to a list of work-related hazards and self-reported health problems from exposure to these hazards (Asuming-Brempong *et al.* 2007). The GAWU study focused on injuries and illnesses and the perceptions of farmers and children of likely adverse effects of farm activities on the children's health (GAWU 2006). The IITA study included measures of illness, exposure, and protective wear (CEPRASS 2002).

Tulane assesses both injury and exposure. The measurement of injury covers a list of injuries that have been reported in agriculture in the two countries (e.g. wounds/deep cuts, fractures, snake and insect bites, different pains, burns, etc.). Based on ILO Recommendation 190, three broad categories of exposures are distinguished:

- a. Carrying of heavy loads in agriculture (e.g. carrying wood during land clearing, carrying water for spraying, gathering and heaping cocoa pods, carting cocoa beans, etc.),
- b. Exposure to environmental hazards (e.g. dust/fumes, fire/gas/flames, extreme heat, exposure to chemicals, etc.); and
- c. Operation of tools, equipment or machinery (e.g. machete, hoe, sprayer, etc.).

If exposure is reported, additional questions on the impact of exposure are asked. The questionnaires also assess the general health of the interviewed children including questions targeted at recent episodes of illness, nutrition, and the subjective well-being of the child.

Similar to hazardous work, the operational definition and measurement of the unconditional worst forms of child labor are a major challenge. Most of the previous studies – including the Tulane pretests – have experimented with collecting information on the unconditional worst forms, in particular, child trafficking, forced labor and debt bondage. The Ghana child labor survey included indicators on some of the unconditional worst forms (Ghana Statistical Service 2003) as did the IITA study (CEPRASS 2002) and the industry-supported survey in Ghana (Asuming-Brempong *et al.* 2007). However, none of these studies arrives at conclusions about the numbers of children exposed to the different unconditional worst forms, their living situation and the conditions of their work.

Planned Activities and Next Steps

The first Tulane annual representative household surveys are scheduled for October to December 2007 and preparatory activities are underway in Ghana and Cote d'Ivoire. In Cote d'Ivoire, Tulane partners with the Ecole Nationale de Statistique et d'Economie Appliquée (ENSEA). In Ghana, the Institute of Statistical, Social and Economic Research (ISSER) is our main partner.

Tulane uses a stratified cluster sampling approach to select a sample of 40 enumeration areas/districts in the cocoa growing regions. In each enumeration area/district, interviews will be conducted with caregivers, children, and with teachers at local elementary and secondary schools. In addition, interviews with nurses at the closest health center about common injuries in children working in agriculture will be carried out. The following instruments will be used: Household questionnaire, caregiver questionnaire, child questionnaire, teacher questionnaire, health center questionnaire, project questionnaire, and infrastructure checklist.

The preliminary survey design and methodology for assessing efforts to eliminate WFCL in the cocoa-growing regions were discussed at the first annual consultative meetings held in Accra, Abidjan, and Washington, DC in September 2007. Methodological questions were also discussed at meetings with ILO in Geneva, US DOL, and with our local and international partners. Input on the survey instruments was provided by Tulane's partners, child labor experts, public health experts, and the Government of Cote d'Ivoire. The Tulane survey research will be supplemented by qualitative methods such as in-depth interviews, focus group discussions and systematic observations.

Conclusions

While previous surveys have been carried out in the cocoa-growing regions, all have some limitations and none on its own provides the information needed to assess progress made towards the elimination of WFCL and the implementation of the Harkin-

Engel Protocol. The main challenge is the development of operational definitions and an accepted methodology. Even though definitions of child labor and the different WFCL are provided by the international conventions, more work needs to be done to find ways to measure these concepts in a representative survey using a methodology that generates data that are both valid and reliable. More than five years after the signing of the Protocol, the scope of the problem is still controversial and representative estimates are lacking. To assess progress in implementing the Protocol, this evidence is needed.

The Tulane research is targeted at addressing some of these gaps. Our methodology and instruments are being developed in consultation with research organizations, ILO, the Governments of Ghana and Cote d'Ivoire, NGOs, the cocoa/chocolate industry, and the US DOL. Our repeated surveys will allow us to test, modify and improve the methodology, and they will result in data on child labor and WFCL that are representative of the population. The survey research will also allow us to compare our results with the Industry-supported certification surveys and serve to validate the efforts underway under the Harkin-Engel Protocol. As part of this process, the data on children in cocoa production will be compared with children working in other sectors and the results from the ILO child labor surveys, placing the cocoa sector in the broader context of child labor in West Africa and the developing world. While it is clear that many children are working in cocoa production and that WFCL remain a problem, the roots of this problem are socio-economic and not limited to cocoa.

Exploitive Child Labor in the Supply Chain

Two distinct research activities are being carried out as part of the study of child labor in the cocoa supply chain. The first study examines the different steps of cocoa production. While the cocoa harvest is a major effort, children are involved in activities that support cocoa production at all times of the year and not just during the harvest season. The work on the farm starts with clearing the forest and planting the cocoa trees, and it ends with transporting the harvested cocoa beans to the selling stations. Child labor activities after the beans have been sold by the farmer may involve transportation and storage activities, and work in ports and local processing. The second study looks at the labor supply chain, the migration of children and their families, and the trafficking of children.

Background

Past survey research relevant to the study of child labor in the cocoa supply chain includes the survey activities carried out by IITA (2002) and GAWU (2006). The pilot certification study implemented by the Government of Ghana and supported by Industry provides some preliminary results (Asuming-Brempong *et al.* 2007). In addition, country reviews have been prepared that did not involve direct survey research. The US Agency for International Development (USAID) published an overview of the situation of child labor in Cote d'Ivoire and Ghana based on an analysis of prior research and data (USAID 2002a, USAID 2002b). A recent overview of cocoa production in both countries is provided by Boas and Huser (2006). Mull and Kirkhorn examine child labor conditions in Ghana based on interviews with agricultural workers, focus group discussions, and direct observation (2005). Child labor supply and trafficking have recently been analyzed by Sissoko and the German Gesellschaft fur Technische Zusammenarbeit (GTZ). The GTZ study was carried out in Cote d'Ivoire using primarily qualitative methods. It reports on child labor conditions, trafficking routes, abusive practices, shortcomings in enforcement mechanisms, and constraints to remedy these problems (Sissoko *et al.* 2005).

Methodology

Key Concepts and Definitions

Concepts and definitions relevant to the study of child labor in the supply chain and child trafficking, in particular, are specified by the ILO and UN Protocols. According to the ILO Convention on Worst Forms of Child Labor (C182), exposure of a child to "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" are defined as WFCL and have to be eliminated. The UN Protocol to Prevent, Suppress and Punish Trafficking in Persons defines trafficking in persons as "the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation." The UN

Protocol also specifies that with persons under 18 years the consent of a victim of trafficking is irrelevant. Children are considered victims of trafficking even if they agree to the process, and threat, force, coercion, abduction, fraud, deception, etc. are not used. A listing of relevant ILO and UN definitions is attached to this report as Appendix 9.

Child Labor Supply Chain

Most of the studies of prevalence and nature of child labor in the cocoa-growing regions focus on children working in the cocoa fields. This involves many different activities such as land clearing, planting of cocoa trees, weeding, carrying water for spraying, harvesting, carting of pods and beans, transporting the cocoa to buying stations, etc. While only pilot research, the industry-supported Ghana pilot survey - as well as the Tulane pretests - found significant involvement of children in all of these activities (see Table 5).

Table 2. Children reporting involvement in agricultural activities in the cocoa growing regions: Findings from the Industry-supported pilot certification survey in Ghana

<i>Children involved in...</i>	Industry/Government Pilot Certification Survey		
	Ghana	Ghana	Ghana
	5-12 yrs.	13-14 yrs.	15-17 yrs.
	N≈290	N≈150	N≈130
	Last Cocoa Season		
Land clearing	0.7%	5.3%	12.4%
Felling and chopping	1.0%	4.0%	9.2%
Burning	3.1%	13.2%	14.6%
Stumping	2.8%	9.9%	13.0%
Stakes cutting	2.1%	5.3%	6.1%
Lining and pegging	3.1%	7.3%	6.9%
Planting of suckers	14.2%	29.3%	35.1%
Preparation of seedlings	4.5%	4.7%	10.7%
Planting of seedlings	3.8%	9.3%	15.3%
Sowing at stake	18.4%	16.5%	36.9%
Weeding	51.2%	68.6%	75.8%
Spraying insecticides	1.7%	3.9%	12.0%
Applying fertilizer	5.1%	5.2%	15.8%
Applying fungicide/ herbicides/other chemicals	2.7%	4.9%	13.7%
Carrying water for spraying	62.4%	73.9%	73.5%
Sanitation and pruning	5.4%	15.7%	33.8%
Mistletoe control	8.4%	13.7%	33.1%
Plucking of cocoa pods	20.3%	35.9%	53.4%
Gathering and heaping cocoa pods	90.9%	89.5%	84.3%
Cocoa pod breaking and fermentation	35.3%	47.7%	62.4%
Carting fermented cocoa beans	50.7%	70.4%	75.0%
Drying cocoa beans	29.8%	50.0%	64.4%
Carting of dry cocoa beans to shed	21.8%	43.0%	57.6%

Sources: Asuming-Brempong, S., Sarpong, D.B., Amoo, P., Asenso-Okyere, K. (2007). *Pilot labor survey in cocoa production in Ghana - 2006*. Ministry of Manpower, Youth, and Employment. *National Programme for the Elimination of Worst Forms of Child Labor in Cocoa*.

Much less is known about child labor involvement once the cocoa has been sold by the farmer. It is not clear if (and to what extent) child labor is involved when the cocoa is transported to the ports, stored in warehouses, checked for quality, packed into containers, and loaded onto ships. Supplemental investigative research will examine this question.

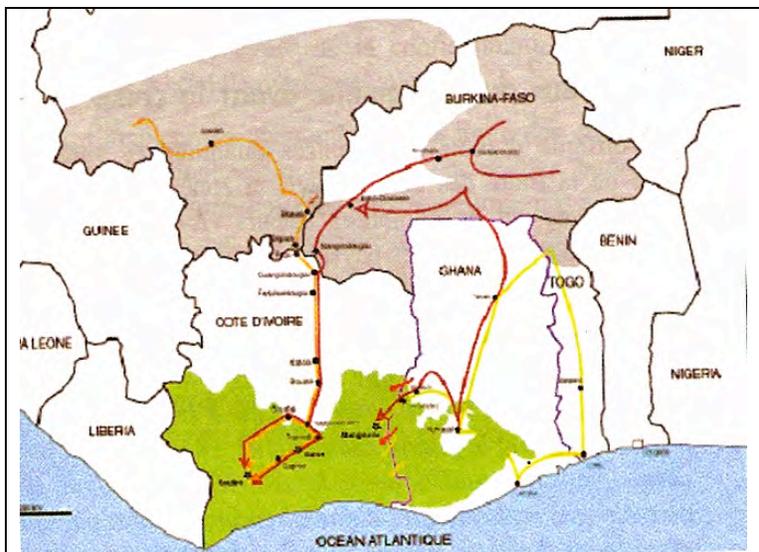
Labor Supply, Migration and Child Trafficking

Incidences of child trafficking are reported in both Cote d'Ivoire and Ghana. Trafficking is reported within national borders and from neighboring countries such as Burkina-Faso and Mali. Trafficking is regarded as more prevalent in Cote d'Ivoire but it is reported to occur in Ghana as well. Based on interviews with local researchers, in Cote d'Ivoire children are often trafficked across borders. Migrant farmers from neighboring countries

sometimes hire children from their region of origin but farmers without a migration history hire children as well. Poor farmers may not be able to afford the cost of an adult. In Ghana, it has been reported that organized traffickers approach villages in the north of the country promising work for children in the cocoa-growing regions. However, much of the evidence is anecdotal, and some forms of trafficking can resemble other forms of migration and cultural traditions of shared responsibility for children within the extended family.

One of the most recent and comprehensive studies of child trafficking to Cote d'Ivoire is the study of Sissoko, Goh and Agbadou (2005). Based on interviews, the authors found that trafficked children typically are between 14 and 18 years old and that they often come from Burkina-Faso, Mali and Togo. Children trafficked for work in agriculture are mostly males, while females are primarily involved in domestic activities (i.e. house help). Many of the children are illiterate and they often come from large and very poor farming families. If a child has been trafficked, the child's presence in a household may be explained by "family ties" even if the child is not related. Trafficked children have been found to be frequently involved in hazardous work. They often have to work long hours and most of them are without access to schooling.

Figure 3. Child trafficking routes for work in cocoa agriculture



Source: Sissoko, A., Goh, D., Agbadou, J. (2005). *La traite et les pires formes de travail des enfants dans les plantations de café-cacao en Cote d'Ivoire*. Gesellschaft fuer Technische Zusammenarbeit (GTZ).

Past research of child trafficking has been mostly qualitative and descriptive. Representative research of child trafficking is challenging and there are no reliable estimates of the number of children that have been trafficked. The Tulane annual surveys will cover some aspects relevant to the study of labor supply, migration and trafficking. This includes the migration history of parents and children, their living situation, employment, payment and debts, and access to schooling. However, this by itself is not enough. Aside from problems of obtaining accurate responses from adults and children on this sensitive subject, the percentage of trafficked children in the population is likely to be small relative to the size of the population. Based on the

available evidence, few of the children will be reached by a survey, and additional research activities will be needed. Activities are planned as part of this project in cooperation with the International Center of Migration and Health (ICMH) in Geneva. This will involve both qualitative and quantitative research but with a focus on quantitative methods.

Planned Activities and Next Steps

Planned research activities targeted at child labor in the cocoa supply chain and child trafficking include the annual harvest season surveys in Ghana and Cote d'Ivoire, which cover many questions relevant to the topic. In addition, the research will include a year-round observation of child labor on cocoa farms. As part of this activity, a sample of farms will be visited periodically over the course of a year during which times interviews and observational research will be carried out. Other supplemental research activities include investigative research at buying stations, along transporting routes and in ports. The research targeted at migration, trafficking, and forced labor will involve survey research, interviews and observation.

Conclusions

There is evidence that child labor is a problem in the cocoa supply chain and that the work of children is being used in Cote d'Ivoire and Ghana in a large number of agricultural tasks and at all times of the year. There is also evidence that children are involved in the transport of cocoa beans from the farms to the selling stations and that children are sometimes trafficked to work on cocoa farms. However, we do not have a clear idea to what extent these activities are taking place and what impact they have on the children. Agricultural activities such as weeding, carrying water for spraying, plucking, gathering, breaking and carting cocoa pods are often performed by children. Some of these activities have been described as dangerous while others may be harmless to older children if they do not exceed a maximum number of working hours or prevent the children from attending school. With regard to child trafficking, it is not known how many children are victims of trafficking. We also know too little about where these children are, how they got there, under what circumstances they live, and how they can be reached. These are the questions that will be the focus of the next phase of the research.

School Enrollment, Retention and Vocational Training Programs

Since the signing of the Harkin-Engel Protocol, Industry and the Governments of Ghana and Cote d'Ivoire have funded projects to educate parents on the need for children to continue their schooling; to improve schools and teacher training, and to increase opportunities for vocational education.

The objective of the study of school enrollment, retention, and vocational training programs is to conduct a review of information on the school enrollment and retention of children withdrawn or prevented from exploitative labor in the cocoa sector as a result of efforts undertaken by signatories of the Harkin-Engel Protocol. This includes an assessment of coverage of project activities in support of children in the cocoa growing regions that are financed by the cocoa/chocolate industry. The research examines the development of activities over time, the number and percentage of children reached and the services provided.

Research activities involve interviews with Industry, government officials and implementing agencies, a review of program documents and other information, and interviews with children who have benefited/are benefiting from the programs. In addition, the annual surveys cover access to schooling and vocational training in the cocoa growing regions, reasons for not attending school, the impact of economic activity on education, and exposure to projects activities in support of children in the cocoa growing regions.

Methodology

Key Concepts and Definitions

Key indicators are the number of children withdrawn from exploitive work, the number of children prevented from entering exploitative child labor, and the direct beneficiaries of project activities.

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 Cote d'Ivoire and Ghana, or organizations with whom they may be partnering in this effort” (DOL-Tulane contract).

Children prevented from entering exploitative child labor includes “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 Cote d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort” (DOL-Tulane contract 2006).

Direct beneficiaries refers to “children who, as a result of a project funded by the international cocoa industry, the Governments of Cote d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort, are withdrawn or prevented from entering exploitative child labor (as defined above)” (DOL-Tulane contract).

Research Findings

Industry-supported Programs

Projects have been initiated in the cocoa growing regions with financial support by the cocoa/chocolate industry since the Harkin-Engel Protocol was signed. Among the organizations that fund projects are international companies such as Archer Daniels Midland (ADM), Armajaro, Barry Callebaut, Cadbury, Cargill, Hershey, Kraft, Mars, and Nestle. In addition, there are Industry-supported initiatives such as the International Cocoa Initiative (ICI) and the World Cocoa Foundation (WCF). More than 100 projects were carried out with Industry funds since the Harkin-Engel Protocol was signed, and about a third of them appear to have an educational focus. Tulane University identified between 30 and 35 projects that are targeted at education and training, from the information Industry provided. These include projects for education and vocational training to children in the cocoa growing regions, others targeted at training teachers and supporting schools, and educational interventions for adults (i.e. Farmers Field Schools). Some of the projects were carried out in both Ghana and Cote d’Ivoire. Overall, similar activities were carried out in both countries.

Among the projects which focus on child education that have been financed in part or entirely by Industry are the International Foundation for Education and Self Help (IFESH) Teacher Training, Winrock International’s Child Labor Alternatives through Sustainable Systems in Education (CLASSE) project, and IITA’s Farmer Field Schools.

IFESH provides “teacher training in order to improve education in cocoa growing regions in both Ghana and the Cote d’Ivoire. It targets the route of education by training teachers of primary and secondary education to better equip them” (WCF website). The IFESH program was initiated in 2005 in Ghana and Cote d’Ivoire supported by Hershey and the WCF. Based on Industry information, IFESH has trained 793 teachers for 72,913 students in Ghana and equipped 2 teacher resource centers. IFESH has also trained 1,603 teachers for 64,120 students in Cote d’Ivoire, equipped 2 teacher resource

centers, and provided 1,080 residents with literacy training (Industry Report, September 2007).

The CLASSE Project started in 2003 and was originally funded by the US DOL. When this funding ended, Industry began to support the project. According to the WCF, the CLASSE project “works to develop a combined formal and non-formal basic education in community schools in villages each in Mali and in Cote d’Ivoire. Project components include adapting vocational education in community schools, with an emphasis on agriculture and youth mentoring, including quality farming practices and functional literacy for students and community members. Activities include public awareness campaigns, community focus groups, and interaction with government officials, worker groups, and other organizations” (WCF website). Based on statistics provided by Industry, the CLASSE project trained 1,686 youths, and 1,278 youths were sensitized to child labor. In addition, 7,288 youths were sensitized to HIV/AIDS, 9 schools were renovated, and cocoa plots, school gardens and tree nurseries were established (Industry Report, September 2007).

The Sustainable Tree Crops Program, whose primary supporters are USAID and the World Cocoa Foundation (IITA/STCP 2006), instituted The Farmer Field School (FFS) program in Ghana and Cote d’Ivoire in 2003. The program trains “cocoa farming families on sustainable, responsible growing techniques to improve family incomes, while raising awareness of responsible labor practices, pesticide use and other community issues” (Responsible Cocoa website). According to Industry information, 2,437 farmers have been trained at 85 Farmers Field Schools in Ghana and 8,313 farmers have been trained at 236 Farmers Field schools in Cote d’Ivoire. In addition, 17,033 farmers have received farmer-to-farmer training in Cote d’Ivoire and 900 farmers have been trained in Rainforest Alliance Standards (Industry Report September 2007).

Tulane interviewed the Director and senior staff of IITA-STCP in both Ghana and Cote d’Ivoire on the organization’s collaboration with, and support from, the cocoa industry. Tulane visited an FFS in a rural community outside Kumasi and conducted interviews with field staff and community members. While the primary objective of the visit was to develop and refine research questions, the results suggest that the FFS program can be an effective component in the effort to improve production methods and reduce the hazardous features of cocoa cultivation for both children and adults.

Other projects supported by Industry include the Ivorian School Canteen Program that reached 257 primary schools and 79,000 children in Cote d’Ivoire. The program started in 2004/05 and is supported by ADM and the WCF. Among the projects supported by Cargill is the Cargill-CARE Rural Education Project. The project was initiated in 2006 and has reached 30,000 farmers in 30 communities and a 17.5% increase in school enrollment in the targeted communities is reported. In a partnership with Kraft Foods, Save the Children UK provided educational support to 3,000 children in Cote d’Ivoire to protect, educate and reunite children in conflict areas (Industry Report September 2007).

A major study supported by Industry and carried out under the auspices of ICI includes a comprehensive description and analysis of the education sector and options for alternative and complementary educational initiatives in cocoa farming communities (Odonkor 2007). It includes a wide range of carefully investigated options which, if adopted and funded by Industry and/or the Governments, will improve the quality of

education, provide outreach programs to out-of-school children and strengthen the curriculum for children in the cocoa region.

While other projects have been completed or are in the process of being carried out, financial and other critical information has not been provided by Industry for these initiatives, although this was requested by Tulane in March 2007. Tulane will continue to seek this information, and the next phase of the research will verify the data and assess project results.

Government – Supported Interventions

Beyond the initiatives undertaken by Industry and individual coco/chocolate companies, the Harkin-Engel Protocol also appears to have contributed to the scaling up of government and efforts to improve education and other training programs. It is, however, important to note that the origin of many programs pre-date the Protocol and reflect the long-standing commitment of the Government to invest in education. According to the Government of Ghana, the Government's efforts to improve education and other training programs has "nothing to do with the Harkin-Engel Protocol (Ghana Government Comments of Draft First Annual Report presented to Tulane University, 2007, p.8).

In Ghana, the government has moved towards full implementation of a policy of capitation grants to make attendance at public and primary and junior secondary school free throughout the country beginning in 2005/2006. It has also introduced a two year Early Childhood Development Programme that will reduce the need for parents to take four and five-year olds with them to their workplaces. Other programs include improved infrastructure, the provision of textbooks and school feeding (MMYE 2005). While these are national programs, they include children in cocoa-growing regions and when implemented should contribute to meeting the objectives outlined in the Protocol.

In Cote d'Ivoire, the national action plan to combat the WFCL calls for measures to improve the educational system and reduce dropout rates. It includes the free distribution of textbooks in administrative departments with high rates of children working on cocoa farms and school canteens. It also calls for the establishment of literacy and other alternative education strategies to reach children in these regions who lack access to government schools (Gouvernement de la Republique de Cote d'Ivoire, 2007).

Planned Activities and Next Steps

The annual surveys will generate data on education that are representative of the cocoa growing regions. In addition, our work on compiling a list of project activities financed by Industry will continue and systematic interviews with project staff and beneficiaries will be conducted. The focus will be on the number of children reached by the different interventions, the types of services provided, an assessment of the activities, and the costs of the projects.

Conclusions

Approximately one third of the more than 100 project activities reported by the international cocoa/chocolate industry since the implementation of the Harkin-Engel Protocol appear to be targeted at education and training. They include educational projects for adults as well as for children. Among the most important and visible projects that are supported in part or entirely by Industry are the CLASSE program, the IFESH Teacher Training and the IITA activities. However, the information available from Industry and other sources provides little information on how many of the children in the cocoa growing regions were reached by the interventions and what impact the projects have had on the population. It is also unclear how much Industry has spent on education since few numbers are provided and some of the information may be outdated. While a multitude of activities are reported by Industry as being implemented with thousands of children having benefited in both countries, additional information is needed to offer a clear assessment.

Rehabilitation of Children Withdrawn from Exploitative Child Labor

For the assessment of efforts to offer rehabilitation services to children withdrawn from exploitative labor, Tulane uses an approach similar to the approach described in the chapter on school enrollment, retention and vocational training. Given the small number of children that benefit from rehabilitation services, a case study approach will be used to document the rehabilitation services.

Methodology

Key Concepts and Definitions

Key indicators are the number of children withdrawn from exploitive work and the number of direct beneficiaries of project activities. The definitions given below are the same as those provided in the previous chapter.

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 industry, the Governments of Cote d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort” (DOL-Tulane contract).

Direct beneficiaries refers to “children who, as a result of a project funded by the international cocoa industry, the Governments of Cote d’Ivoire and Ghana, or organizations with whom they may be partnering in this effort, are withdrawn or prevented from entering exploitative child labor (as defined above)” (DOL-Tulane contract).

Research Findings

Industry-supported Programs

Few of the programs that are supported by the cocoa/chocolate industry appear to be targeted directly at rehabilitation. ICI reports a planned MADINA rehabilitation center in Ghana but details have not been provided. The Government of Ghana reports that this center has now been established. As part of the partnership between Kraft Foods and

Save the Children UK, at least 55 unaccompanied children have been registered and aided in Cote d'Ivoire. Of these children, 60% were reunited with their family and 30% established contact with their families.

Table 3. List of projects financed by Industry targeted at rehabilitation

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Implementing Organization	Company Contribution	Country
Support to MADINA Rehab centre			ICI		Government of Ghana	\$22,727	Ghana
Partnership with Save the Children: Protect, educate & reunite children in conflict areas	2005	2006	Kraft Foods UK	3,000 children in educational support; 55 unaccompanied children registered & aided; 60% reunited with family; 30% established contact with families	SCF UK		Cote d'Ivoire
West Africa Cocoa/Commercial Agriculture Program to Combat Hazardous and Exploitative Child Labour (WACAP)	2002	2006	DOL, Industry	Awareness-raising of families and communities; capacity enhancement of farmers/producers, inspectors and workers; pilot interventions to remove children from work and facilitate their enrolment in education and training programs; pilot projects to improve income generating capacity of families	ILO	DOL:\$5 million Industry:\$1 million	West Africa

Sources: Internal reports and documents submitted to Tulane University; Information published by ICI, WCF, cocoa/chocolate companies, and implementing partners on official websites.

In addition, the West Africa Cocoa/Commercial Agriculture Program to Combat Hazardous and Exploitative Child Labour (WACAP) initiative was managed by ILO/IPEC and funded by the DOL (\$5 million) and Industry (\$1 million). It included “pilot interventions to remove children from work and facilitate their enrolment in education and training programs” (ILO/IPEC 2005a).

In Cote d'Ivoire, the ICI funded the production of three guides dealing with the social protection of children classified as victims of the worst forms of child labor. One is targeted to the local populations, another to professionals in social protection and a third, to officials responsible for the enforcement of legislation to protect children (International Cocoa Initiative 2004). These are now used as part of training and sensitization initiatives carried out through the Industry-funded IFESH project. In Ghana, ICI has supported Participatory Development Associates (PDA) to conduct community-based sensitization activities.

Government and Other Agency Initiatives

Interventions designed to rehabilitate children withdrawn from child labor are included in the National Programme for the Elimination of the WFCL in the Cocoa Sector 2006-2011 in Ghana and the National Action Plan in Cote d'Ivoire (2007). In Ghana, this includes the Human Trafficking Act, the Domestic Violence Bill and a new labor act that strengthens the framework for addressing WFCL. In Cote d'Ivoire, the plan identifies actions to withdrawn children from exploitative situations, facilitates their return to their families inside the country or to neighboring countries, and institution and capacity-building initiatives.

Beyond both Governments and Industry, other organizations have implemented programs in West Africa targeted at children who are victims of trafficking, forced labor, and other WFCL and who are in need of rehabilitation. Among these are the "Sub Regional Project on Eradicating Child Domestic Work and Child Trafficking in West and Central Africa" by Anti-Slavery International, the DOL-funded "Education First Project (EFP)" implemented by Catholic Relief Services/Benin (CRS/Benin), the DOL-funded "Combating the Trafficking of Children for Labour Exploitation in West and Central Africa (LUTRENA)" program implemented by ILO, the "Action Programme against Forced Labour and Trafficking in West Africa" by ILO and the UK Department for International Development (DfID), the "UNESCO Project to Fight Human Trafficking in Africa" by UNESCO, and "Combat against Child Trafficking and the Worst Forms of Child Labour" by GTZ in Cote d'Ivoire.

Planned Activities and Next Steps

Planned activities include a detailed analysis and case studies of the existing and past rehabilitation projects. This will include research in the countries from which many of the trafficked children originated. We will continue to compile a list of project activities financed by Industry. We expect to receive additional information from Industry on rehabilitation projects and rehabilitation components that may be part of programs with an otherwise broader scope. Systematic interviews with project staff and beneficiaries will be conducted.

Conclusions

Few of the Industry-supported programs are directly targeted at rehabilitation or have a clearly identifiable rehabilitation component. In addition, information sent to Tulane by Industry contains few details on the scale of activities, numbers of children reached and costs. The largest rehabilitation/remediation effort to-date appears to be the WACAP initiative that was in part financed by Industry. This does not necessarily mean that children experiencing exploitive child labor and in need of rehabilitation do not benefit from any interventions since they may be enrolled in other programs carried out by Industry partners.

Conclusions

Our conclusions, after slightly more than 12 months of work on the processes described in the Harkin-Engel Protocol, are that the results are mixed and that additional time and research are required before a comprehensive assessment can be completed. We believe that all of the key actors, namely the international cocoa/chocolate industry, the cocoa producing countries of Ghana and Cote d'Ivoire, and the consuming public represented by the US Congress are taking the problem of worst forms of child labor seriously. Steps have been taken to design certification and verification systems but questions remain in regard to the details of the "certification concept," whether it qualifies as a "certification system," and the "independence" of the verification group that has not yet been established.

Industry has established and supported the foundation called for in the Protocol (the ICI) and the organization has funded useful studies and pilot projects. Industry and individual cocoa/chocolate firms provide financial support to NGOs and other agencies but their scale, effectiveness and costs are not adequately documented. A substantial effort is still required to transform the strategies and planning documents produced by Ghana and Cote d'Ivoire into detailed, budgeted program and project plans. In addition, more information is needed on the extent to which Industry intends to financially support the strategies and plans developed in each country to implement certification, monitoring and verification systems.

Establishing operational definitions including the transformation of concepts such as "worst forms of child labor" into quantifiable verifiable definitions is a goal of our efforts to validate the efforts of Industry to "eliminate the worst forms of child labor". There is no controversy or lack of definition regarding the unconditional worst forms of child labor agreed upon at the international level. What has not been agreed upon, however, is the operational definition of hazardous child labor, which must be decided at the national level. Each country is expected to establish its own definition. To-date, Cote d'Ivoire has started this process and has a working definition. Ghana is in the process of developing a definition. 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 operational definitions measuring the desired outcome "worst forms of child labor." Without them, it will be difficult to mount a valid certification system.

We have documented the importance of accurate denominator figures to truly estimate the prevalence of occurrence of the worst forms of child labor in any population. Both Ghana and Cote d'Ivoire are well aware of the measurement difficulties inherent in this process and have pledged to make their respective national census and agricultural census efforts more efficient and sophisticated. In both countries, there is a high level of awareness and increasing sophistication in dealing with survey data, random samples, and the generally messy business of establishing appropriate denominators against which numerators of the numbers of children working under conditions of the worst forms of child labor exist. Steps are being taken in both countries to improve the agricultural census process and to make that data available to NGOs and local health organizations.

Industry has made progress in financing intervention projects in the cocoa target areas. Indeed some of the projects have reportedly increased economic output from the small farmer holdings by nearly 50%. Certainly, a good start has been achieved and can only be improved through these additional studies.

The heart of the Protocol is the agreement by Industry to self-regulate and to “eliminate the worst forms of child labor in the cocoa growing industry”. Laudable and consistent with ILO language as that goal is, we believe that it is a standard that is difficult to reach in the near term and as such, systems should be in place to measure progress in incremental steps. Due to the difficult nature of the operational definition, we believe that every possible avenue to further refine definitional and measurement methodology for the terms be encouraged. Without this standard clearly before us, progress towards any of the goals will be difficult to ascertain. From our consultative meetings in the countries and our personal interactions with citizens of both Cote d’Ivoire and Ghana it is clear that an awareness of the problem is present and that there are some steps being taken to both measure and remediate the problem of the worst forms of child labor in both countries.

With reference to the progress of the international cocoa/chocolate industry towards meeting the conditions of the Protocol, we agree with the observations of Bill Guyton, President of the Industry-funded World Cocoa Foundation, that: “While progress has been made and we have learned valuable lessons, much more is required” (WCF Industry Update, Feb3, 2006).

Recommendations

As part of the process of moving towards collaborative, transparent and mutually supportive activities to safeguard and improve the health of children, we finish this year's report with a series of recommendations, which we believe will positively impact the process and improve the ultimate result of the Harkin-Engel Protocol. These recommendations are primarily procedural and methodological. The recommendations are drawn from the initial phases of our research and suggest actions that, if implemented, will improve the process and outcome of working towards the elimination of the worst forms of child labor in the cocoa industry. Key recommendations include:

1. The Establishment of a joint committee between the national governments, Industry and other interested partners to identify the best denominators (i.e. population figures) and methods to arrive at those numbers.
2. The creation of a technical working group with representatives from national governments, Industry and other interested parties to carefully review and produce operational definition of worst forms of child labor consistent with national government definitions, the emerging ILO definition and the reality of field measurement procedures.
3. Further efforts by governments and other interested parties to expand the Industry project database to include data on coverage, scope of the project in terms of per capita and individual impact, and to develop a common reporting framework for interventions.
4. The reorganization and expansion of the multi-stakeholder certification group and a consideration of replication of the same in each country.
5. The production of a management plan and agenda for the multi-stakeholder certification group, with a clear definition of goals and objectives, as well as a schedule of meetings and reports.
6. Steps to increase the participation of local and international health experts in the process of producing an operational definition of the "worst forms of child labor."
7. The creation of a case study file using the "positive deviance" approach to examine the success stories among Industry- and Government-sponsored projects as a way of learning from what works.
8. Review the current "Protocol" language and its possible revision with more appropriate language involving the total number of cases of worst forms of child labor or the number of new cases (e.g. prevalence or incidence).
9. Develop a standard for certification, verification and validation processes for the release of documents and data sets collected with reference to the Protocol that encourages open and free exchange of all information relevant to problem resolution.

10. Develop with the countries involved and with regional institutions such as WAHO formal ways of sharing information and technical assistance between and among countries to encourage standardization and reduce duplication of effort.
11. Develop material appropriate for training caregivers in the social welfare and public health community such that they could identify and ultimately report on cases of WCFL when they see them in a clinic or community environment.
12. Develop an expert committee of legal and technical authorities to assist the governments in drafting appropriate regulatory language and laws for issues relating to WCFL.

In summary, we reiterate the observations of Industry that while progress has been made, there is much more to be done to positively impact the health of children working in cocoa production.

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[Conservation International](#)

[Creative Associates](#)

[Deutsche Gesellschaft für Technische Zusammenarbeit \(GTZ\)](#)

[Federation of Cocoa Commerce \(FCC\)](#)

[Free the Slaves](#)

[Global March Against Child Labor](#)

[International Cocoa Organization](#)

[International Confectionery Association](#)

[International Confederation of Free Trade Unions \(ICFTU\)](#)

[International Institute of Tropical Agriculture \(IITA\)](#)

[International Labor Rights Fund](#)

[International Labour Organization, International Program to Eliminate Child Labour \(IPEC\)](#)

[International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations \(IUF\)](#)

[Kraft](#)

[Mars Incorporated Cocoa Sustainability Efforts](#)

[National Consumers League](#)

[Nestlé](#)

[Société de Coopération pour le Développement International \(SOCODEVI\)](#)

[Sustainable Tree Crops Program \(STCP\)](#)

[Sustainable Tree Crops Program \(STCP\)](#)

[The Africa Society of The National Summit on Africa](#)
[The Armajaro Group](#)
[The Biscuit, Cake, Chocolate and Confectionery Association \(BCCCA\)](#)
[The European Cocoa Association \(ECA\)](#)
[The World Cocoa Foundation](#)
[UNICEF](#)
[Winrock International](#)
[www.CandyUSA.org \(National Confectioners Association\)](#)

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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.

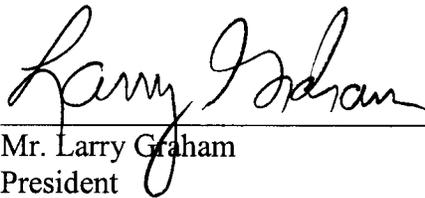
(3) *Signed Joint Statement on Child Labor to Be Witnessed at the ILO* – By December 1, 2001, a joint statement made by the major stakeholders will recognize, as a matter of urgency, the need to end the worst forms of child labor in connection with the growing and processing of West African cocoa beans 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.



Mr. Larry Graham
President
Chocolate Manufacturers Association



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.

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
President and CEO
Hershey Food Corporation

Andreas Schmid
Chairman & CEO
Barry Callebaut AG



Chocolate Manufacturers Association

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Henry Blommer, Jr.
Chairman of the Board
Blommer Chocolate Company

Richard H. Lenny
President and CEO
Hershey Food Corporation

Andreas Schmid
Chairman & CEO
Barry Callebaut AG

Appendix 2: The Joint Statement

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 Confectionery 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:  _____

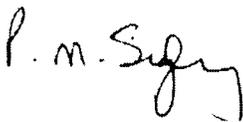
Mr. Lawrence Graham
President
Chocolate Manufacturers Association of the USA

CONFECTIONERY MANUFACTURERS ASSOCIATION OF CANADA

By:  _____

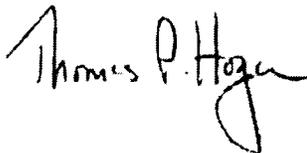
Mr. John Rowsome
President
Confectionery Manufacturers Association of Canada

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: 

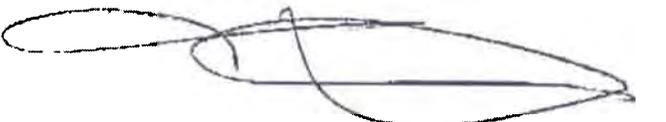
Mr. Thomas P. Hogan
Chairman, Board of Directors
Cocoa Merchants Association of America

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: Sources of Information on Certification, Monitoring, Verification and Related Education & Remediation/Rehabilitation Interventions

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
- Fond d'appui formation (Fafo)
- 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);

- 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 Premier 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

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 AHIADKEKE, 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-BREMPPONG, Dept. Ag. Economics and Agribusiness U. Ghana

Dr. Daniel Bruce SARPONG, Dept. Ag. Economics and Agribusiness U. Ghana
Dr. Osman AL-HASSAN, Institute of African Studies, U. of Ghana
Dr. Stepham Weise, Regional Manager, IITA, Sustainable Crops Program
Dr. James Gockowski, Impact and Policy Analyst, IITA/STCP, Ghana

Mr. Larry Dolan, Education Officer, USAID, Ghana
Dr. Gilbert BUCKLE, Director IHS, Director, Catholic Health Services
Dr. Francois Ruf, Director of CIRAD, Ghana
Dan McLaughlin, Verification Consultant, Ghana

COTE D'IVOIRE

Mme. ACQUAH ASSOUAN Amouan, Special Advisor, Office of the Prime Minister
M. Boulo Bi Djehiffe, Désiré, D.G. du Travail, Min. Fonction Publique, Côte d'Ivoire
M. Tapé Doh, Président (Producteur), BCC
M. Tano Kassi Kadio, BCC

M. Guédé Béhinan, D.G. ANADER
Dr. Miaman Koné, Executive Secretary, ANADER
M. Tiémélé Ekou, Technical Advisor to D.G., ANADER
Mme. A. Kokola, Juillette, Head, Gender and Development Service, ANADER

M. Guy M'BENGE, CEO, APEX-CI
M. Gérard AMANGOUA, Directeur du Développement, APEX-CI
M. Robert YAPO Assamoi, Directeur Exécutif National, IITA
M. Jean-Yves Couloud, IITA

Dr. Frank Bremmer, Directeur, GTZ
M. Robalé Kagohi, Coordinateur des Programmes Fondation ICI
M. Patrick KASSI, Représentant National, Winrock International
Ms. FANNY Saraho, Project Coordinator, IFESH

Dr. KOUADJO Jean-Marc, Staticien Economiste, ENSEA
Dr. MOSSO Rosine Addy, Statistiques et Démographie, ENSEA
Prof. Alain SISSOKO, Sociologue, University of Cocody

USA AND CANADA

Rosemary Gutierrez, Foreign Relations Legislative Assistant, Senator Harkin's Office
Jeffrey N. MORGAN, Director, Global Programs, Mars, Incorporated
Bill Guyton, President, World Cocoa Foundation
Linda Golodner, President, National Consumers League, USA

Vicki Walker, Director CIRCL Project, Winrock International
Anita Sheth, Senior Analyst Advocacy Policy & Research, Save the Children, Canada
Jolene Smith, Executive Director, Free the Slaves, USA
Bama Athreya, Exceutive Director, IFRF, USA

EUROPE

Peter McAllister, International Cocoa Foundation, Geneva, Switzerland
Penny Street, Verification Consultant, National Centre for Business & Sustainability, UK
Dr. Stephanie Barrientos, Institute for Development Studies, U.K.
Tony Lass, Chairman, Cocoa Committees, BCCCA,

Appendix 4: Sources of Information on Certification, Monitoring, Verification and Related Education Remediation/Rehabilitation Interventions

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organization	Company Contribution	Partner Contribution	Implementing Organization	Country
Consultancy for Programme development	Nov-03	May-04	ICI			\$39,275		Project Service International	Côte d'Ivoire
Consultancy for Programme development	Nov-03	Dec-04	ICI			\$26,672		Associates for Change	Ghana
Organisation of Cocoa Board Consultation Meeting	Sep-04	Oct-04	ICI			\$6,220		Sylvia Hinson Ekong	Ghana
Capacity Building of CI Partners	Nov-04	Dec-05	ICI	PDA Staff and Implementing Partners trained in WFCL, PRA, PLA & Monitoring Communities		\$41,063		Sylvia Hinson Ekong	Ghana
Review of Social Protection System and Structures	Sep-05	Apr-06	ICI			\$41,644		Associates for Change	Ghana
Training & development of Cocoa Boards field agents	May-05	Dec-05	ICI	Sixteen training workshops for Cocobod field agents in WFCL, community sensitization, identification and referral of children		\$79,618		Sylvia Hinson Ekong	Ghana
Capacity Building of CI Partners	Jun-05	Dec-05	ICI			\$5,160		N'Guessan	Côte d'Ivoire
Prof. Photographer for Communications Materials	Mar-06	May-06	ICI			\$19,410		Chernush	Ghana
Coordination of Community based pilot programme	Nov-04	Jan-07	ICI			\$232,953		Participatory Development Assoc.	Ghana
Facilitation of Social Protection Reflection Group	Dec-04	Dec-06	ICI			\$30,694		Kouakou	Côte d'Ivoire
Community Pilot Program	Mar-05	Jan-07	ICI			\$24,535		Hope for Humanity	Ghana
Community Pilot Program	Mar-05	Jan-07	ICI			\$24,405		SCMPP	Ghana
Community Pilot Program	Apr-05	Jan-07	ICI			\$34,952		Codesult	Ghana
Community Pilot Program	Dec-05	Nov-06	ICI			\$57,761		CFRAR	Côte d'Ivoire
Social Protection	Jul-05	Jul-07	ICI			\$71,721		MESAD	Côte d'Ivoire
Study on education opportunities, Alternatives	Feb-06	Jul-07	ICI	138 page report with recommendations for the enabling environment, teaching & learning & collaboration		\$45,667		Odonkor	Ghana
Capacity Building of CI Partners	Mar-06	May-05	ICI			\$232,565		Babo	Côte d'Ivoire

Appendix 4: Sources of Information on Certification, Monitoring, Verification and Related Education Remediation/Rehabilitation Interventions

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organization	Company Contribution	Partner Contribution	Implementing Organization	Country
Community Pilot Program	Apr-06	Jun-07	ICI			\$94,849		Caritas	Côte d'Ivoire
Training Cocoboard									
Training Cocoboard plus	May-06	Dec-06	ICI			\$51,307		Future Development	Ghana
EU Fundraising	May-06	Dec-06	ICI			\$68,000		GHB-EU Funds	
Development of Training Materials	May-06	Apr-07	ICI			\$42,633		Sergile	Côte d'Ivoire & Ghana
Farmer Field Schools in Pilot Communities	Jun-06	Jan-07	ICI			\$24,588		IITA	Ghana
Construction of School in Burkina Faso (REAT)	Dec-06	Jun-07	ICI			\$62,591		Save the Children Canada	Burkina Faso
Natl Determinat & identification of Hazardous Child	Dec-06	Jun-07	ICI			\$21,000		MMYE	Ghana
Coordination of Community based pilot programme	Feb-07	Feb-09	ICI	Work started Feb 2007		\$400,000		PDA	Ghana
Training Cocoboard Plus	Feb-07	Feb-09	ICI	Work started Feb 2007		\$178,370		Future Development	Ghana
Community Pilot Program	Feb-07	Feb-09	ICI	Work started Feb 2007		\$88,425		SCMPP	Ghana
Community Pilot Program	Feb-07	Feb-09	ICI	Work started Feb 2007		\$73,439		Codesult	Ghana
Community Pilot Program	Feb-07	Feb-09	ICI	Work started Feb 2007		\$76,742		Hope for Humanity	Ghana
Photos 7 Interviews in Ghana	Sep-07	May-08	ICI			\$31,276		Journalist Kim Naylor	Ghana
Local Representation of ICI in Côte d'Ivoire	Sep-06	Mar-07	ICI	Local Representative in Place		\$19,996		Robalé Kahogi	Côte d'Ivoire
ICI representative in Côte d'Ivoire	Mar-07	Mar-08	ICI			\$6,086		Me Hoegah	Côte d'Ivoire
Legal services in Côte d'Ivoire	Jan-07	Dec-07	ICI			\$12,172		Me Hoegah	Côte d'Ivoire
Support to Training	May-07	Jun-07	ICI			\$14,754		Katherine Owen	Côte d'Ivoire
Replication of Community Program	May-07	Jun-08	ICI			\$55,000		GLORI NGO	Ghana
Replication of Community Program	May-07	Jun-08	ICI			\$55,000		SLF NGO	Ghana
Replication of Community Program	May-07	Jun-08	ICI			\$55,000		HACOG NGO	Ghana

Appendix 4: Sources of Information on Certification, Monitoring, Verification and Related Education Remediation/Rehabilitation Interventions

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organ- ization	Company Contri- bution	Partner Contri- butio	Implementing Organization	Country
Training Program in Côte d'Ivoire	Apr-07	Dec-07	ICI			\$252,821		Mr. A. Babo	Côte d'Ivoire
Media Support	Apr-07	Jul-07	ICI			\$30,000		Ms.M Denton	
Support for Advocacy t EU	Apr-07	Oct-07	ICI			\$40,000		GHB Brussels	
Support to MADINA Rehab centre	May-07	May-08	ICI			\$15,000		Government of Ghana	Ghana
Radio Sensitisation program	May-07	May-08	ICI			\$15,000		Cocoa Board	Ghana
Support for Capacity f CL Desk	Jun-07	Jun-08	ICI			\$12,000		Child Labour Desk	Ghana
Community Program	Jun-07	Jun-08	ICI			\$71,004		UVPAP NGO	Côte d'Ivoire
Community Program	Jun-07	Jun-08	ICI			\$71,004		FEMAD NGO	Côte d'Ivoire
Support for Welcome Centres	Jun-07	Dec-08	ICI			\$81,148		Ministry of Family, Women, etc	Côte d'Ivoire
Follow-up on trafficking	Jul-07	Jul-08	ICI			\$50,000		Rescue Foundation	Ghana
ICI Total Spent and/or Budgeted since November 2003						\$3,083,523			
ICI Total Budgeted since November 2003						\$3,276,598			
<p>ICI has budgetted \$3,276,598 since November 2003. From November 2003 through December 2006, \$284,600 was budgetted and \$259,062 (>90%) was spent on completed and audited projects. Since November 2004, contracts for \$2,175,709 have been written and the projects started. Ten projects were completed and in the process of audit at the time of An additional \$816,287 has been budgetted for projects which are still at the proposal stage and for which contracts had not yet been written at the time of this</p>									
<p><i>Source: International Cocoa Initiative (ICI) Report, 23 March 2007</i></p>									

Appendix 5: International Cocoa Initiative Report, 2006

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Survey of Cocoa Farming Labor Practices	2002	2002	Industry		USAID, ILO			IITA	
Farmer Field Schools/STCP Pilot Project	2003	2006	WCF, Industry	<i>see country specific data from WCF website below</i>	USAID, USDA, Nigeria MoAR, FDPAPCC, CIDA, DANIDA, CIM Germany, Dutch MoA, ARD, TransFair			IITA, SOCODEVI, ANADER, Rainforest Alliance	Cameroon, Côte d'Ivoire, Ghana, Liberia, Nigeria
Farmer Field Schools/STCP	2007	2011	WCF, Industry	<i>see country specific data from WCF website below</i>	USAID				
Support for Cocoa Farming Women Partners			Chocolate Manufacturers Assn, Nestle, SunSpire		IITA/SCTP				
Improving Incomes through Farmer Organization	2003	2006	Industry	<i>see country specific data from WCF website below</i>	SOCODEVI			IITA/STCP	
Healthy Communities Initiative	2006	5 years	WCF		USAID				
"Parallel Effort" above			WCF		Canadian IDA			SOCODEVI	
IFESH "Teacher Training"	2005	2007	WCF, Hershey	<i>see country specific data from WCF website below</i>				IFESH	Ghana, Cdi

Appendix 5: International Cocoa Initiative Report, 2006

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
CLASSE	2004	2007	WCF, CloettaFazer AB, Mars, Norwegian Assn. Chocolate manufacturers	<i>see country specific data from WCF website below</i>	Winrock			Winrock	Côte d'Ivoire
ECHOES	2007	multi yr	WCF		USAID				
Community Health			Industry, ICI					FHI	
Côte d'Ivoire Police & MoA training	2007		Industry, ICI						
ICI COCOBOD Radio Program	2007		Industry, ICI		COCOBOD				Ghana
Certification for Cocoa Farming									
First Certification Report Ghana	2007				Govt. of Ghana				
Migratory Labor Study			Industry		UNICEF			University of Ghana	Ghana
WACAP Pilot Project	2002		Industry		ILO				
Resource Centers at Teacher training institutes	2005	2007	WCF, Hershey					IFESH	Ghana and Côte d'Ivoire
Rainforest Conservation Project			WCF		Danish Center for Forest and Landscaping, Conservation International				

Source: *Responsible Sustainable Cocoa Farming: Industry Report, July 2007*

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country	
Health & Safety Program		ongoing	Archer Daniels Midland (ADM)	400 permanent and 1000+ temporary and seasonal ADM Cocoa Sifca employees				ADM Cocoa Sifca	Côte d'Ivoire	
Compliance & Ethics		ongoing							ADM Cocoa Division	Côte d'Ivoire
HIV/AIDS Programs		ongoing			National Agency for Tropical & Infectious Diseases				ADM Cocoa Sifca	Côte d'Ivoire
Technical Training Programs	2001	ongoing	Archer Daniels Midland (ADM)	>10,000 co-op members attended seminars	IITA/STCP			ADM Cocoa Sifca	Côte d'Ivoire	
Train the Trainers Field Schools	Oct-03	ongoing	ADM Cocoa Sifca	funded 8 co-ops to attend	IITA/STCP			IITA/STCP	Côte d'Ivoire	
SERAP Pilot Program	2005	ongoing	Archer Daniels Midland (ADM)	scores & grades cocoa from 10 co-ops (15,000 members) >10,000MT of cocoa sourced				ADM Cocoa Sifca	Côte d'Ivoire	
Ivorian School Canteen Program	2004/05	ongoing	ADM Cocoa Sifca	pilot reached 257 primary schools and 79,000 children	WFP			MoE Ivorian School Canteens Program	Côte d'Ivoire	
Purchase Traceable Cocoa			Armajaro	<i>not supplied</i>					Ghana	
Child Labor Education									Cocobod	Ghana
Video Training in Ag Practices									IITA/STCP	Ghana
Hand-dug wells, electricity poles and school furniture									communities	Ghana
Multi-disciplinary project to increase smallholders' income manage natural	Nov-05	Mar-09	Armajaro Kraft	<i>not supplied</i>	GTZ USAID ANADER Rainforest Alliance			ANADER, GTZ, Amajaro	Côte d'Ivoire Côte d'Ivoire	

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Partenaire de Qualité program to raise quality through training and performance audits; child labor awareness to be added	Jun-05	May-08	Barry Callebaut, SACO, Barry Callebaaut Négoce, SN Chocodi	45 cooperatives with 150 to 800 cocoa farmers in program;33 training sessions held for >850 farmers	ANANDER Cocoa Co-operatives			ANADER provides independent audit	Côte d'Ivoire
Barry Village Housing	Dec-04	Nov-05	Barry Callebut	54 homes purchased; BC contributed \$300,000 of \$1,080,000 total cost	Employees buy houses at 2/3 cost			BC Subsidiaries	Ghana
Barry Health Benefits		ongoing		all employees & their families have health care					Ghana & Côte d'Ivoire
Barry Adult Education Support		ongoing		pay 50% of employee educational fees				Ghana	
Cité SACO I		1998		102 homes	employees purchased houses at 13% of cost with 19% BC subsidy & BC negotiated mortgage			Côte d'Ivoire	
Cité SACO II		2007		93 homes					
Cité SACO San Pedro		2007		51 homes					
School, Education & Sport Support to employees		ongoing			furniture & materials to Cité SACO schools, employee ed allowance for children				Ghana
HIV/AIDS Awareness	Trust fund established in 2002 with annual contribution of \$1/metric ton by Ghana to fund cal health & education initiatives			BC Ghana	secondary school students	Lions Club			Ghana
Medical Scholarships			5 post-grad med students		College of Health Science				
School Construction			secondary school		Kpone Traditional Council				
Computer Literacy Project			computer donated		Tema Presbyterian 2 ^o school				
Library			disabled training		Tema Rotary Club				
Eye Care Centre			Eye Care Center Established		Lions Club			Tema General Hospital	
Child Ed & welfare			centre activities		Mother Theresa Senya Brekum				
Bednets & first aid	2007		Barry Callebut					Côte d'Ivoire	
Medical Center in Goh	2007		Barry Callebut					Côte d'Ivoire	
Fresh Water Community Hand Dug wells	2001	2006	Cadbury-Schwepps	375 wells for 50,000 people	Kuapa Kokoo SDF & Wateraid				Ghana

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
	2007	2008		365 wells for 55,000 people	local NGOs				
Earthshare & Biodiversity for sustainable Cocoa farming	2005	ongoing	Cadbury-Schwepps	Students from Ghana & around the world	Earth-watch			Nature Conservation Research Center	
Ghana Cocoa Farmers Newspaper	Jul-06	ongoing	Cadbury-Schwepps, OLAM, Transroyal, ARMAJARO, Akafo Adamfo, Aka Kokoo	75,000 copies per edition	CABI			CRIG	
Enterprise Loan Program	2007	ongoing	Cadbury-Schwepps	100 loans with business				Friends of Africa Foundation	
Books for Ghana	2006	ongoing	Cadbury-Schwepps	8,000 books donated & libraries				PDA	
Map Sustainable Production			Cadbury-Schwepps					IDS, Univ Ghana	
Cocoa Research Fund			Cadbury-Schwepps					BCCA	
Direct Annual Investment			Cadbury-Schwepps					IITA/STCP	
Direct Annual Investment			Cadbury-Schwepps					ICI	Côte d'Ivoire & Ghana
CS total investments in all above projects			Cadbury-Schwepps			\$2.6 million			Côte d'Ivoire & Ghana
Cargill-CARE Rural Education Project	2006	2008		30,000 farmers in 30 communities: 17.5% increase in school enrollment, farmer & educations				CARE	Ghana

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Cargill-IECD Farmer Field Schools Program	2005	2010	Cargill	30 family farm schools >400 students	Dutch MoA Communities			IECD	Côte d'Ivoire & Cameroon
Cargill Farmer Quality Training Program	2001	ongoing		10,000 farmers/year in Côte d'Ivoire				Cargill	Côte d'Ivoire & Nigeria
Cargill Cocoa Community Logistics Program to improve transport	2006	ongoing	Cargill	30 trucks for farmer to co-op 10 larger trucks warehouse to buying stations; 50 local people employed	Local Trucking Companies			Cargill	Côte d'Ivoire
Tema Maternity Wing (Clinic & Theatre)	2006	2007	Cargill	5,000 sq ft facility for 20 communities, 4-bed birthing room, 14-bed ward, surgical suite for Caesarean sections				Mercy Ships & Ghana Health Services	Ghana
Ghana Food Bank Network Pilot Project	2006	2008	Cargill	feasibility of local food banking				Global Food Bank Network	Ghana
Habitat for Humanity	2005		Cargill	20 homes				Cargill & Habitat for Humanity	Côte d'Ivoire
UN World Food Programme School Worm Treatment & Prevention Program	2005	2008	Cargill	health & sanitation training to 3,300 teachers; 340,000 students received de-worming treatment				UN WFP	Côte d'Ivoire
Chaine de Tout-Petits Immunization Program	2004	2006	Cargill	33,000 children received immunizations against meningitis and tetanus and treatment for intestinal				Chaine de Tout-Petits	Côte d'Ivoire
Projet de Production Durable de Cacao Certifie	2006	2009	Kraft and Armajaro	6 co-ops of 350 farms certified in 2007; 1,290 farmers, 3 group administrators and 9 farmer promoters trained	USAID GTZ			ANADER, IITA/STCP, Rainforest Alliance, EDE Consulting	Côte d'Ivoire
Child Labor Alternatives through Sustainable Systems Education (CLASSE)	2005	2007	Kraft Foods Nordic via Norwegian Chocolate Manufacturers Association	80 youth completed agricultural training, 40 students their guardians received micro-credit scholarships, 15 youth sensitized to child labor, 2,119 youth sensitized to HIV/AIDS, 30 students in agricultural clubs, 5 school renovated				Winrock	Côte d'Ivoire

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Partnership with Save the Children: Protect, Educate & reunite children in conflict areas	2005	2006	Kraft Foods UK	3,000 children in educational support; 55 unaccompanied children registered & aided; 60% reunited with family; 30% established contact with families				SCF UK	Côte d'Ivoire
Partnership with Action Contre la Faim for Mobile Feeding Unit	2004	2005	Kraft Foods France	1,140 children screened in one month; 3,562 children receive food aid				Action Contra la Faim	Côte d'Ivoire
First International Workshop on Sustainable Cocoa Farming	1998		Mars	principals for sustainable, biologically diverse system of growing cocoa	Industry			Smithsonian	Côte d'Ivoire
Village Vocational School and Teacher Training	2003	ongoing	Mars	pilot completed in 2005, expansion now sought	MoE Cdl			Winrock	Côte d'Ivoire
			WCF		USDA				Côte d'Ivoire
New Trees for Old as abandoned cocoa farms are reclaimed			Mars		GTZ				Côte d'Ivoire
Research to Produce Stronger, Resistant Cocoa Plants			Mars					University of Reading IITA/STCP	West Africa Region
Research Support			Mars					USDA, CATIE, INIAP, ACD/VOCA, IITA, African Society of National Summit on Africa	
Africa Health Initiative	2002	2006	Nestlé	\$2,575.758 committed over 1st 4 years for HIV/AIDS Programs				IFRC	Africa
IFRC Global Water & Sanitation Initiative	2006		Nestlé		EU			IFRC	
Wastewater Treatment Plant Study	2005	2007	Nestlé	monitoring needs for new wastewater treatment plant near Nestlé factory					Ghana
Supply Chain Management for Total Quality Cocoa	2006	2009	Nestle, ICI		Ecom/Zamacom Cocoa Depart			Cocoa Co-operatives	Côte d'Ivoire

Appendix 6: Report of Individual Company Efforts, 2007

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Financial Support outside of cocoa			Nestle					Les Amis des Enfants guesthouse for HIV+ women & children	Côte d'Ivoire
								Assn Espoir Health Centre	Côte d'Ivoire
								College of Health Sciences	Ghana
					improved rural sanitation			Raleigh International	Ghana

Source: Responsible Sustainable Cocoa Farming: Individual Company Efforts, September 2007

Appendix 7: World Cocoa Foundation Report, 2007

Name of Project/Program/Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Company Contribution	Partner Contribution	Implementing Organization	Country
Establishment of Resource Centers at Teacher Training Institutes	May-05	Aug-07	The Hershey Company and WCF	1,793 teachers trained for 72,913 students; 2 teacher resource centers equipped				IFESH	Ghana
				1,603 teachers trained for 64,120 students; teacher resource centers equipped; 1,080 residents receiving literacy training					Côte d'Ivoire
Child Labor Alternatives through Sustainable Systems Education (CASSE)	Jun-04	Dec-07	WCF, Mars Inc, Norwegian Association of Chocolate Manufacturers and Cloetta Sazer AB	1,686 youth trained; 156 students & mothers received micro-credit, 1,278 youth sensitized to child labor; 7,288 youth sensitized to HIV/AIDS, 219 students in ag school renovated; 10 cocoa plots, 10 gardens & 1 tree replication nursery established				Winrock International	Côte d'Ivoire
Sustainable Tree Crops Program Pilot Phase	2003	2006	WDF, Industry	2,437 farmers trained by 85 FFS, 180 farmers at 9 VVC; 460 graduates in 3 field research studies; 5 orgs completed 1st round of training	USAID		USAID	IITA and SOCODEVI	Ghana
Sustainable Tree Crops Program Phase II	2007	2011							
Sustainable Tree Crops Core Program Pilot Phase	2003	2006	WCF, Industry	8,313 farmers trained at 236 FFS; 17,033 farmers trained in Rainforest Alliance farms; 75 farmers trained through VVC, 80 farmers participated in mineral fertilizer 80 farmers established cocoa nurser	USAID FDPCC			IITA, SOCODEVI ANADER Rainforest Alliance	Côte d'Ivoire
Sustainable Tree Crops Core Program Phase II	2007	2011							
Sustainable Production of Certified Cocoa	2006		Kraft Foods		USAID				
Cocoa Quality Improvement Project					TransFair USA				

Source: World Cocoa Foundation Website 2007

Appendix 8: List of projects financed by Industry targeted at education and training

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Implementing Organization	Company Contribution	Country
Establishment of Resource Centers at Teacher Training Institutes	5-May	7-Aug	The Hershey Company and WCF	1,793 teachers trained for 72,913 students; 2 teacher resource centers equipped		IFESH		Ghana
				1,603 teachers trained for 64,120 students; 2 teacher resource centers equipped; 1,080 residents receiving literacy training				Cote d'Ivoire
Child Labor Alternatives through Sustainable Systems in Education (CLASSE)	4-Jun	7-Dec	WCF, Mars Inc, Norwegian Association of Chocolate Manufacturers and Cloetta Fazer AB	1,686 youth trained; 156 students & mothers received micro-credit, 1,278 youth sensitized to child labor; 7,288 youth sensitized to HIV/AIDS, 219 students in agricultural clubs; 9 school renovated; 10 cocoa plots, 11 school gardens & 1 tree replication nursery established		Winrock International		Cote d'Ivoire
Village Vocational School and Teacher training	2003	ongoing	Mars	<i>Not supplied</i>	Ministry of Education	Winrock		Cote d'Ivoire
			WCF		USDA			Cote d'Ivoire
Sustainable Tree Crops Program Pilot Phase	2003	2006	WCF, Industry	2,437 farmers trained by 85 FFS, 180 farmers at 9 VVC; 460 graduates in 3 field research studies; 5 organizations completed 1st round of training	USAID	IITA and SOCODEVI		Ghana
Sustainable Tree Crops Program Phase II	2007	2011						
Sustainable Tree Crops Core Program Pilot Phase	2003	2006	WCF, Industry	8,313 farmers trained at 236 FFS; 17,033 farmers by farmer-to-farmer training; 900 farmers trained in Rainforest Alliance Standards; 75 farmers trained through VVC, 690 farmers participated in mineral fertilizer study; 380 farmers established cocoa nurseries; 48 producers trained by VVC in cocoa quality	USAID FDPCC	IITA, SOCODEVI ANADER Rainforest Alliance		Cote d'Ivoire
Sustainable Tree Crops Core Program Phase II	2007	2011						
Farmer Field Schools in Pilot Communities	6-Jun	7-Jan	ICI	<i>Not supplied</i>		IITA	\$34,981	Ghana
Study on education opportunities, alternatives	6-Feb	6-Oct	ICI	<i>Not supplied</i>		Odonkor	\$45,667	Ghana

Appendix 8: List of projects financed by Industry targeted at education and training

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Implementing Organization	Company Contribution	Country
Development of Training Materials	6-May	6-Dec	ICI	<i>Not supplied</i>		Sergile	\$42,633	Cote d'Ivoire & Ghana
Technical Training Programs	2001	ongoing	Archer Daniels Midland (ADM)	>10,000 co-op members attended seminars	IITA/STCP	ADM Cocoa Sifca		Cote d'Ivoire
Train the Trainers Field Schools	3-Oct	ongoing	ADM Cocoa Sifca	Funded 8 co-ops to attend	IITA/STCP	IITA/STCP		Cote d'Ivoire
Ivorian School Canteen Program	2004/05	ongoing	ADM Cocoa Sifca	Pilot reached 257 primary schools and 79,000 children	WFP	MoE Ivorian School Canteens Program		Cote d'Ivoire
Child Labor Education						COCOBOD		Ghana
Video Training in Agricultural Practices						IITA/STCP		Ghana
Hand-dug wells, electricity poles and school furniture			Armajaro	<i>Not supplied</i>		Communities		Ghana
Partenaire de Qualité program to raise quality through training and performance audits; child labor awareness to be added	5-Jun	8-May	Barry Callebaut, SACO, Barry Callebaut Négoce, SN Chocodi	45 cooperatives with 150 to 800 cocoa farmers in program;33 training sessions held for >850 farmers	ANADER Cocoa Co-operatives	ANADER provides independent audit		Cote d'Ivoire
Barry Adult Education Support		ongoing		Pay 50% of employee educational fees				Ghana
School, Education & Sport Support to employees		ongoing	Barry Callebaut	Furniture & materials to Cité SACO schools, employee ed allowance for children				Ghana
School furniture & materials			Barry Callebaut	<i>Not supplied</i>				Ghana
HIV/AIDS Awareness	Trust fund established in 2002 with annual contribution of \$1/metric ton by BC			Secondary school students	Lions Club			
Medical Scholarships				5 post-grad medical students	College of Health Science			
School Construction				Secondary school	Kpone Traditional Council			
Computer Literacy Project				Computer donated	Tema Presbyterian 2 ^o school			

Appendix 8: List of projects financed by Industry targeted at education and training

Name of Project/Program/ Consultancy	Start Date	Completion Date	Name of Company	Impact/Output	Partner Organizations	Implementing Organization	Company Contribution	Country
Library	Ghana to fund local health & education initiatives		Barry Callebut	Disabled training	Tema Rotary Club		\$35,000	Ghana
Child Education & Welfare				Centre activities	Mother Theresa Senya Brekum			
Books for Ghana	2006	ongoing	Cadbury-Schwepps	8,000 books donated & libraries being built in villages with ICI's Yen Daa Kye programs	Participatory Development Assoc.			Ghana
Cargill-CARE Rural Education Project	2006	2008	Cargill	school enrollment, farmer & educations committees established and SMC strengthened, 10 village school		CARE		Ghana
Cargill-IECD Farmer Field Schools Program	2005	2010		30 family farm schools >400 students	Dutch MoA Communities	IECD		Cote d'Ivoire & Cameroon
Cargill Farmer Quality Training Program	2001	ongoing		10,000 farmers/year in Cote d'Ivoire		Cargill		Cote d'Ivoire & Nigeria
Partnership with Save the Children: Protect, educate & reunite children in conflict areas	2005	2006	Kraft Foods UK	3,000 children in educational support; 55 unaccompanied children registered & aided; 60% reunited with family; 30% established contact with families		SCF UK		Cote d'Ivoire

Sources: Internal reports and documents submitted to Tulane University;

Information published by ICI, WCF, cocoa/chocolate companies, and implementing partners on official websites.

Appendix 9: List of ILO and UN Definitions - Key Concepts and Definitions

Child	<p>“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 <i>et al.</i> 2006)</p>
Child Work	<p>“Work is defined in terms of economic activity in the sense of the System of National Accounts (SNA) 1993.” (Hagemann <i>et al.</i> 2006)</p> <p>“Economic activity covers all market production (paid work) and certain types of non-market production (unpaid work), including production of goods for own use. Whether paid or unpaid, therefore, the activity or occupation could be pursued in either the formal or informal sector and in either urban or rural areas.” (Hagemann <i>et al.</i> 2006)</p> <p>“Children engaged in domestic chores within their own households, however, are not classified as economically active.” (Hagemann <i>et al.</i> 2006)</p> <p>“In line with the international definition of employment, one hour of work during the reference week is sufficient to consider a person as being at work in economic activity during that week. Also included in the classification are individuals with a job but who are temporarily absent from work due to illness, vacation, or other reasons.” (Hagemann <i>et al.</i> 2006)</p>
Minimum Age	<p>“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)</p> <p>“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 <i>et al.</i> 2006)</p> <p>“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)</p> <p>“‘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 <i>et al.</i> 2006)</p>

Appendix 9: List of ILO and UN Definitions - Key Concepts and Definitions

<p>Hazardous Work</p>	<p>“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)</p> <p>“Consideration should be given, inter alia, to:</p> <p>(a) work which exposes children to physical, psychological or sexual abuse;</p> <p>(b) work underground, under water, at dangerous heights or in confined spaces;</p> <p>(c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;</p> <p>(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;</p> <p>(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)</p>
<p>Forced Labor and Bounded Labor</p>	<p>“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.” (ILO Convention 182)</p> <p>“The term forced or compulsory labour 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)</p> <p>“Debt bondage, that is to say, the status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined.” (UN Supplemental Convention on the Abolition of Slavery)</p> <p>“Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labour 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)</p> <p>“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 labour.” (UN Supplemental Convention on the Abolition of Slavery)</p>

Appendix 9: List of ILO and UN Definitions - Key Concepts and Definitions

<p>Trafficking of Children</p>	<p>“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.” (ILO Convention 182)</p> <p>(a) “Trafficking in persons’ shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;</p> <p>(b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;</p> <p>(c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does not involve any of the means set forth in subparagraph (a) of this article;</p> <p>(d) ‘Child’ shall mean any person under eighteen years of age.” (UN Protocol to Prevent, Suppress and Punish Trafficking in Persons)</p>
<p>Worst Forms of Child Labor (WFCL)</p>	<p>“For the purposes of this Convention, the term the worst forms of child labour comprises:</p> <p>(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;</p> <p>(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>(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;</p> <p>(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.” (ILO Conventions 182)</p>

Appendix 10a: Local Laws and Regulations in Cote d'Ivoire

	Initiative	Description	Year
Constitution	Article 3	Forbids, physical or moral torture requiring that offending police officials are pursued and sanctioned.	August 1, 2000
	Article (TBD)	Abolishes the death penalty previously applicable to children as young as 16 years of age.	August 1, 2000
	Article 6	Grants special protection to the vulnerable persons, including children.	August 1, 2000
National Laws	Law No. 90-437	Provides protection for refugee children.	May 29, 1990
	Law No. 95-685	Provides education in conformity with CRC Articles 28 and 29. However, education is not compulsory under this law.	September 7, 1995
	Law No 98-594	Provides protection for children with disabilities.	November 10, 1998
	Law No 98-756	Protects against traditions that can be harmful for children, such as circumcision, early wedding, and forced weddings.	December 23, 1998
	Law No. 64-374, 1964	Requires that all births are registered within 15 days. The law was later modified by law No. 83-799 extending the period to three months.	August 2, 1983
	Law No. 97-613	Prohibits the abduction of minors, an important component of trafficking.	October 16, 1996
	Law No. 2002	Requires person living in Côte d'Ivoire to possess and present an identification document upon request.	January 3, 2002
	Law No. 60-315	Allows persons to freely associate, allowing for the establishment of numerous NGOs supporting child rights.	September 21, 1960
	Law No. 2001-636	Creates the institution, organization and functioning of Universal Health Insurance.	October 9, 2001
Law No. 2001-635	Creates a fund for agricultural development to improve the quality of production, support for rural employment, and improvement of work and living conditions of rural families.	October 9, 2001	
	Law No 2000-830	Establishes the National Committee of Human Rights.	November 22, 2000
Penal Code	Article 386	Prohibits the destruction, deceitful modification or abolition of a child's registration, punishable by a sentence of 10 years.	
	Article 370 and 371		
	Articles 334 to 341	Prohibits and provides for punishment of child pornography.	
	Articles 335 and 336	Prohibits child prostitution, though it only punishes the one who lives on the prostitution of others, but not the client.	

Initiative		Description	Year
Labor Code	Chapter 2, Articles 12.1-11	Regulates apprenticeships.	
	Chapter 3, Article 23.8	Sets the minimum age for employment at 14 years.	
	Chapter 3, Article 23.9	Allows the work inspector to require a medical exam by an accredited physician to assure that work by women and children do not exceed their abilities.	

Source: USAID 2002a

Appendix 10b: Local Laws and Regulations in Ghana

Initiative	Year	Description
The Children's Act (Act 560)	1998	Contains provisions on child labor, provides a framework to assist children in abusive labor. It also legislates the basic rights of the child, judicial and quasi-judicial adjudication, parentage, custody, fosterage and adoption, and institutional care.
Child Labour Unit.	1999	Established as part of the Ministry of Employment and Social Welfare to better respond to the needs of children in difficult circumstances, including abusive labor situations.
Bill to ratify Convention No. 138 on the Minimum Age For Work.	2002	Currently before parliament, obliging ratifying countries to ensure children are not employed full-time, for remuneration or not, until the end of compulsory primary school, between the ages of 12 and 14.
Labour Decree. NLCD, Act. 157	1967	Prohibits the employment of children below age 15 and prescribes sanctions for offenders.
Criminal Procedure Code	1960	Gives rights to the police and the courts to protect children in difficult circumstances (e.g orphans, destitutes and the maltreated) by sending them to programs to learn a trade.
The Court Act, Act. 459	1993	Mandates the courts to ensure the welfare of children 18 and below as well as children in difficult circumstances.
Women and Juvenile Unit of the Ghana Police Service	1998	The Ghana Criminal Code was amended to establish a unit of the police department to respond specifically to complaints of crimes against juveniles and women, especially those related to sexual abuse.
District assembly act 462	1998	Session on education provide teachers and salaries infrastructure is the responsibility of the district assemblies

Source: USAID 2002b

1.0: EXACT LEGAL DEFINITION OF AGE TO WORK IN GHANA

Under the Ghanaian legal system, there are three (3) exact legal definitions of ‘age to work.’ Those three definitions correspond to the three (3) appropriate legal definitions for ‘work’ under the legal regime which are: Light Work, Employment and Hazardous Employment.

1.1: LIGHT WORK

Light work is defined 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 the capacity of the child to benefit from school work.

THE EXACT LEGAL DEFINITION OF MINIMUM AGE FOR ADMISSION OF A CHILD IN LIGHT WORK IS THIRTEEN (13) YEARS.

1.2: EMPLOYMENT

Employment is defined as engagement in any economic work or activity performed during a specified period for pay (in cash or kind), profit or family gain.”

THE EXACT LEGAL DEFINITION OF MINIMUM AGE FOR THE ADMISSION OF A CHILD TO EMPLOYMENT IS FIFTEEN (15) YEARS.

1.3: HAZARDOUS EMPLOYMENT

Hazardous employment is defined as employment that poses a danger to the health, safety or morals of a person. Types of work under this classification include “going to sea; mining and quarrying; portering of heavy loads; manufacturing industries where chemicals are produced or used; work in places where machines are used; and work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior.” (*Children’s Act, 1998*).

UNDER THE CHILDREN’S ACT, THE EXACT LEGAL DEFINITION OF MINIMUM AGE FOR ENGAGEMENT OF A PERSON IN HAZARDOUS WORK IS EIGHTEEN (18) YEARS.

Labor Regulations, 2007, Section 7 (1) under the heading ‘Employment of Young Persons in Hazardous Work,’ defines hazardous work as including -- in 7 (1) (c) and 7 (1) (d) states: “work which involves the use of substances and materials that emit radiation or poisonous gases or fumes (and) the use of dangerous chemicals.”

Labor Regulations, 2007, Section 7 (1) asserts “an employer shall **not** engage a young person” in hazardous work *Labor Act, 2003, Act 651*, however defines “young person” as “a person of over 18 years but below 21 years.” Thus, **UNDER THE LABOR ACT, MINIMUM AGE FOR ENGAGEMENT OF A PERSON IN HAZARDOUS WORK IS 21 YEARS.** This contradicts the minimum Age 18 under the *Children’s Act*.

2.0: LEGISLATION FOR EXACT LEGAL DEFINITION OF AGE TO WORK IN GHANA

Legislation/Laws that provide exact legal definition of age to work in Ghana are:

2.1: *Children's Act, 1998; Act 560.*

Sections 89 – 91 of Act 560 spell out the exact legal definition of age to work in Ghana. Provisions of the Act apply to both the formal and informal sectors of employment. The Act also sets out specific provisions for the enforcement of the law in both sectors

2.2: *Labor Act, 2003, Act 651.*

Sections 58 of the Act prohibits employment of young persons in hazardous work.

Labor Act 651 appears to contradict the Children's Act, 1998, Act 560, on the exact legal definition of age for hazardous work.

Labor Act 651 defines 'a young person' (who is prohibited from engagement in hazardous work) as "a person of over 18 years but below 21 years." Children's Act, 1998, Act 560, however, puts the exact minimum legal age for engagement of a person in hazardous work at 18.

2.3: *Apprentices Act, 1961, Act 45*

Sections 5 (2) (b) of the Act empowers the Board of the National Apprenticeship Committee to set "the minimum age at which a person may commence to serve as an apprenticeship" in any specified industry.

Information on the range of the minimum ages set by the Board for apprenticeship in various specified industries is still being sought and will be included in final report.

2.4: **RELATED DEFINITIONS OF 'CHILD' (or "JUVENILE")
UNDER GHANA'S EXISTING LEGAL REGIME**

2.4.1: **Children's Act, 1998, Section 1, defines "a child" as "a person below the age of eighteen (18) years."**

2.4.2: **Adoption Act, 1962, Act 104, Section 21, defines "a juvenile" as "a person who is under the age of 17 years."**

2.4.3: **Human Trafficking Act, 2005, Act 694, Section 42 defines "a child" as "a person below 18 years."**

2.4.4: **Juvenile Justice Act, Act 653, Section 1, defines "a juvenile" as "a person under 18 years (who is in conflict with the law)."**

2.4.5: **Domestic Violence Act, 2007, Act 732, Section 42 defines "a child" as "a person below 18 years."**

Tulane University
COTE D'IVOIRE CHILD LABOUR SURVEY
Child Interview¹

Tulane University
September 2007

- a. Household/school identification number: _____
- b. Date of interview: _____
- c. Start: _____
- d. End: _____
- e. Language of the interview: _____
- f. Interviewer's name: _____
- g. Supervisor's name: _____

A. Child Characteristics

A1. Name/ID number of respondent: _____

A2. Age of respondent:

Age in years: ____ (if unknown, estimate)

A3. Sex of respondent:

- Male
 Female

A4. Ethnic group of respondent:

Ethnic group: _____

A5. Religion of respondent:

- Catholic
 Muslim
 Other (specify): _____:

¹ Some questionnaire items taken from survey instruments developed by: ILO (2002). ILO National Child Labor Survey. Children's Questionnaire. Version July 11, 2002; Ghana Statistical Service (2000). Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/ipecc/simpoc/ghana/document/quest_2000.pdf; Ghana Ministry of Food and Agriculture (2005). Annual Crop and Livestock Survey. Form 2. Holding Enquiry. Internal Document; Cocoa Industry (2006). Indicators of WFCL and FAL for Cocoa Certification. Internal Document. Version 2, September 27, 2006; Cummins, Robert A., Lau, Anna L.D. (2005). Personal Wellbeing Index – School Children (PWI-SC). 3rd Edition. School of Psychology, Deakin University, Australia; Quality Metric. SF-12 Health Survey. Version 2. <http://www.sf-36.org/>; WHO (2007). Ghana GSHS Questionnaire. Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>; Hamby, S.L., Finkelhor, D., Ormrod, R., Turner, H. Juvenile Victimization Questionnaire (JVQ). Crimes Against Children Research Center, University of New Hampshire, Durham. http://www.unh.edu/ccrc/juvenile_victimization_questionnaire.html; International Institute of Tropical Agriculture (IITA) (2005) Farmer Field School Participant Questionnaire. Sustainable Tree Crops Program (STCP). Internal Document; Government of Ghana, World Cocoa Foundation (2006). Ghana Cocoa Sector Survey. Child Questionnaire. Internal document; and other ILO/SIMPOC questionnaires.

A6. Place of birth of respondent:

Name of village/town: _____
Country: _____
Region: _____
Department: _____
Sub-department: _____

A7. Current place of residence:

Name of village/town: _____
Country: _____
Region: _____
Department: _____
Sub-department: _____

B. Caregiving Arrangement

B1. Who is primarily taking care of you? (multiple answers allowed)

- Father
- Mother
- Grandfather
- Grandmother
- Uncle
- Aunt
- Brother
- Sister
- Other relative (specify): _____
- Employer
- Nobody
- Other (specify): _____

B2. Do you live with both of your biological parents?

- Both parents (skip next 4 questions, go to C1)
- Father and step mother (skip B5 and B6)
- Mother and step father (skip B3 and B4)
- Father alone (skip B5 and B6)
- Mother alone (skip B3 and B4)
- Other relatives (specify): _____
- Employer
- Nobody
- Other (specify): _____

B3. Why are you not living with your biological father?

- Parent deceased (specify): _____
- Parent works in different village/town
- Parents divorced
- Parent abandoned family or child

- Child attends school in different village/town
- Child works in different village/town
- Child was sent to live with relatives
- Other (specify): _____
- Don't know

B4. Since when are you not living with your biological father?

Year: _____

- Don't know

B5. Why are you not living with your biological mother?

- Parent deceased (specify): _____
- Parent works in different village/town
- Parents divorced
- Parent abandoned family or child
- Child attends school in different village/town
- Child works in different village/town
- Child was sent to live with relatives
- Other (specify): _____
- Don't know

B6. Since when are you not living with your biological mother?

Year: _____

- Don't know

C. Work Activities

C1. Did you engage in work in agriculture for at least one hour during the past 7 days?

- Yes
- No

C2. Did you engage in work on a cocoa farm for at least one hour during the past 7 days?

- Yes
- No

C3. During the last 7 days, did you perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging

- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

C4. During the last 12 months, did you perform any work in agriculture?

- Yes
- No

C5. During the last 12 months, did you perform any work in cocoa growing?

- Yes
- No

C6. During the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying

- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

C7. During the last 12 months, who were the persons you primarily worked for when performing work in agriculture? (*multiple answers allowed*)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No work in agriculture

C8. Did you engage in economic activity other than agriculture for at least one hour during the past 7 days?

- Yes
- No

C9. During the last 7 days, did you perform any of the following activities? (*read each and mark affirmative answers*)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

C10. During the last 12 months, did you perform any economic activities other than agriculture?

- Yes
- No

C11. During the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

C12. During the last 12 months, who were the persons you primarily worked for when performing economic activity other than agriculture? (multiple answers allowed)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No economic activities other than agriculture

C13. During the last 7 days, did you perform any household work?

- Yes
- No

C14. In the last 7 days, did you perform any of the following activities? (read each and mark affirmative answers)

- Cooking
- Shopping for household
- Cleaning utensils/house
- Washing clothes
- Caring for children, old or sick

- Other (specify): _____
- None

C15. During the last 12 months, did you perform any household work?

- Yes
- No

C16. In the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Cooking
- Shopping for household
- Cleaning utensils/house
- Washing clothes
- Caring for children, old or sick
- Other (specify): _____
- None

C17. During the last 12 months, who were the persons you primarily worked for when performing household work? (multiple answers allowed)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No household work

D. Working Hours²

D1. On a typical day, how much time do you usually spend on work in agriculture?

Estimate of hours per day: _____

- Don't know
- None

D2. On a typical day, how much time do you usually spend on work on a cocoa farm?

Estimate of hours per day: _____

- Don't know
- None

D3. In the last 7 days, on how many days did you perform work in agriculture?

Number of days: _____

- None (skip next 4 questions go to D8)

² Based on ILO Convention 182 (WFCL) and ILO Recommendation 138 (Minimum Age).

D4. In the last 7 days, on how many days did you perform work on a cocoa farm?

Number of days: _____

- None

D5. For each day worked during the past week, how many hours did you actually work in agriculture?

Monday (hours): _____

Tuesday (hours): _____

Wednesday (hours): _____

Thursday (hours): _____

Friday (hours): _____

Saturday (hours): _____

Sunday (hours): _____

D6. What is the total number of hours you spent on work in agriculture in the past 7 days?

Estimate of hours per week: _____

- Don't know

D7. What is the total number of hours you spent on work on a cocoa farm in the past 7 days?

Estimate of hours per week: _____

- Don't know

D8. In the past 12 months, was there a time when you spent more hours on work in agriculture than you do right now? When?

Months with highest workload: _____

- Don't know (skip next question, go to D10)
 None (skip next question, go to D10)

D9. Why did you have more work in agriculture during that period of time?

Specify: _____

D10. In the past 12 months, was there a time when you spent fewer hours on work in agriculture than you do right now? When?

Months with lowest workload: _____

- Don't know (skip next question, go to D12)
 None (skip next question, go to D12)

D11. Why did you have less work in agriculture during that period of time?

Specify: _____

D12. At what age did you start performing work in agriculture for the first time?

Age in years: _____

- Never performed agricultural activity

D13. On a typical day, how much time do you usually spend on economic activities other than agriculture?

Estimate of hours per day: _____

- Don't know
- None

D14. In the last 7 days, on how many days did you perform economic activities other than agriculture?

Number of days: _____

- None (skip next 2 questions, go to D17)

D15. For each day worked during the past week how many hours did you actually spend on economic activities other than agriculture?

Monday (hours): _____

Tuesday (hours): _____

Wednesday (hours): _____

Thursday (hours): _____

Friday (hours): _____

Saturday (hours): _____

Sunday (hours): _____

D16. What is the total number of hours you spent on economic activities other than agriculture in the past 7 days?

Estimate of hours per week: _____

- Don't know

D17. At what age did you start performing economic activities other than agriculture for the first time?

Age in years: _____

- Never performed economic activity other than agriculture

D18. On a typical day, how much time do you usually spend on household work?

Estimate of hours per day: _____

- Don't know
- None

D19. In the last 7 days, on how many days did you perform household chores?

Number of days: _____

- None (skip next 2 questions, go to D22)

D20. For each day worked during the past week how many hours did you actually work on household chores?

Monday (hours): _____
Tuesday (hours): _____
Wednesday (hours): _____
Thursday (hours): _____
Friday (hours): _____
Saturday (hours): _____
Sunday (hours): _____

D21. What is the total number of hours you spent on household chores in the past 7 days?

Estimate of hours per week: _____
 Don't know

D22. At what age did you start performing household work for the first time?

Age in years: _____
 Never performed household work

E. Hazardous Work: Injury and Illness³

E1. Did you experience any of the following injuries related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Wounds/cuts
- Fractures
- Snake bites
- Insect bites
- Back/muscle pains
- Other pains (specify): _____
- Fire burns
- Skin problems
- Other (specify): _____
- None
- No work in agriculture (skip next 3 questions, go to E5)

E2. How many times do you recall having been injured while performing work in agriculture in the past 12 months?

Number of times: _____
 Don't know

E3. What were the agricultural activities that you carried out when you suffered your worst injury in the past 12 months?

Specify: _____
 Don't know

³ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

E4. Did you experience any of the following health consequences from injuries related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

E5. Have you experienced any injuries related to economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

E6. Have you experienced any injuries related to household work in the past 12 months?

- Yes (specify): _____
- No

E7. Did you have any of the following illnesses and other health problems in the past 12 months? (read each and mark affirmative answers)

- Diarrhea
- Vomiting
- Fever
- Infections of respiratory tracts (flu)
- Malaria
- Typhoid fever
- Anemia
- Cholera
- Eye problems
- Stomach problems
- Breathing problems
- Extreme fatigue
- Other (specify): _____
- None

E8. When you are ill or injured, what type of treatment do you receive? (multiple answers allowed)

- First aid
- Self medication
- Nurse (health center-based)
- Doctor/nurse (hospital-based)
- Chemist (drug store-based)
- Herbal
- Spiritualist (religious)
- Fetish (traditional)
- Other (specify): _____
- No treatment

E9. When you are ill or injured, who pays for your treatment? (multiple answers allowed)

- Parents/guardians
- Other relative
- Self
- Employer
- Family health insurance
- Free
- Other (specify): _____
- Nobody

F. Hazardous Work: Heavy Loads⁴

F1. Did you have to carry heavy loads as part of the following agricultural activities in the past 12 months? (read each and mark affirmative answers)

- Land clearing
- Carrying water for spraying
- Gathering and heaping cocoa pods
- Carting fermented cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None
- No work in agriculture (skip next question, go to F3)

F2. Did you experience any of the following health consequences from carrying heavy loads when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad

⁴ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

F3. Did you have to carry heavy loads as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

F4. Did you have to carry heavy loads as part of household work in the past 12 months?

- Yes (specify): _____
- No

G. Hazardous Work: Environmental Hazards⁵

G1. Have you been exposed to any of the following environmental hazards when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Dust or fumes
- Fire, gas or flames
- Extreme heat
- Work at heights (trees, etc.)
- Work in water, like, pond or river
- Chemicals (pesticides, insecticides, etc.)
- Other (specify): _____
- None
- No work in agriculture (skip rest of section, go to H1)

G2. Did you experience any of the following health consequences from environmental hazards related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

⁵ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

G3. Did you experience exposure to environmental hazards as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

G4. Did you experience exposure to environmental hazards as part of household work in the past 12 months?

- Yes (specify): _____
- No

H. Hazardous Work: Tools, Equipment and Machinery⁶

H1. Did you have to operate any of the following tools, equipment or machinery when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Machete
- Tractor
- Bullock
- Hoe
- Sprayer
- Other (specify): _____
- None
- No work in agriculture (skip rest of section, go to I1)

H2. Do you recall having been injured while operating tools, equipment or machinery related to work in agriculture in the past 12 months?

- Yes (specify): _____
- No

H3. Did you experience any of the following health consequences from operating tools, equipment or machinery related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

⁶ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

H4. In the past 12 months, did you use any protective wear while working in agriculture? (read each and mark affirmative answers)

- Protective boots
- Gloves
- Protective clothing
- Nose/gas mask
- Other (specify): _____
- None

H5. Did you have to carry heavy loads as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

H6. Did you have to carry heavy loads as part of household work in the past 12 months?

- Yes (specify): _____
- No

I. Migration and Trafficking⁷

I1. Where do your father and his family come from?

Name of village/town: _____
Country: _____
Region: _____
Department: _____
Sub-department: _____

- Don't know

I2. Where do your mother and her family come from?

Name of village/town: _____
Country: _____
Region: _____
Department: _____
Sub-department: _____

- Don't know

I3. Did you always live at your current place of residence?

- Yes (skip rest of section, go to J1)
- No

I4. Where did you live before moving to your current place of residence?

Name of village/town: _____
Country: _____

⁷ Based on ILO Convention 183 (WFCL) and ILO Convention 29 (Forced Labor).

Region: _____
Department: _____
Sub-department: _____

- Don't know

15. For how many years have you been living at your current place of residence?

Number of years: _____

- Don't know

16. Did you move to your current place of residence with or without your parents?

- Both parents
 Father alone
 Mother alone
 Without parents (skip next question, go to 18)

17. What was the reason for moving with your parents to your current place of residence? (multiple answers allowed)

- Parents built a house
 Parents bought farm/land
 Parents inherited farm/land
 Parents entered sharecropping arrangement
 Parents started seasonal work in agriculture
 Parents were/was looking for job
 Parents found a job (specify): _____
 Other (specify): _____
 Don't know

(skip next question, go to 19)

18. What was the reason for moving without your parents to your current place of residence? (multiple answers allowed)

- Looking for job
 Found a job (specify): _____
 School/training
 Marriage
 Parents could not take care of child
 Stay with relatives
 Other (specify): _____
 Don't know

19. Who made the decision that you would move to the new location?

- Both parents
 Father alone
 Mother alone

- Myself
- Other (specify): _____
- Don't know

I10. Did you want to move to the new location?

- Yes (skip next question, go to J1)
- No
- Don't know

I11. Why didn't you want to move to the new location? (*multiple answers allowed*)

- Separation from parents
- Separation from other family
- Separation from community/friends
- Fear of being maltreated/abused
- Other (specify): _____
- Don't know

J. Forced Labor⁸

J1. In the past 12 months, have you been forced to perform work against your will?

- Yes
- No (skip rest of section, go to K1)

J2. What kind of work have you been forced to perform against your will in the past 12 months? (*multiple answers allowed*)

- Work in agriculture
- Economic activity other than agriculture
- Household work
- Other (specify): _____

J3. Please explain the tasks that you were forced to perform against your will in the past 12 months.

Specify: _____

J4. In the past 12 months, how frequently have you been forced to perform work against your will?

- Very often
- Often
- Sometimes
- Rarely

⁸ Based on ILO Convention 183 (WFCL) and ILO Convention 29 (Forced Labor).

J5. Who made you work against your will? (multiple answers allowed)

- Father
- Mother
- Other relative (specify): _____
- Individual not related to child (specify): _____
- Other (specify): _____

J6. Why didn't you want to perform the work that you were asked to do? (read each and mark affirmative answers)

- Work hard and unpleasant
- Long working hours
- Hazardous/dangerous activities
- Boring/uninteresting work
- Did not like employer
- Did not like coworkers
- Had to skip school or drop out of school
- Felt too weak or sick for work
- Felt at a disadvantage compared to others
- Other (specify): _____

J7. If you refuse to this work, what would happen? (read each and mark affirmative answers)

- Threats
- Insults
- Beating
- Refused food
- Refused money for school
- Given extra work
- Other (specify): _____

K. Compensation and Debts

K1. Have any payments been made to you for work in agriculture that you performed in the past 12 months?

- Yes
- No (skip next question, go to K3)
- Did not work (skip rest of section, go to L1)

K2. What was the amount paid to you for work in agriculture performed in the past 12 months?

- Payment (in CFA): _____
- Don't know

K3. Have any payments been made to you for economic activities other than agriculture that you performed in the past 12 months?

- Yes
- No (skip next question, go to K5)

K4. What was the amount paid to you for economic activities other than agriculture performed in the past 12 months?

- Payment (in CFA): _____
- Don't know

K5. Have your parents or a third person received payment for work performed by you in the past 12 months?

- Yes
- No (skip next 2 questions, go to K8)

K6. Who received payment for work performed by you in the past 12 months?

- Parents
- Other relatives (specify): _____
- Other (specify): _____

K7. What was the amount paid to this person in the past 12 months?

- Payment (in CFA): _____
- Don't know

K8. In the past 12 months, how much of your income could you keep for your own personal use?

- Payment (in CFA): _____
- None
 - Not paid for work
 - Don't know

**K9. Did you receive any payment in kind for work performed in the past 12 months?
(read each and mark affirmative answers)**

- Food/meal
- Clothing
- Free accommodation
- Transportation
- Medical expenses
- School expenses
- Other (specify): _____
- None

K10. In the past 12 months, did your income help to pay any debts that you or your family have?

- Yes, child's debts
- Yes, family's debts
- No (skip rest of section, go to L1)
- No income (skip rest of section, go to L1)
- Don't know (skip rest of section, go to L1)

K11. Who received payments for debts that you or your family have? (*multiple answers allowed*)

- Employer/producer
- People who helped with travel arrangements
- People who helped with finding this job
- Someone the child borrowed money from
- Someone the child's family borrowed money from
- Other (specify): _____
- Don't know

K12. Do you know how much you or your family owe?

Debt of child (in CFA): _____
Debt of family (in CFA): _____

- Don't know

K13. Do you have to continue working until all debt is paid?

- Yes
- No
- Don't know

L. Education

L1. Can you read and write?

- Yes
- No
- A little

L2. Have you attended school in the past 12 months?

- Yes
- No (skip next 4 questions, go to L7)

L3. What type of school have you attended in the past 12 months?

- Pre-school
- Primary school
- Secondary School
- Other (specify): _____

L4. What is the highest grade that you have completed at this level?

Grade (primary/secondary): _____

- Pre-school
- Don't know

L5. Did you sometimes miss school days in the past 12 months?

- Yes
- No (skip next 6 questions, go to L12)

L6. What were the reasons for missing school days in the past 12 months? (read each and mark affirmative answers)

- Disabled/illness
- School too far
- Could not afford schooling
- Family did not allow schooling
- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm
- Help at home with household chores
- Bad weather conditions
- Family emergency
- Travel
- Other (specify): _____

(skip next 5 questions, go to L12)

L7. If you have not attended school in the past 12 months, did you ever attend school?

- Yes
- No (skip next 3 questions, go to L11)

L8. When did you stop attending school?

Month: _____
Year: _____

L9. What type of school have you attended at that time?

- Pre-school
- Primary school
- Secondary school
- Other (specify): _____
- Don't know

L10. What is the highest grade that you have completed at this level?

- Grade (Primary/Secondary): _____
- Pre-school
 - Don't know

L11. What were the reasons for not attending school in the past 12 months? (read each and mark affirmative answers)

- Completed compulsory schooling
- Too old for school
- Too young for school
- Disabled/illness
- No school/school too far
- Cannot afford schooling
- Family did not allow schooling
- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm
- Help at home with household chores
- Other (specify): _____

L12. At what age did you first start school?

- Age in completed years: _____
- Don't know
 - Never attended school

L13. Has your education been affected by the economic activities you perform?

- Yes
- No (skip next question, go to L15)

L14. How does the work you perform affect your education? (read each and mark affirmative answers)

- Injuries, illnesses or poor health
- Missed school days
- Missed lessons

- Could not do homework
- Could not prepare for exams
- Could not concentrate
- Other (specify): _____
- None

L15. Have you ever received a vocational or skill training?

- Yes
- No (skip next 2 questions, go to M1)

L16. If you have received a vocational or skill training, what were you trained in? (multiple answers allowed)

- Agriculture
- Carpentry
- Masonry
- Fitting/mechanics
- Tailoring/dressmaking
- Driving
- Blacksmithing
- Electrical
- Draughtsmanship
- Hairdressing
- Bakery/catering
- Textiles/weaving
- Other (specify): _____

L17. Did you obtain a certificate from the training?

- Yes
- No

M. Nutrition⁹ (skip if child is under 10 years)

M1. How tall are you without your shoes on?

Height in cm (take measurement): _____

- Don't know

M2. How much do you weigh without your shoes on?

Weight in kg (take measurement): _____

- Don't know

⁹ Based on WHO (2007). Ghana GSHS Questionnaire. Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>

M3. During the past 30 days, how often did you go hungry because there was not enough food in your home?

- Never
- Rarely
- Sometimes
- Most of the time
- Always

M4. During the past 30 days, how often did you eat breakfast?

- Never
- Rarely
- Sometimes
- Most of the time
- Always (skip next question, go to M6)

M5. What is the main reason you do not eat breakfast?

- Do not have time for breakfast
- Cannot eat early in the morning
- Not always food in my home
- Some other reason (specify): _____

M6. During the past 30 days, how many times per day did you usually eat fruit, such as oranges, pineapple, watermelon, banana, guava, pear, sweet apple, mangoes, or pawpaw?

- Did not eat fruit during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 or more times per day

M7. During the past 30 days, how many times per day did you usually eat vegetables, such as kontomire, garden eggs, lettuce, cabbage, okra, alefu, bira, ayoyo, or bean leaves?

- Did not eat vegetables during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 or more times per day

M8. During the past 7 days on how many days did you eat toffee or candy?

Number of days: _____

M9. During the past 7 days, on how many days did you eat meat or fish, such as chicken, turkey, duck, or beef?

Number of days: _____

M10. What is your source of drinking water at home?

- Tap water
- Bore hole
- Well
- Rain water
- River or dam
- Other (specify): _____

M11. If you work away from home, what is the source of drinking water at work?

- Tap water
- Bore hole
- Well
- Rain water
- River or dam
- Other (specify): _____
- Does not work away from home (skip next 2 questions, go to N1)

M12. If you work away from home, are meals provided to you at work?

- Yes
- No (skip next question, go to N1)

M13. If meals are provided to you at work, what do you usually eat?

Specify: _____

N. Maltreatment and Neglect¹⁰ (skip if child is under 10 years)

N1. In the last year, did a grown-up in your life hit, beat, kick, or physically hurt you in any way?

- Yes (specify): _____
- No

¹⁰ Based on Hamby, S.L., Finkelhor, D., Ormrod, R., Turner, H. Juvenile Victimization Questionnaire (JVQ), Crimes Against Children Research Center, University of New Hampshire, Durham.
http://www.unh.edu/ccrc/juvenile_victimization_questionnaire.html

N2. In the last year, did you get scared or feel really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you?

- Yes (specify): _____
- No

N3. When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the health center or hospital when they are sick, or make sure they have a safe place to stay. In the last year, did you get neglected?

- Yes (specify): _____
- No

N4. Sometimes a family fights over where a child should live. In the last year, did a parent take, keep, or hide you to stop you from being with another parent?

- Yes (specify): _____
- No

N5. In the last year, were you made to go somewhere by someone who you thought might hurt you?

- Yes (specify): _____
- No

N6. In the last year, were you hit or attacked because of your tribe, ethnic group, religion, or where your family comes from? Or because of a physical problem you have?

- Yes (specify): _____
- No

N7. How was your relationship with your biological father in the past year?

- Good (skip next question, go to N9)
- Bad
- Other (specify): _____
- Father deceased (skip next question, go to N9)
- No contact (skip next question, go to N9)

N8. If your relationship with your biological father has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Abuses verbally
- Abuses physically
- Wants too much work done
- Wants work done for long hours
- Other (specify): _____

N9. How was your relationship with your biological mother in the past year?

- Good (skip next question, go to N11)
- Bad
- Other (specify): _____
- Mother deceased (skip next question, go to N11)
- No contact (skip next question, go to N11)

N10. If your relationship with your biological mother has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Abuses verbally
- Abuses physically
- Wants too much work done
- Wants work done for long hours
- Other (specify): _____

N11. If you have been working for somebody other than your parents in the past year, how was your relationship with the person you worked for?

- Good (skip next question, go to O1)
- Bad
- Other (specify): _____
- Did not work for somebody other than parents (skip next question, go to O1)

N12. If your relationship with the person you worked for has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Wants too much work done
- Wants work done for long hours
- Pays poorly
- Does not pay on time
- Does not pay at all
- Inadequate food
- Abuses physically
- Abuses verbally
- Other (specify): _____

O. Life Satisfaction¹¹ (skip if child is under 10 years)

O1. How happy are you with your life as a whole?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O2. How happy are you about the things you have?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O3. How happy are you with your health?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O4. How happy are you with the things you want to be good at?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O5. How happy are you about getting on with the people you know?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

¹¹ Based on Cummins, Robert A., Lau, Anna L.D. (2005). Personal Wellbeing Index – School Children (PWI-SC). 3rd Edition. School of Psychology, Deakin University, Australia.

O6. How happy are you about how safe you feel?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O7. How happy are you about doing things away from your home?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O8. How happy are you about what may happen to you later on in your life?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O9. How happy are you about the work that you are performing in agriculture?

- Very happy (skip next question, go to O11)
- Happy (skip next question, go to O11)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform work in agriculture (skip next question, go to O11)

**O10. Why are you not happy about the work that you are performing in agriculture?
(multiple answers allowed)**

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

O11. How happy are you about the economic activities other than agriculture that you are performing?

- Very happy (skip next question, go to O13)
- Happy (skip next question, go to O13)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform economic activities other than agriculture (skip next question, go to O13)

O12. Why are you not happy about the economic activities that you are performing? (multiple answers allowed)

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

O13. How happy are you with the household work that you are performing?

- Very happy (skip next question, go to P1)
- Happy (skip next question, go to P1)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform household work (skip next question, go to P1)

O14. Why are you not happy with the household work that you are performing? (multiple answers allowed)

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

P. Project Activities (skip if child is under 10 years)

P1. 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?

- Yes
- No (skip rest of section, end of interview)

P2. Do you know the name of the project?

- Yes (specify): _____
- No

P3. Do you know the organization that carried out the project?

- Yes (specify): _____
- No

P4. Where was the project carried out?

- Yes (specify): _____
- Don't know

P5. What project activities did you participate in?

Specify: _____

P6. When did you participate in the project?

- Year:
- Don't know

P7. Do you feel you have benefited from the participation in the project?

- Yes
- No (skip next question, go to P9)
- Don't know

P8. If you feel you benefited, how?

Specify: _____ (skip next question, end of interview)

P9. If you feel you did not benefit, why not?

Specify: _____

THANK YOU VERY MUCH!

Tulane University
COTE D'IVOIRE CHILD LABOUR SURVEY
Caregiver Interview¹

Tulane University
September 2007

a. Household/school identification number: _____
b. Date of interview: _____
c. Start: _____
d. End: _____
e. Language of the interview: _____
f. Interviewer's name: _____
g. Supervisor's name: _____

A. Geographic Information

- A1. Country: _____
- A2. Region: _____
- A3. Department: _____
- A4. Sub-Department: _____
- A5. Name of village/town: _____
- A6. Physical address of household: _____

B. Respondent Characteristics

- B1. Name/ID number of respondent: _____
- B2. Age of respondent:
Age in years: ____ (if unknown: estimate)
- B3. Sex of respondent:
 - Male
 - Female

¹ Some questionnaire items taken from survey instruments developed by the Ghana Statistical Service (2000). Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/ipecc/simpoc/ghana/document/quest_2000.pdf; Ghana Ministry of Food and Agriculture (2005). Annual Crop and Livestock Survey. Form 2. Holding Enquiry. Internal Document; and other ILO/SIMPOC questionnaires.

B4. Ethnic group of respondent:

Ethnic group: _____

B5. Religion of respondent:

- Catholic
- Muslim
- Other (specify): _____:

B6. Place of birth of respondent:

Name of village/town: _____

Country: _____

Region: _____

Department: _____

Sub-department: _____

C. Household Characteristics

C1. In what type of dwelling does the household live?

- Detached/separate/self-contained
- Semi-detached
- Compound house (rooms)
- Huts/buildings (same compound)
- Improved home (kiosk, container, tent)
- Living quarters attached to office/shop/work place
- Other (specify): _____

C2. What is the ownership status of this dwelling?

- Owned by a household member (skip next question)
- Co-owner in household
- Provided free by employer/owner (skip next question, go to C4)
- Subsidized by employer
- Rented from private owner
- Other (specify): _____

C3. If the dwelling is rented, please indicate the amount paid per month?

Amount in CFA: _____

C4. How many sleeping rooms does the household occupy?

Number of sleeping rooms: _____

C5. What type of kitchen is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C6. What type of bathroom is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C7. What type of toilet is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C8. What is the main source of drinking water?

- Pipe-borne inside house
- Pipe-borne outside house
- River/stream
- Bore-hole/tubewell
- Well
- Dug out/pond/lake/dam
- Rain water
- Other (specify): _____

C9. What is the main source of cooking fuel?

- Wood
- Charcoal
- Coconut husk
- Kerosene
- Gas
- Millet straw
- Other (specify): _____

C10. What is the main source of lighting?

- Candles
- Kerosene lantern
- Electricity
- Gas lamp
- Solar energy
- No light
- Other (specify): _____

C11. Does the household own any of the following household items? (read each and mark affirmative answers)

- Radio
- TV set
- Cell phone
- Bicycle
- Motor bike
- Car
- Refrigerator
- Sewing machine
- None of these

C12. Has the household ever changed the place of residence?

- Yes
- No (skip next 3 questions, go to C16)

C13. Where did the household live before moving to the current place of residence?

Name of village/town: _____
District: _____
Region: _____
Country: _____
Sub-department: _____

C14. When did you move to your current place of residence?

- Year: _____
- Don't know

C15. What was the main reason for moving to your current place of residence? (multiple answers allowed)

- Built a house
- Bought farm/land
- Inherited farm/land
- Entered sharecropping arrangement
- Seasonal work in agriculture
- Looking for job
- Found a job (specify): _____
- Other (specify): _____
- Don't know

C16. What are the main sources from which the household derived its major income during the last 12 months? (multiple answers allowed)

- Selling cocoa beans
- Selling other crops/produce
- Agricultural labor
- Regular wage employment (specify): _____
- Petty trade
- Other self-employment (specify): _____
- Pensions, dividends, interest, property rent
- Remittances
- Other (specify): _____

D. Farm Characteristics

D1. What types of agriculture are carried out by the household? (read each and mark affirmative answers)

- Cocoa farming
- Other tree crop farming
- Food crop farming
- Industrial crop (cotton, jute, tobacco, etc.)
- Livestock/poultry farming
- Other (specify): _____
- None

D2. How many acres of land does the household own?

- Area in acres: _____
- Don't know

D3. How many acres of land does the household have under cultivation?

- Area in acres: _____
- Don't know

D4. How many acres of land does the household have under cocoa cultivation?

Area in acres: _____

- Don't know

D5. Who is the owner of land not owned by a household member? (multiple answers allowed)

- All land owned by household member (skip next question, go to D7)
 Extended family ownership
 Joint household ownership
 Rented/share cropping
 Employer
 Community
 Other (specify): _____

D6. Is a percentage of the harvest given to the owner of the land?

- 1/2 of harvest
 1/3 of harvest
 Other percentage (specify): _____
 Other arrangement (specify): _____
 None
 Don't know

D7. What livestock does the household own? (read each and mark affirmative answers)

Poultry (number): _____

Sheep (number): _____

Goat (number): _____

Pig (number): _____

Cow (number): _____

Other (specify): _____

- None

D8. Does the household own any of the following agricultural tools and machinery? (read each and mark affirmative answers)

Machete (number): _____

Bullock (number): _____

Hoe (number): _____

Wheelbarrow (number): _____

Tractor (number): _____

Animal drawn-cart (number): _____

Spraying machine (number): _____

Other (specify): _____

- None

D9. Has the household used fertilizer on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D10. Has the household used pesticides on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D11. Has the household used weedicides on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D12. Has the household used improved seeds or planting material on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

E. Household Member Characteristics

E1. How many adults (18 years and older) are living in this household?

Number of males: _____
Number of females: _____

E2. Are there any adults living in this household who are not members of the extended family?

- Yes
- No (skip next 2 questions, go to E5)

E3. How many adults are living in this household who are not members of the extended family?

Number of males: _____
Number of females: _____

E4. If adults are living in this household that are not members of the extended family, what is their position? (*multiple answers allowed*)

- Temporary visitors
- Domestic workers

- Farm laborers
- Other (specify): _____

E5. How many children (0 to 17 years old) are living in this household?

Number of males: _____
Number of females: _____

E6. How many children between 5 and 17 years are living in this household?

Number of males: _____
Number of females: _____

E7. Are there children living in this household who are not members of the extended family?

- Yes
- No (skip rest of section, go to F1)

E8. How many children are living in this household who are not members of the extended family?

Number of males: _____
Number of females: _____

E9. If children are living in this household that are not members of the extended family, what is their position? (*multiple answers allowed*)

- Temporary visitors
- Domestic workers/house help
- Farm laborers
- Children of farm laborers
- Orphans/unrelated adopted children
- Other (specify): _____

F. Labor Characteristics

F1. How many of the adults living in this household worked in agriculture in the past 7 days?

Number of males: _____
Number of females: _____

F2. How many of the adults living in this household worked in agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F3. How many of the adults living in this household worked in cocoa farming in the past 7 days?

Number of males: _____

Number of females: _____

F4. How many of the adults living in this household worked in cocoa farming in the past 12 months?

Number of males: _____

Number of females: _____

F5. During the last 12 months, did adults living in this household perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

F6. How many of the adults living in this household performed economic activities other than agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F7. How many of the adults living in this household performed economic activities other than agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F8. What other economic activities were performed by adults living in this household in the past 12 months? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

F9. How many of the children living in this household worked in agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F10 How many of the children living in this household worked in agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F11. How many of the children living in this household worked in cocoa farming in the past 7 days?

Number of males: _____

Number of females: _____

F12. How many of the children living in this household worked in cocoa farming in the past 12 months?

Number of males: _____

Number of females: _____

F13. During the last 12 months, did children living in this household perform any of the following activities? (*read each and mark affirmative answers*)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

F14. How many of the children living in this household performed economic activities other than agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F15. How many of the children living in this household performed economic activities other than agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F16. What other economic activities were performed by children living in this household in the past 12 months? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

G. Access to Education

G1. How many of the adults living in this household can you read and write?

Number of males: _____

Number of females: _____

G2. How many of the children living in this household can you read and write?

Number of males: _____

Number of females: _____

G3. How many of the children between 5 and 17 years living in this household attended school in the past 12 months?

Number of males: _____

Number of females: _____

G4. What were the reasons for children living in this household to not attend school in the past 12 months? (multiple answers allowed)

- Completed compulsory schooling
- Too old for school
- Too young for school
- Disabled/illness
- No school/school too far
- Cannot afford schooling
- Family did not allow schooling

- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm
- Help at home with household chores
- Other (specify): _____

DRAFT

H. List of Household Members

H1. List all adult household members:

Name/ID number	Age	Sex	Adult performed work in the past 7 days		Adult performed work in the past 12 month		Adult interviewed	
			Yes (specify)	No	Yes (specify)	No	Yes	No
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
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			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			

H2. List all child household members:

Name/ID number	Age	Sex	Child in school		Child performed work in the past 7 days		Child performed work in the past 12 month		Child interviewed	
			Yes	No	Yes (specify)	No	Yes (specify)	No	Yes	No (specify)
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
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					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			

THANK YOU VERY MUCH!

Tulane University
COTE D'IVOIRE CHILD LABOUR SURVEY
Teacher Interview¹

Tulane University
September 2007

- a. Household/school identification number: _____
- b. Date of interview: _____
- c. Start: _____
- d. End: _____
- e. Language of the interview: _____
- f. Interviewer's name: _____
- g. Supervisor's name: _____

A. Geographic Information

- A1. Country: _____
- A2. Region: _____
- A3. Department: _____
- A4. Sub-Department: _____
- A5. Name of village/town: _____
- A6. Name of school: _____
- A7. Physical address of school: _____
- A8. Phone number (contact person): _____

¹ Some questionnaire items taken from survey instruments developed by the Ghana Statistical Service (2000). Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/iepc/simnoc/ghana/document/quest_2000.pdf; Ghana GSHS Questionnaire. Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>; Ghana Ministry of Food and Agriculture (2005). Annual Crop and Livestock Survey. Form 2. Holding Enquiry. Internal Document; ILO (2002). ILO National Child Labor Survey. Children's Questionnaire. Version July 11, 2002; International Labor Organization (ILO) (2004). Jordan Ministry of Labour Teachers'/Counsellors' Questionnaire. In: International Labor Organization (ILO) (2004). Child Labour Statistics: Manual on methodologies for data collection through surveys, Geneva: ILO, pp. 391-393; and other ILO/SIMPOC questionnaires.

B. Respondent Characteristics

B1. Name/ID number of respondent: _____

B2. Age of respondent:

Age in completed years: ____ (if unknown, estimate)

B3. Sex of respondent:

- Male
- Female

B4. Position of respondent at school:

- Head master/head teacher
- Teacher
- Other (specify): _____

B5. Level of education of respondent:

- Secondary School
- College
- Other (specify): _____

C. School Characteristics

C1. When was this school established?

- Year: ____
- Don't know

C2. What levels of education are taught at this school? (multiple answers allowed)

- Primary
- Secondary
- Other (specify): _____

C3. Is this school a public/private/faith-based school? (multiple answers allowed)

- Public
- Private
- Faith-based (specify): _____
- Other (specify): _____

C4. How many teachers does this school have?

Number of teachers: _____

- Don't know

C5. Does this school charge fees from the students?

- Tuition fees (private schools)
- Registration fees
- Facility user fees
- None (skip next question, go to C7)

C6. How much is charged per student per academic year?

Amount in CFA (per year): _____

C7. In what type of dwelling is the school located?

- Concrete building(s)
- Pavilion(s)
- Mud building(s)
- Open space, no building
- Other (specify): _____

C8. How many classrooms does the school have?

Number of classrooms: _____

C9. What type of toilet is available to the school?

- Inside house
- Outside house
- None

C10. What is the main source of drinking water?

- Pipe-borne inside house
- Pipe-borne outside house
- River/stream
- Bore-hole/tubewell
- Well
- Dug out/pond/lake/dam
- Rain water
- Other (specify): _____

C11. What is the main source of lighting?

- Candles
- Kerosene lantern
- Electricity
- Gas lamp
- Solar energy
- No light
- Other (specify): _____

C12. What type of kitchen is available to the school?

- Inside house
- Outside house
- None (skip next question, go to C14)

C13. What is the main source of cooking fuel?

- Wood
- Charcoal
- Coconut husk
- Kerosene
- Gas
- Millet straw
- Other (specify): _____

C14. Are meals provided to the students?

- Yes
- No (skip next 2 questions, go to D1)

C15. How many meals are provided per day?

- 1 meal
- 2 meals
- 3 meals
- Other (specify): _____

C16. Are the students charged for the meals?

- Amount in CFA (per year): _____
- Included in school fees
 - Meals free

D. Student Population Characteristics

D1. How many students are currently attending this school?

Number of students: ____ (if unknown, estimate)

- Don't know

D2. What is the average number of students per class at this school?

Number of students: ____ (if unknown, estimate)

- Don't know

D3. What percentage of students repeats a grade at the end of the school year at this school?

Percentage of students: ____ (if unknown, estimate)

- Don't know

D4. In your area, what are the most important reasons for children to miss classes?

Specify: _____

- Don't know

D5. In your area, what are the most important reasons for children to drop out of school?

Specify: _____

- Don't know

D6. In your area, what are the most important reasons for children to never attend school?

Specify: _____

- Don't know

D7. Are any of these major reasons that keep children from attending school in your area? (read each and mark affirmative answers)

- Illness and disability
- School too far
- Family cannot afford schooling
- Family does not allow schooling
- Children poor in studies/not interested in school
- Education not considered valuable
- School not safe
- Children have to learn a job
- Children work for pay or in a family business or on a farm
- Children help at home with household chores
- Bad weather conditions
- Family emergencies

- Children have to travel
- Other (specify): _____
- None of these

D8. How many of your students perform work in agriculture in addition to attending school?

Estimated percentage: _____

- Don't know

D9. How many of your students perform work on a cocoa farm in addition to attending school?

Estimated percentage: _____

- Don't know

D10. How many of your students perform economic activities other than agriculture in addition to attending school?

Estimated percentage: _____

- Don't know

D11. How many of your students perform household work in addition to attending school?

Estimated percentage: _____

- Don't know

D12. Are any of the following activities sometimes performed by students attending this school? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

D13. If students are engaged in economic activities in addition to attending school, does this affect their regular attendance or studies?

- Yes
- No (skip next question, go to E1)

D14. How is education affected by the economic activities that students perform? (read each and mark affirmative answers)

- Injuries, illnesses or poor health
- Missed school days
- Missed lessons
- Missed tests
- Could not do homework
- Could not concentrate
- Other (specify): _____

E. Curriculum and School Garden

E1. Does this school teach agricultural skills?

- Yes
- No (skip next question, go to E3)

E2. If this school teaches agricultural skills, what is being taught? (multiple answers allowed)

- Plant science
- Crop science
- Soil science
- Other (specify): _____

E3. Does this school have a school garden or farm maintained by the students?

- Yes
- No (skip next question, go to E5)

E4. What is the purpose of this farm? (multiple answers allowed)

- Training/education
- Producing food crops
- Generating income
- Other (specify): _____

E5. Does this school address issues of child labor?

- Yes
- No (skip next question, end of interview)

E6. How is child labor addressed at this school?

- As part of the curriculum (specify): _____
- During meetings of parent-teacher association (specify): _____
- Other: (specify): _____

THANK YOU VERY MUCH!

DRAFT

Tulane University
GHANA CHILD LABOUR SURVEY
Child Interview¹

Tulane University
September 2007

- a. Household/school identification number: _____
- b. Date of interview: _____
- c. Start: _____
- d. End: _____
- e. Language of the interview: _____
- f. Interviewer's name: _____
- g. Supervisor's name: _____

A. Child Characteristics

A1. Name/ID number of respondent: _____

A2. Age of respondent:

Age in years: ____ (if unknown, estimate)

A3. Sex of respondent:

- Male
- Female

A4. Ethnic group of respondent:

Ethnic group: _____

A5. Religion of respondent:

- Catholic
- Muslim
- Other (specify): _____:

¹ Some questionnaire items taken from survey instruments developed by: ILO (2002). ILO National Child Labor Survey. Children's Questionnaire. Version July 11, 2002; Ghana Statistical Service (2000). Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/ipecc/simpoc/ghana/document/quest_2000.pdf; Ghana Ministry of Food and Agriculture (2005). Annual Crop and Livestock Survey. Form 2. Holding Enquiry. Internal Document; Cocoa Industry (2006). Indicators of WFCL and FAL for Cocoa Certification. Internal Document. Version 2, September 27, 2006; Cummins, Robert A., Lau, Anna L.D. (2005). Personal Wellbeing Index – School Children (PWI-SC). 3rd Edition. School of Psychology, Deakin University, Australia; Quality Metric. SF-12 Health Survey. Version 2. <http://www.sf-36.org/>; WHO (2007). Ghana GSHS Questionnaire. Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>; Hamby, S.L., Finkelhor, D., Ormrod, R., Turner, H. Juvenile Victimization Questionnaire (JVQ). Crimes Against Children Research Center, University of New Hampshire, Durham. http://www.unh.edu/ccrc/juvenile_victimization_questionnaire.html; International Institute of Tropical Agriculture (IITA) (2005) Farmer Field School Participant Questionnaire. Sustainable Tree Crops Program (STCP). Internal Document; Government of Ghana, World Cocoa Foundation (2006). Ghana Cocoa Sector Survey. Child Questionnaire. Internal document; and other ILO/SIMPOC questionnaires.

A6. Place of birth of respondent:

Name of village/town: _____
Country: _____
Region: _____
District: _____

A7. Current place of residence:

Name of village/town: _____
Country: _____
Region: _____
District: _____

B. Caregiving Arrangement

B1. Who is primarily taking care of you? (multiple answers allowed)

- Father
- Mother
- Grandfather
- Grandmother
- Uncle
- Aunt
- Brother
- Sister
- Other relative (specify): _____
- Employer
- Nobody
- Other (specify): _____

B2. Do you live with both of your biological parents?

- Both parents (skip next 4 questions, go to C1)
- Father and step mother (skip B5 and B6)
- Mother and step father (skip B3 and B4)
- Father alone (skip B5 and B6)
- Mother alone (skip B3 and B4)
- Other relatives (specify): _____
- Employer
- Nobody
- Other (specify): _____

B3. Why are you not living with your biological father?

- Parent deceased (specify): _____
- Parent works in different village/town
- Parents divorced
- Parent abandoned family or child
- Child attends school in different village/town
- Child works in different village/town

- Child was sent to live with relatives
- Other (specify): _____
- Don't know

B4. Since when are you not living with your biological father?

- Year: _____
- Don't know

B5. Why are you not living with your biological mother?

- Parent deceased (specify): _____
- Parent works in different village/town
- Parents divorced
- Parent abandoned family or child
- Child attends school in different village/town
- Child works in different village/town
- Child was sent to live with relatives
- Other (specify): _____
- Don't know

B6. Since when are you not living with your biological mother?

- Year: _____
- Don't know

C. Work Activities

C1. Did you engage in work in agriculture for at least one hour during the past 7 days?

- Yes
- No

C2. Did you engage in work on a cocoa farm for at least one hour during the past 7 days?

- Yes
- No

C3. During the last 7 days, did you perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings

- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

C4. During the last 12 months, did you perform any work in agriculture?

- Yes
- No

C5. During the last 12 months, did you perform any work in cocoa growing?

- Yes
- No

C6. During the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control

- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

C7. During the last 12 months, who were the persons you primarily worked for when performing work in agriculture? (*multiple answers allowed*)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No work in agriculture

C8. Did you engage in economic activity other than agriculture for at least one hour during the past 7 days?

- Yes
- No

C9. During the last 7 days, did you perform any of the following activities? (*read each and mark affirmative answers*)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

C10. During the last 12 months, did you perform any economic activities other than agriculture?

- Yes
- No

C11. During the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

C12. During the last 12 months, who were the persons you primarily worked for when performing economic activity other than agriculture? (multiple answers allowed)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No economic activities other than agriculture

C13. During the last 7 days, did you perform any household work?

- Yes
- No

C14. In the last 7 days, did you perform any of the following activities? (read each and mark affirmative answers)

- Cooking
- Shopping for household
- Cleaning utensils/house
- Washing clothes
- Caring for children, old or sick

- Other (specify): _____
- None

C15. During the last 12 months, did you perform any household work?

- Yes
- No

C16. In the last 12 months, did you perform any of the following activities? (read each and mark affirmative answers)

- Cooking
- Shopping for household
- Cleaning utensils/house
- Washing clothes
- Caring for children, old or sick
- Other (specify): _____
- None

C17. During the last 12 months, who were the persons you primarily worked for when performing household work? (multiple answers allowed)

- Father
- Mother
- Other relative (specify): _____
- Employer not related to child
- Self-employed
- Other (specify): _____
- No household work

D. Working Hours²

D1. On a typical day, how much time do you usually spend on work in agriculture?

Estimate of hours per day: _____

- Don't know
- None

D2. On a typical day, how much time do you usually spend on work on a cocoa farm?

Estimate of hours per day: _____

- Don't know
- None

D3. In the last 7 days, on how many days did you perform work in agriculture?

Number of days: _____

- None (skip next 4 questions go to D8)

² Based on ILO Convention 182 (WFCL) and ILO Recommendation 138 (Minimum Age).

D4. In the last 7 days, on how many days did you perform work on a cocoa farm?

Number of days: _____

- None

D5. For each day worked during the past week, how many hours did you actually work in agriculture?

Monday (hours): _____

Tuesday (hours): _____

Wednesday (hours): _____

Thursday (hours): _____

Friday (hours): _____

Saturday (hours): _____

Sunday (hours): _____

D6. What is the total number of hours you spent on work in agriculture in the past 7 days?

Estimate of hours per week: _____

- Don't know

D7. What is the total number of hours you spent on work on a cocoa farm in the past 7 days?

Estimate of hours per week: _____

- Don't know

D8. In the past 12 months, was there a time when you spent more hours on work in agriculture than you do right now? When?

Months with highest workload: _____

- Don't know (skip next question, go to D10)
 None (skip next question, go to D10)

D9. Why did you have more work in agriculture during that period of time?

Specify: _____

D10. In the past 12 months, was there a time when you spent fewer hours on work in agriculture than you do right now? When?

Months with lowest workload: _____

- Don't know (skip next question, go to D12)
 None (skip next question, go to D12)

D11. Why did you have less work in agriculture during that period of time?

Specify: _____

D12. At what age did you start performing work in agriculture for the first time?

Age in years: _____

- Never performed agricultural activity

D13. On a typical day, how much time do you usually spend on economic activities other than agriculture?

Estimate of hours per day: _____

- Don't know
- None

D14. In the last 7 days, on how many days did you perform economic activities other than agriculture?

Number of days: _____

- None (skip next 2 questions, go to D17)

D15. For each day worked during the past week how many hours did you actually spend on economic activities other than agriculture?

Monday (hours): _____

Tuesday (hours): _____

Wednesday (hours): _____

Thursday (hours): _____

Friday (hours): _____

Saturday (hours): _____

Sunday (hours): _____

D16. What is the total number of hours you spent on economic activities other than agriculture in the past 7 days?

Estimate of hours per week: _____

- Don't know

D17. At what age did you start performing economic activities other than agriculture for the first time?

Age in years: _____

- Never performed economic activity other than agriculture

D18. On a typical day, how much time do you usually spend on household work?

Estimate of hours per day: _____

- Don't know
- None

D19. In the last 7 days, on how many days did you perform household chores?

Number of days: _____

- None (skip next 2 questions, go to D22)

D20. For each day worked during the past week how many hours did you actually work on household chores?

Monday (hours): _____
Tuesday (hours): _____
Wednesday (hours): _____
Thursday (hours): _____
Friday (hours): _____
Saturday (hours): _____
Sunday (hours): _____

D21. What is the total number of hours you spent on household chores in the past 7 days?

Estimate of hours per week: _____
 Don't know

D22. At what age did you start performing household work for the first time?

Age in years: _____
 Never performed household work

E. Hazardous Work: Injury and Illness³

E1. Did you experience any of the following injuries related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Wounds/cuts
- Fractures
- Snake bites
- Insect bites
- Back/muscle pains
- Other pains (specify): _____
- Fire burns
- Skin problems
- Other (specify): _____
- None
- No work in agriculture (skip next 3 questions, go to E5)

E2. How many times do you recall having been injured while performing work in agriculture in the past 12 months?

Number of times: _____
 Don't know

E3. What were the agricultural activities that you carried out when you suffered your worst injury in the past 12 months?

Specify: _____
 Don't know

³ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

E4. Did you experience any of the following health consequences from injuries related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

E5. Have you experienced any injuries related to economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

E6. Have you experienced any injuries related to household work in the past 12 months?

- Yes (specify): _____
- No

E7. Did you have any of the following illnesses and other health problems in the past 12 months? (read each and mark affirmative answers)

- Diarrhea
- Vomiting
- Fever
- Infections of respiratory tracts (flu)
- Malaria
- Typhoid fever
- Anemia
- Cholera
- Eye problems
- Stomach problems
- Breathing problems
- Extreme fatigue
- Other (specify): _____
- None

E8. When you are ill or injured, what type of treatment do you receive? (multiple answers allowed)

- First aid
- Self medication
- Nurse (health center-based)
- Doctor/nurse (hospital-based)
- Chemist (drug store-based)
- Herbal
- Spiritualist (religious)
- Fetish (traditional)
- Other (specify): _____
- No treatment

E9. When you are ill or injured, who pays for your treatment? (multiple answers allowed)

- Parents/guardians
- Other relative
- Self
- Employer
- Family health insurance
- Free
- Other (specify): _____
- Nobody

F. Hazardous Work: Heavy Loads⁴

F1. Did you have to carry heavy loads as part of the following agricultural activities in the past 12 months? (read each and mark affirmative answers)

- Land clearing
- Carrying water for spraying
- Gathering and heaping cocoa pods
- Carting fermented cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None
- No work in agriculture (skip next question, go to F3)

F2. Did you experience any of the following health consequences from carrying heavy loads when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad

⁴ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

F3. Did you have to carry heavy loads as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

F4. Did you have to carry heavy loads as part of household work in the past 12 months?

- Yes (specify): _____
- No

G. Hazardous Work: Environmental Hazards⁵

G1. Have you been exposed to any of the following environmental hazards when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Dust or fumes
- Fire, gas or flames
- Extreme heat
- Work at heights (trees, etc.)
- Work in water, like, pond or river
- Chemicals (pesticides, insecticides, etc.)
- Other (specify): _____
- None
- No work in agriculture (skip rest of section, go to H1)

G2. Did you experience any of the following health consequences from environmental hazards related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

⁵ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

G3. Did you experience exposure to environmental hazards as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

G4. Did you experience exposure to environmental hazards as part of household work in the past 12 months?

- Yes (specify): _____
- No

H. Hazardous Work: Tools, Equipment and Machinery⁶

H1. Did you have to operate any of the following tools, equipment or machinery when performing work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Machete
- Tractor
- Bullock
- Hoe
- Sprayer
- Other (specify): _____
- None
- No work in agriculture (skip rest of section, go to I1)

H2. Do you recall having been injured while operating tools, equipment or machinery related to work in agriculture in the past 12 months?

- Yes (specify): _____
- No

H3. Did you experience any of the following health consequences from operating tools, equipment or machinery related to work in agriculture in the past 12 months? (read each and mark affirmative answers)

- Could not continue working
- Could not go to school
- Pain was very bad
- Felt very sick or exhausted
- Did not feel well for a long time
- Had to receive treatment at a health center
- Had to receive treatment at a hospital
- Other (specify): _____
- No impact

⁶ Based on ILO Convention 183 (WFCL) and ILO Recommendation 190.

H4. In the past 12 months, did you use any protective wear while working in agriculture? (read each and mark affirmative answers)

- Protective boots
- Gloves
- Protective clothing
- Nose/gas mask
- Other (specify): _____
- None

H5. Did you have to carry heavy loads as part of economic activities other than agriculture in the past 12 months?

- Yes (specify): _____
- No

H6. Did you have to carry heavy loads as part of household work in the past 12 months?

- Yes (specify): _____
- No

I. Migration and Trafficking⁷

I1. Where do your father and his family come from?

Name of village/town: _____
Country: _____
Region: _____
District: _____

- Don't know

I2. Where do your mother and her family come from?

Name of village/town: _____
Country: _____
Region: _____
District: _____

- Don't know

I3. Did you always live at your current place of residence?

- Yes (skip rest of section, go to J1)
- No

⁷ Based on ILO Convention 183 (WFCL) and ILO Convention 29 (Forced Labor).

14. Where did you live before moving to your current place of residence?

Name of village/town: _____

Country: _____

Region: _____

District: _____

- Don't know

15. For how many years have you been living at your current place of residence?

Number of years: _____

- Don't know

16. Did you move to your current place of residence with or without your parents?

- Both parents
 Father alone
 Mother alone
 Without parents (skip next question, go to 18)

17. What was the reason for moving with your parents to your current place of residence? (multiple answers allowed)

- Parents built a house
 Parents bought farm/land
 Parents inherited farm/land
 Parents entered sharecropping arrangement
 Parents started seasonal work in agriculture
 Parents were/was looking for job
 Parents found a job (specify): _____
 Other (specify): _____
 Don't know

(skip next question, go to 19)

18. What was the reason for moving without your parents to your current place of residence? (multiple answers allowed)

- Looking for job
 Found a job (specify): _____
 School/training
 Marriage
 Parents could not take care of child
 Stay with relatives
 Other (specify): _____
 Don't know

I9. Who made the decision that you would move to the new location?

- Both parents
- Father alone
- Mother alone
- Myself
- Other (specify): _____
- Don't know

I10. Did you want to move to the new location?

- Yes (skip next question, go to J1)
- No
- Don't know

I11. Why didn't you want to move to the new location? (*multiple answers allowed*)

- Separation from parents
- Separation from other family
- Separation from community/friends
- Fear of being maltreated/abused
- Other (specify): _____
- Don't know

J. Forced Labor⁸

J1. In the past 12 months, have you been forced to perform work against your will?

- Yes
- No (skip rest of section, go to K1)

J2. What kind of work have you been forced to perform against your will in the past 12 months? (*multiple answers allowed*)

- Work in agriculture
- Economic activity other than agriculture
- Household work
- Other (specify): _____

J3. Please explain the tasks that you were forced to perform against your will in the past 12 months.

Specify: _____

⁸ Based on ILO Convention 183 (WFCL) and ILO Convention 29 (Forced Labor).

J4. In the past 12 months, how frequently have you been forced to perform work against your will?

- Very often
- Often
- Sometimes
- Rarely

J5. Who made you work against your will? (*multiple answers allowed*)

- Father
- Mother
- Other relative (specify): _____
- Individual not related to child (specify): _____
- Other (specify): _____

J6. Why didn't you want to perform the work that you were asked to do? (*read each and mark affirmative answers*)

- Work hard and unpleasant
- Long working hours
- Hazardous/dangerous activities
- Boring/uninteresting work
- Did not like employer
- Did not like coworkers
- Had to skip school or drop out of school
- Felt too weak or sick for work
- Felt at a disadvantage compared to others
- Other (specify): _____

J7. If you refuse to this work, what would happen? (*read each and mark affirmative answers*)

- Threats
- Insults
- Beating
- Refused food
- Refused money for school
- Given extra work
- Other (specify): _____

K. Compensation and Debts

K1. Have any payments been made to you for work in agriculture that you performed in the past 12 months?

- Yes
- No (skip next question, go to K3)
- Did not work (skip rest of section, go to L1)

K2. What was the amount paid to you for work in agriculture performed in the past 12 months?

Payment (in Cedis): _____

- Don't know

K3. Have any payments been made to you for economic activities other than agriculture that you performed in the past 12 months?

- Yes
 No (skip next question, go to K5)

K4. What was the amount paid to you for economic activities other than agriculture performed in the past 12 months?

Payment (in Cedis): _____

- Don't know

K5. Have your parents or a third person received payment for work performed by you in the past 12 months?

- Yes
 No (skip next 2 questions, go to K8)

K6. Who received payment for work performed by you in the past 12 months?

- Parents
 Other relatives (specify): _____
 Other (specify): _____

K7. What was the amount paid to this person in the past 12 months?

Payment (in Cedis): _____

- Don't know

K8. In the past 12 months, how much of your income could you keep for your own personal use?

Payment (in Cedis): _____

- None
 Not paid for work
 Don't know

**K9. Did you receive any payment in kind for work performed in the past 12 months?
(read each and mark affirmative answers)**

- Food/meal
 Clothing
 Free accommodation
 Transportation
 Medical expenses

- School expenses
- Other (specify): _____
- None

K10. In the past 12 months, did your income help to pay any debts that you or your family have?

- Yes, child's debts
- Yes, family's debts
- No (skip rest of section, go to L1)
- No income (skip rest of section, go to L1)
- Don't know (skip rest of section, go to L1)

K11. Who received payments for debts that you or your family have? (*multiple answers allowed*)

- Employer/producer
- People who helped with travel arrangements
- People who helped with finding this job
- Someone the child borrowed money from
- Someone the child's family borrowed money from
- Other (specify): _____
- Don't know

K12. Do you know how much you or your family owe?

- Debt of child (in Cedis): _____
Debt of family (in Cedis): _____
- Don't know

K13. Do you have to continue working until all debt is paid?

- Yes
- No
- Don't know

L. Education

L1. Can you read and write?

- Yes
- No
- A little

L2. Have you attended school in the past 12 months?

- Yes
- No (skip next 4 questions, go to L7)

L3. What type of school have you attended in the past 12 months?

- Pre-school
- Elementary
- JSS
- SSS
- Other (specify): _____

L4. What is the highest grade that you have completed at this level?

- Grade (primary/secondary): _____
- Pre-school
 - Don't know

L5. Did you sometimes miss school days in the past 12 months?

- Yes
- No (skip next 6 questions, go to L12)

L6. What were the reasons for missing school days in the past 12 months? (read each and mark affirmative answers)

- Disabled/illness
- School too far
- Could not afford schooling
- Family did not allow schooling
- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm
- Help at home with household chores
- Bad weather conditions
- Family emergency
- Travel
- Other (specify): _____

(skip next 5 questions, go to L12)

L7. If you have not attended school in the past 12 months, did you ever attend school?

- Yes
- No (skip next 3 questions, go to L11)

L8. When did you stop attending school?

Month: _____
Year: _____

L9. What type of school have you attended at that time?

- Pre-school
- Elementary
- JSS
- SSS
- Other (specify): _____
- Don't know

L10. What is the highest grade that you have completed at this level?

- Grade (Primary/Secondary): _____
- Pre-school
 - Don't know

L11. What were the reasons for not attending school in the past 12 months? (read each and mark affirmative answers)

- Completed compulsory schooling
- Too old for school
- Too young for school
- Disabled/illness
- No school/school too far
- Cannot afford schooling
- Family did not allow schooling
- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm
- Help at home with household chores
- Other (specify): _____

L12. At what age did you first start school?

- Age in completed years: _____
- Don't know
 - Never attended school

L13. Has your education been affected by the economic activities you perform?

- Yes
- No (skip next question, go to L15)

L14. How does the work you perform affect your education? (read each and mark affirmative answers)

- Injuries, illnesses or poor health
- Missed school days
- Missed lessons

- Could not do homework
- Could not prepare for exams
- Could not concentrate
- Other (specify): _____
- None

L15. Have you ever received a vocational or skill training?

- Yes
- No (skip next 2 questions, go to M1)

L16. If you have received a vocational or skill training, what were you trained in? (multiple answers allowed)

- Agriculture
- Carpentry
- Masonry
- Fitting/mechanics
- Tailoring/dressmaking
- Driving
- Blacksmithing
- Electrical
- Draughtsmanship
- Hairdressing
- Bakery/catering
- Textiles/weaving
- Other (specify): _____

L17. Did you obtain a certificate from the training?

- Yes
- No

M. Nutrition⁹ (skip if child is under 10 years)

M1. How tall are you without your shoes on?

Height in cm (take measurement): _____

- Don't know

M2. How much do you weigh without your shoes on?

Weight in kg (take measurement): _____

- Don't know

⁹ Based on WHO (2007). Ghana GSHS Questionnaire. Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>

M3. During the past 30 days, how often did you go hungry because there was not enough food in your home?

- Never
- Rarely
- Sometimes
- Most of the time
- Always

M4. During the past 30 days, how often did you eat breakfast?

- Never
- Rarely
- Sometimes
- Most of the time
- Always (skip next question, go to M6)

M5. What is the main reason you do not eat breakfast?

- Do not have time for breakfast
- Cannot eat early in the morning
- Not always food in my home
- Some other reason (specify): _____

M6. During the past 30 days, how many times per day did you usually eat fruit, such as oranges, pineapple, watermelon, banana, guava, pear, sweet apple, mangoes, or pawpaw?

- Did not eat fruit during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 or more times per day

M7. During the past 30 days, how many times per day did you usually eat vegetables, such as kontomire, garden eggs, lettuce, cabbage, okra, alefu, bira, ayoyo, or bean leaves?

- Did not eat vegetables during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 or more times per day

M8. During the past 7 days on how many days did you eat toffee or candy?

Number of days: _____

M9. During the past 7 days, on how many days did you eat meat or fish, such as chicken, turkey, duck, or beef?

Number of days: _____

M10. What is your source of drinking water at home?

- Tap water
- Bore hole
- Well
- Rain water
- River or dam
- Other (specify): _____

M11. If you work away from home, what is the source of drinking water at work?

- Tap water
- Bore hole
- Well
- Rain water
- River or dam
- Other (specify): _____
- Does not work away from home (skip next 2 questions, go to N1)

M12. If you work away from home, are meals provided to you at work?

- Yes
- No (skip next question, go to N1)

M13. If meals are provided to you at work, what do you usually eat?

Specify: _____

N. Maltreatment and Neglect¹⁰ (skip if child is under 10 years)

N1. In the last year, did a grown-up in your life hit, beat, kick, or physically hurt you in any way?

- Yes (specify): _____
- No

¹⁰ Based on Hamby, S.L., Finkelhor, D., Ormrod, R., Turner, H. Juvenile Victimization Questionnaire (JVQ), Crimes Against Children Research Center, University of New Hampshire, Durham.
http://www.unh.edu/ccrc/juvenile_victimization_questionnaire.html

N2. In the last year, did you get scared or feel really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you?

- Yes (specify): _____
- No

N3. When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the health center or hospital when they are sick, or make sure they have a safe place to stay. In the last year, did you get neglected?

- Yes (specify): _____
- No

N4. Sometimes a family fights over where a child should live. In the last year, did a parent take, keep, or hide you to stop you from being with another parent?

- Yes (specify): _____
- No

N5. In the last year, were you made to go somewhere by someone who you thought might hurt you?

- Yes (specify): _____
- No

N6. In the last year, were you hit or attacked because of your tribe, ethnic group, religion, or where your family comes from? Or because of a physical problem you have?

- Yes (specify): _____
- No

N7. How was your relationship with your biological father in the past year?

- Good (skip next question, go to N9)
- Bad
- Other (specify): _____
- Father deceased (skip next question, go to N9)
- No contact (skip next question, go to N9)

N8. If your relationship with your biological father has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Abuses verbally
- Abuses physically
- Wants too much work done
- Wants work done for long hours
- Other (specify): _____

N9. How was your relationship with your biological mother in the past year?

- Good (skip next question, go to N11)
- Bad
- Other (specify): _____
- Mother deceased (skip next question, go to N11)
- No contact (skip next question, go to N11)

N10. If your relationship with your biological mother has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Abuses verbally
- Abuses physically
- Wants too much work done
- Wants work done for long hours
- Other (specify): _____

N11. If you have been working for somebody other than your parents in the past year, how was your relationship with the person you worked for?

- Good (skip next question, go to O1)
- Bad
- Other (specify): _____
- Did not work for somebody other than parents (skip next question, go to O1)

N12. If your relationship with the person you worked for has not been good, what were the reasons? (*multiple answers allowed*)

- Neglect
- Wants too much work done
- Wants work done for long hours
- Pays poorly
- Does not pay on time
- Does not pay at all
- Inadequate food
- Abuses physically
- Abuses verbally
- Other (specify): _____

O. Life Satisfaction¹¹ (skip if child is under 10 years)

O1. How happy are you with your life as a whole?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O2. How happy are you about the things you have?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O3. How happy are you with your health?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O4. How happy are you with the things you want to be good at?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O5. How happy are you about getting on with the people you know?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

¹¹ Based on Cummins, Robert A., Lau, Anna L.D. (2005). Personal Wellbeing Index – School Children (PWI-SC). 3rd Edition. School of Psychology, Deakin University, Australia.

O6. How happy are you about how safe you feel?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O7. How happy are you about doing things away from your home?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O8. How happy are you about what may happen to you later on in your life?

- Very happy
- Happy
- Neither happy nor sad
- Sad
- Very sad

O9. How happy are you about the work that you are performing in agriculture?

- Very happy (skip next question, go to O11)
- Happy (skip next question, go to O11)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform work in agriculture (skip next question, go to O11)

**O10. Why are you not happy about the work that you are performing in agriculture?
(multiple answers allowed)**

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

O11. How happy are you about the economic activities other than agriculture that you are performing?

- Very happy (skip next question, go to O13)
- Happy (skip next question, go to O13)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform economic activities other than agriculture (skip next question, go to O13)

O12. Why are you not happy about the economic activities that you are performing? (multiple answers allowed)

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

O13. How happy are you with the household work that you are performing?

- Very happy (skip next question, go to P1)
- Happy (skip next question, go to P1)
- Neither happy nor sad
- Sad
- Very sad
- Does not perform household work (skip next question, go to P1)

O14. Why are you not happy with the household work that you are performing? (multiple answers allowed)

- Work too tiring/too difficult
- Caregiver/employer too demanding
- Cannot go to school
- Makes me feel sick
- Wages too low
- Does not get paid
- Other (specify): _____
- Don't know

P. Project Activities (skip if child is under 10 years)

P1. 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?

- Yes
- No (skip rest of section, end of interview)

P2. Do you know the name of the project?

- Yes (specify): _____
- No

P3. Do you know the organization that carried out the project?

- Yes (specify): _____
- No

P4. Where was the project carried out?

- Yes (specify): _____
- Don't know

P5. What project activities did you participate in?

Specify: _____

P6. When did you participate in the project?

- Year:
- Don't know

P7. Do you feel you have benefited from the participation in the project?

- Yes
- No (skip next question, go to P9)
- Don't know

P8. If you feel you benefited, how?

Specify: _____ (skip next question, end of interview)

P9. If you feel you did not benefit, why not?

Specify: _____

THANK YOU VERY MUCH!

Tulane University
GHANA CHILD LABOUR SURVEY
Caregiver Interview¹

Tulane University
September 2007

a. Household/school identification number: _____
b. Date of interview: _____
c. Start: _____
d. End: _____
e. Language of the interview: _____
f. Interviewer's name: _____
g. Supervisor's name: _____

A. Geographic Information

- A1. Country: _____
- A2. Region: _____
- A3. District: _____
- A4. Enumeration District: _____
- A5. Name of village/town: _____
- A6. Physical address of household: _____

B. Respondent Characteristics

- B1. Name/ID number of respondent: _____
- B2. Age of respondent:
Age in years: ____ (if unknown: estimate)
- B3. Sex of respondent:
 - Male
 - Female

¹ Some questionnaire items taken from survey instruments developed by the Ghana Statistical Service (2000). Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/ipecc/simpoc/ghana/document/quest_2000.pdf; Ghana Ministry of Food and Agriculture (2005). Annual Crop and Livestock Survey. Form 2. Holding Enquiry. Internal Document; and other ILO/SIMPOC questionnaires.

B4. Ethnic group of respondent:

Ethnic group: _____

B5. Religion of respondent:

- Catholic
- Muslim
- Other (specify): _____:

B6. Place of birth of respondent:

Name of village/town: _____
Country: _____
Region: _____
District: _____

C. Household Characteristics

C1. In what type of dwelling does the household live?

- Detached/separate/self-contained
- Semi-detached
- Compound house (rooms)
- Huts/buildings (same compound)
- Improvised home (kiosk, container, tent)
- Living quarters attached to office/shop/work place
- Other (specify): _____

C2. What is the ownership status of this dwelling?

- Owned by a household member (skip next question)
- Co-owner in household
- Provided free by employer/owner (skip next question, go to C4)
- Subsidized by employer
- Rented from private owner
- Other (specify): _____

C3. If the dwelling is rented, please indicate the amount paid per month?

Amount in Cedis: _____

C4. How many sleeping rooms does the household occupy?

Number of sleeping rooms: _____

C5. What type of kitchen is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C6. What type of bathroom is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C7. What type of toilet is available to the household?

- Inside house, exclusive
- Inside house, shared
- Outside house, exclusive
- Outside house, shared
- None

C8. What is the main source of drinking water?

- Pipe-borne inside house
- Pipe-borne outside house
- River/stream
- Bore-hole/tubewell
- Well
- Dug out/pond/lake/dam
- Rain water
- Other (specify): _____

C9. What is the main source of cooking fuel?

- Wood
- Charcoal
- Coconut husk
- Kerosene
- Gas
- Millet straw
- Other (specify): _____

C10. What is the main source of lighting?

- Candles
- Kerosene lantern
- Electricity
- Gas lamp
- Solar energy
- No light
- Other (specify): _____

C11. Does the household own any of the following household items? (read each and mark affirmative answers)

- Radio
- TV set
- Cell phone
- Bicycle
- Motor bike
- Car
- Refrigerator
- Sewing machine
- None of these

C12. Has the household ever changed the place of residence?

- Yes
- No (skip next 3 questions, go to C16)

C13. Where did the household live before moving to the current place of residence?

Name of village/town: _____
District: _____
Region: _____
Country: _____

C14. When did you move to your current place of residence?

- Year: _____
- Don't know

C15. What was the main reason for moving to your current place of residence? (multiple answers allowed)

- Built a house
- Bought farm/land
- Inherited farm/land
- Entered sharecropping arrangement
- Seasonal work in agriculture
- Looking for job
- Found a job (specify): _____
- Other (specify): _____
- Don't know

C16. What are the main sources from which the household derived its major income during the last 12 months? (multiple answers allowed)

- Selling cocoa beans
- Selling other crops/produce
- Agricultural labor
- Regular wage employment (specify): _____
- Petty trade
- Other self-employment (specify): _____
- Pensions, dividends, interest, property rent
- Remittances
- Other (specify): _____

D. Farm Characteristics

D1. What types of agriculture are carried out by the household? (read each and mark affirmative answers)

- Cocoa farming
- Other tree crop farming
- Food crop farming
- Industrial crop (cotton, jute, tobacco, etc.)
- Livestock/poultry farming
- Other (specify): _____
- None

D2. How many acres of land does the household own?

- Area in acres: _____
- Don't know

D3. How many acres of land does the household have under cultivation?

- Area in acres: _____
- Don't know

D4. How many acres of land does the household have under cocoa cultivation?

Area in acres: _____

- Don't know

D5. Who is the owner of land not owned by a household member? (*multiple answers allowed*)

- All land owned by household member (skip next question, go to D7)
- Extended family ownership
- Joint household ownership
- Rented/share cropping
- Employer
- Community
- Other (specify): _____

D6. Is a percentage of the harvest given to the owner of the land?

- 1/2 of harvest
- 1/3 of harvest
- Other percentage (specify): _____
- Other arrangement (specify): _____
- None
- Don't know

D7. What livestock does the household own? (*read each and mark affirmative answers*)

Poultry (number): _____

Sheep (number): _____

Goat (number): _____

Pig (number): _____

Cow (number): _____

Other (specify): _____

- None

D8. Does the household own any of the following agricultural tools and machinery? (*read each and mark affirmative answers*)

Machete (number): _____

Bullock (number): _____

Hoe (number): _____

Wheelbarrow (number): _____

Tractor (number): _____

Animal drawn-cart (number): _____

Spraying machine (number): _____

Other (specify): _____

- None

D9. Has the household used fertilizer on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D10. Has the household used pesticides on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D11. Has the household used weedicides on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

D12. Has the household used improved seeds or planting material on the farm in the past 12 months?

- Yes (specify): _____
- No
- Don't know

E. Household Member Characteristics

E1. How many adults (18 years and older) are living in this household?

Number of males: _____
Number of females: _____

E2. Are there any adults living in this household who are not members of the extended family?

- Yes
- No (skip next 2 questions, go to E5)

E3. How many adults are living in this household who are not members of the extended family?

Number of males: _____
Number of females: _____

E4. If adults are living in this household that are not members of the extended family, what is their position? (*multiple answers allowed*)

- Temporary visitors
- Domestic workers

- Farm laborers
- Other (specify): _____

E5. How many children (0 to 17 years old) are living in this household?

Number of males: _____
Number of females: _____

E6. How many children between 5 and 17 years are living in this household?

Number of males: _____
Number of females: _____

E7. Are there children living in this household who are not members of the extended family?

- Yes
- No (skip rest of section, go to F1)

E8. How many children are living in this household who are not members of the extended family?

Number of males: _____
Number of females: _____

E9. If children are living in this household that are not members of the extended family, what is their position? (*multiple answers allowed*)

- Temporary visitors
- Domestic workers/house help
- Farm laborers
- Children of farm laborers
- Orphans/unrelated adopted children
- Other (specify): _____

F. Labor Characteristics

F1. How many of the adults living in this household worked in agriculture in the past 7 days?

Number of males: _____
Number of females: _____

F2. How many of the adults living in this household worked in agriculture in the past 12 months?

Number of males: _____
Number of females: _____

F3. How many of the adults living in this household worked in cocoa farming in the past 7 days?

Number of males: _____

Number of females: _____

F4. How many of the adults living in this household worked in cocoa farming in the past 12 months?

Number of males: _____

Number of females: _____

F5. During the last 12 months, did adults living in this household perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

F6. How many of the adults living in this household performed economic activities other than agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F7. How many of the adults living in this household performed economic activities other than agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F8. What other economic activities were performed by adults living in this household in the past 12 months? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

F9. How many of the children living in this household worked in agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F10 How many of the children living in this household worked in agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F11. How many of the children living in this household worked in cocoa farming in the past 7 days?

Number of males: _____

Number of females: _____

F12. How many of the children living in this household worked in cocoa farming in the past 12 months?

Number of males: _____

Number of females: _____

F13. During the last 12 months, did children living in this household perform any of the following activities? (read each and mark affirmative answers)

- Land clearing
- Felling and chopping
- Burning
- Stumping
- Pegs cutting
- Lining and pegging
- Holing/planting of suckers
- Preparation of seedlings
- Holing/planting of seedlings
- Sowing at stake
- Weeding
- Spraying insecticide
- Applying fertilizer
- Applying fungicide/weedicides/other chemicals
- Carrying water for spraying
- Sanitation and pruning
- Mistletoe control
- Plucking of cocoa pods
- Gathering and heaping cocoa pods
- Cocoa pod breaking and fermentation
- Carting fermented cocoa beans
- Drying cocoa beans
- Carting of dry cocoa beans to shed
- Other (specify): _____
- None

F14. How many of the children living in this household performed economic activities other than agriculture in the past 7 days?

Number of males: _____

Number of females: _____

F15. How many of the children living in this household performed economic activities other than agriculture in the past 12 months?

Number of males: _____

Number of females: _____

F16. What other economic activities were performed by children living in this household in the past 12 months? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption

- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

G. Access to Education

G1. How many of the adults living in this household can you read and write?

Number of males: _____
 Number of females: _____

G2. How many of the children living in this household can you read and write?

Number of males: _____
 Number of females: _____

G3. How many of the children between 5 and 17 years living in this household attended school in the past 12 months?

Number of males: _____
 Number of females: _____

G4. What were the reasons for children living in this household to not attend school in the past 12 months? (*multiple answers allowed*)

- Completed compulsory schooling
- Too old for school
- Too young for school
- Disabled/illness
- No school/school too far
- Cannot afford schooling
- Family did not allow schooling
- Poor in studies/not interested in school
- Education not considered valuable
- School not safe
- To learn a job
- Work for pay or family business or farm

- Help at home with household chores
- Other (specify): _____

DRAFT

H. List of Household Members

H1. List all adult household members:

Name/ID number	Age	Sex	Adult performed work in the past 7 days		Adult performed work in the past 12 month		Adult interviewed	
			Yes (specify)	No	Yes (specify)	No	Yes	No
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
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			<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			

H2. List all child household members:

Name/ID number	Age	Sex	Child in school		Child performed work in the past 7 days		Child performed work in the past 12 month		Child interviewed	
			Yes	No	Yes (specify)	No	Yes (specify)	No	Yes	No (specify)
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			
					<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores		<input type="radio"/> Agriculture <input type="radio"/> Other economic activity <input type="radio"/> Household chores			

THANK YOU VERY MUCH!

Tulane University
GHANA CHILD LABOUR SURVEY
Teacher Interview¹

Tulane University
September 2007

<p>a. Household/school identification number: _____</p> <p>b. Date of interview: _____</p> <p>c. Start: _____</p> <p>d. End: _____</p> <p>e. Language of the interview: _____</p> <p>f. Interviewer's name: _____</p> <p>g. Supervisor's name: _____</p>
--

A. Geographic Information

- A1. Country: _____
- A2. Region: _____
- A3. District: _____
- A4. Enumeration District: _____
- A5. Name of village/town: _____
- A6. Name of school: _____
- A7. Physical address of school: _____
- A8. Phone number (contact person): _____

¹ Some questionnaire items taken from survey instruments developed by the Ghana Statistical Service (2000), Ghana Child Labor Survey. http://www.ilo.org/public/english/standards/iepc/simnoc/ghana/document/quest_2000.pdf; Ghana GSHS Questionnaire, Global school-based student health survey (GSHS). <http://www.who.int/chp/steps/2007%20Ghana%20GSHS%20Questionnaire.pdf>; Ghana Ministry of Food and Agriculture (2005), Annual Crop and Livestock Survey, Form 2. Holding Enquiry. Internal Document; ILO (2002), ILO National Child Labor Survey, Children's Questionnaire, Version July 11, 2002; International Labor Organization (ILO) (2004), Jordan Ministry of Labour Teachers'/Counsellors' Questionnaire. In: International Labor Organization (ILO) (2004), Child Labour Statistics: Manual on methodologies for data collection through surveys, Geneva: ILO, pp. 391-393; and other ILO/SIMPOC questionnaires.

B. Respondent Characteristics

B1. Name/ID number of respondent: _____

B2. Age of respondent:

Age in completed years: ____ (if unknown, estimate)

B3. Sex of respondent:

- Male
- Female

B4. Position of respondent at school:

- Head master/head teacher
- Teacher
- Other (specify): _____

B5. Level of education of respondent:

- Middle School Leaving Certificate (MSLC) (old)
- Junior Secondary School (JSS)
- Senior Secondary School (SSS)
- College
- Other (specify): _____

C. School Characteristics

C1. When was this school established?

- Year: ____
- Don't know

C2. What levels of education are taught at this school? (multiple answers allowed)

- Elementary
- JSS
- SSS
- Other (specify): _____

C3. Is this school a public/private/faith-based school? (multiple answers allowed)

- Public
- Private
- Faith-based (specify): _____
- Other (specify): _____

C4. How many teachers does this school have?

Number of teachers: _____

- Don't know

C5. Does this school charge fees from the students?

- Tuition fees (private schools)
- Registration fees
- Facility user fees
- None (skip next question, go to C7)

C6. How much is charged per student per academic year?

Amount in Cedis (per year): _____

C7. In what type of dwelling is the school located?

- Concrete building(s)
- Pavilion(s)
- Mud building(s)
- Open space, no building
- Other (specify): _____

C8. How many classrooms does the school have?

Number of classrooms: _____

C9. What type of toilet is available to the school?

- Inside house
- Outside house
- None

C10. What is the main source of drinking water?

- Pipe-borne inside house
- Pipe-borne outside house
- River/stream
- Bore-hole/tubewell
- Well
- Dug out/pond/lake/dam
- Rain water
- Other (specify): _____

C11. What is the main source of lighting?

- Candles
- Kerosene lantern
- Electricity
- Gas lamp
- Solar energy
- No light
- Other (specify): _____

C12. What type of kitchen is available to the school?

- Inside house
- Outside house
- None (skip next question, go to C14)

C13. What is the main source of cooking fuel?

- Wood
- Charcoal
- Coconut husk
- Kerosene
- Gas
- Millet straw
- Other (specify): _____

C14. Are meals provided to the students?

- Yes
- No (skip next 2 questions, go to D1)

C15. How many meals are provided per day?

- 1 meal
- 2 meals
- 3 meals
- Other (specify): _____

C16. Are the students charged for the meals?

- Amount in Cedis (per year): _____
- Included in school fees
 - Meals free

D. Student Population Characteristics

D1. How many students are currently attending this school?

Number of students: ____ (if unknown, estimate)

- Don't know

D2. What is the average number of students per class at this school?

Number of students: ____ (if unknown, estimate)

- Don't know

D3. What percentage of students repeats a grade at the end of the school year at this school?

Percentage of students: ____ (if unknown, estimate)

- Don't know

D4. In your area, what are the most important reasons for children to miss classes?

Specify: _____

- Don't know

D5. In your area, what are the most important reasons for children to drop out of school?

Specify: _____

- Don't know

D6. In your area, what are the most important reasons for children to never attend school?

Specify: _____

- Don't know

D7. Are any of these major reasons that keep children from attending school in your area? (read each and mark affirmative answers)

- Illness and disability
- School too far
- Family cannot afford schooling
- Family does not allow schooling
- Children poor in studies/not interested in school
- Education not considered valuable
- School not safe
- Children have to learn a job
- Children work for pay or in a family business or on a farm
- Children help at home with household chores
- Bad weather conditions
- Family emergencies

- Children have to travel
- Other (specify): _____
- None of these

D8. How many of your students perform work in agriculture in addition to attending school?

Estimated percentage: _____

- Don't know

D9. How many of your students perform work on a cocoa farm in addition to attending school?

Estimated percentage: _____

- Don't know

D10. How many of your students perform economic activities other than agriculture in addition to attending school?

Estimated percentage: _____

- Don't know

D11. How many of your students perform household work in addition to attending school?

Estimated percentage: _____

- Don't know

D12. Are any of the following activities sometimes performed by students attending this school? (read each and mark affirmative answers)

- Help in a family business
- Work as a domestic servant in someone else's home
- Catch or gather fish or seafood for sale/own consumption
- Mining activities
- Prepare food, clothes or handicrafts for sale
- Sell articles, newspapers, drinks, food or agricultural products
- Wash, clean clothes for someone else for payment in cash or in-kind
- Repair tools or equipment for someone else for payment in cash or in-kind
- Cleaning cars and shining shoes for someone else for payment in cash or in-kind
- Transportation of goods to market or for storage or other activities related to the transport of goods for sale
- Construction, maintenance of buildings, homes for someone else
- Fetching firewood/water
- Serve food/drinks in eatery/bar
- Other (specify): _____
- None

D13. If students are engaged in economic activities in addition to attending school, does this affect their regular attendance or studies?

- Yes
- No (skip next question, go to E1)

D14. How is education affected by the economic activities that students perform? (read each and mark affirmative answers)

- Injuries, illnesses or poor health
- Missed school days
- Missed lessons
- Missed tests
- Could not do homework
- Could not concentrate
- Other (specify): _____

E. Curriculum and School Garden

E1. Does this school teach agricultural skills?

- Yes
- No (skip next question, go to E3)

E2. If this school teaches agricultural skills, what is being taught? (multiple answers allowed)

- Plant science
- Crop science
- Soil science
- Other (specify): _____

E3. Does this school have a school garden or farm maintained by the students?

- Yes
- No (skip next question, go to E5)

E4. What is the purpose of this farm? (multiple answers allowed)

- Training/education
- Producing food crops
- Generating income
- Other (specify): _____

E5. Does this school address issues of child labor?

- Yes
- No (skip next question, end of interview)

E6. How is child labor addressed at this school?

- As part of the curriculum (specify): _____
- During meetings of parent-teacher association (specify): _____
- Other: (specify): _____

THANK YOU VERY MUCH!

DRAFT

**APPENDIX 12: INDUSTRY COMMENTS ON DRAFT FIRST ANNUAL
REPORT**

The following document is a response to the draft “First 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 organizations:
Association of the Chocolate, Biscuit and Confectionery Industries of the EU (CAOBISCO)
Chocolate Manufacturers Association (CMA)
Confectionery Manufacturers Association of Canada (CMAC)
European Cocoa Association (ECA)
National Confectioners Association (NCA)
World Cocoa Foundation (WCF)*

In this first section, we discuss several key themes and areas of focus within the report. In a later section, we offer specific changes on a page-by-page basis.

Certification for Cocoa Farming Labor Practices:

The Payson Center’s report carefully scrutinizes the language used by industry to describe its approach to certification for cocoa farming – and expresses some confusion about the intent, direction and design of the certification system. In some cases, the authors have inferred meaning where none was intended.

To be clear:

- Industry is working with West African governments to implement a robust, scaleable system of certification for cocoa farming labor practices.
- Through data collection at the farm level, this system will provide a statistically valid and representative view of labor conditions, and related issues (e.g., school attendance).
- The certification system works in support of a clearly defined overall standard: ILO Convention 182, under which individual countries must define specific forms of hazardous work for the sector concerned.
- The certification system will have clear ongoing indicators and targets. A cycle that is repeated on a yearly basis, certification will enable tracking of improvement (or lack thereof) in several key areas, as measured through the data collection effort.
- The data collection effort will both measure progress and report on issues requiring attention. The Ghana survey, released in full on the 22nd of April 2007, does just that, highlighting important farm labor issues (e.g., children exposed to unsafe labor conditions, children injured) in clear, unvarnished terms.

Certification for cocoa farming has been – and will remain – an “evolving” system. As new ideas emerge and data shape collective thinking, the approach being taken will be revised and innovated. We do not claim that this is the permanent, final or definitive system. Rather, it is a solid foundation upon which involved stakeholders will continue to build.

To this end, we agree with the authors’ recommendations that there is a role for greater third-party input in the certification process. In particular, the input of stakeholders in the continued development and refinement of benchmarks for progress would be of considerable value.

These benchmarks must be agreed to and embraced by the governments of the Côte d'Ivoire and Ghana. They cannot be imposed on sovereign nations, nor can they be adopted in isolation of the very institutions responsible for the well-being of these countries’ citizens and the enforcement of laws.

Fortunately, institutions already exist for eliciting additional third-party input – in the form of the technical working groups (which are multi-stakeholder initiatives in their own right) established by the Côte d'Ivoire and Ghana as part of their overall plan to address labor issues. We firmly believe that every effort should be made to work within organizations and vehicles already established – rather than devoting resources to establishing further working groups, committees, etc.

Without question, independent, credible verification is essential. The report recognizes this as an important area – and extensively reviews the history of work to develop an effective verification component for certification.

Our commitment to verification has not wavered. We believe now – as we believed at the start – that verification must be independent. But independence does not require the substantive exclusion of such key parties as the West African governments and industry from key decision-making steps, a position taken by the former “Verification Working Group.”

Faced with what we believed would ultimately be a failed and ineffective model for verification, we decided to pursue an approach that would allow input from a broad range of interested stakeholders and an inclusive decision-making process. At that time, we began a search to identify organizations with recognized experience in independent verification – so that we might adapt best practices in creating an effective, credible verification system for cocoa farming certification.

In Verité, we found an organization with strong credentials. From their extensive work in the private sector to their multiple contracts with the U.S. Department of Labor, Verité is one of the leaders in developing sensible, achievable and credible verification programs.

In a relatively short period, Verité has created a clear, detailed roadmap for the development of a verification component for cocoa farming certification. The roadmap provides for extensive input from third parties in the development of the verification approach. It ensures that industry or West African governments in no way control or dominate the verification process, but do have the opportunity for input. It includes multiple “checks and balances” to maintain integrity, independence and transparency.

Calls for Additional Research, Surveys:

In several instances, the report recommends conducting further research – in the form of additional surveys on child labor issues at the cocoa farm level.

While we understand the authors’ interest in collecting additional information, there exists a considerable amount of data identifying important issues on cocoa farms. Much of this data is listed in the report’s bibliography.

For our part, we are moving ahead to address the issues already identified via several large-scale surveys of cocoa farming practices – issues such as children’s exposure to unsafe labor practices; access to quality, relevant education, and farmer incomes. From a “challenges” standpoint, there is much information to work with, and much work to be done.

We do not suffer from a lack of data on the issues facing children on cocoa farms, or what must be done to address them.

Moreover, establishing parallel, extensive research at the farm level creates confusion and taxes resources within the cocoa growing countries. The research proposed in the report, for example, appears to duplicate the significant, rapidly scaling up surveys already being conducted as part of the certification system for cocoa farming labor practices. These resources would be better spent helping the West African governments build their capacity to address child labor.

In sum, while further research may be beneficial, we believe it is important to maintain a significant focus on action to address labor issues on cocoa farms.

The Importance of Partnerships, Third-Party Input:

The Payson Center recommends that industry expand the involvement of third-party groups in the implementation of a certification system for cocoa farming. While we must balance engagement and dialogue with the need to make measurable progress on the ground, we certainly agree that our efforts benefit from the input of others.

We can – and will – redouble our efforts to seek the advice of credible, experienced parties committed to working in a spirit of constructive partnership.

At the same time, the report minimizes the input and involvement of other stakeholders that has already taken place. The West African governments, for example, are among the most essential “stakeholders” in terms of driving real change on cocoa farms: their ongoing, considerable involvement is at the heart of this effort.

Through venues such as the U.S. State Department and the U.K. Foreign and Commonwealth Office, industry has sought the input of a range of partners. The International Cocoa Initiative includes civil society partners who share expertise on how to address the worst forms of child labor, forced adult labor and trafficking within the cocoa sectors of West Africa. The World Cocoa Foundation also provides opportunities for third-party input and participation – and actively solicits such input on an ongoing basis.

As noted previously, there are specific areas where third-party input would be of value – notably in the continued development and refinement of benchmarks for progress. And, as also noted previously, the technical working groups established in both the Côte d'Ivoire and Ghana, as part of their respective plans to address child labor, offer an established, effective means of collecting this input.

The Protocol:

The Payson Center report recognizes the role that the Harkin-Engel Protocol has played as a catalyst for action by industry, governments and other stakeholders.

The Protocol is an important document. Industry remains committed to its goals. .

As with all important agreements, the words matter. For this reason, we strongly encourage the authors of the Payson Center report to rely on language directly from the Protocol in describing our commitments, goals and specific deliverables. Within the current draft of the report, there are several instances in which the authors use their own words to describe such important areas as the specific, agreed-to steps in the Protocol.

We believe that we can work more effectively, and that the interests of all parties are better served, when we avoid paraphrasing or re-characterizing the words contained in the original document. We may differ on how to interpret the words, but we cannot alter the words themselves.

Final Payson Recommendations:

The concluding recommendations offered by the Payson Center touch upon themes that we embrace. Transparency, greater input from third parties, more rigorous benchmarks for progress: these are areas that we, as an industry, are enthusiastic to explore and, where appropriate, do better. We will carefully review these recommendations to identify how we might move forward.

In several instances, there are recommendations that appear to duplicate and/or offer subtle variations upon efforts already underway. There are also recommendations that, if not carefully managed, could create large, burdensome administrative requirements that would divert resources away from improving conditions in cocoa farming communities.

As with all approaches, we must carefully balance resources to ensure that helping children and their families on the cocoa farm remains our top priority.

Recommendations from “Industry”:

In the spirit of partnership and thoughtful, open dialogue, we put forward our own recommendations for the broader community of stakeholders involved in this effort, in response to the Payson Center report:

#1: Greater Support for West African Governments’ “National Plans”

The governments of the Côte d'Ivoire and Ghana have taken a leadership role on the issue of labor practices on cocoa farms, with the development and rollout of a detailed, comprehensive “National Plan” in each country.

These plans, developed in partnership with the International Labor Organization and other key stakeholders, hold the potential for real, widespread progress regarding the responsible involvement of children in cocoa farming. In fact, they are already making a difference, driving the passage and enforcement of laws; improving educational opportunities, and addressing a range of critical, child-related issues.

It is important to note that the governments of the Côte d'Ivoire and Ghana are severely resource-constrained. They face a multitude of national issues, and lack the infrastructure, capacity and financial resources to address them all. As such, these plans (and their ensuing implementation) represent a major undertaking.

We strongly encourage the Payson Center, the United States Department of Labor and other interested parties to lend greater support to efforts by the governments of the Côte d'Ivoire and Ghana to implement their respective plans. The mandate given to the Payson Center by DOL identifies one important area – capacity building via training – where such support could be provided. It is precisely this and other, similar efforts, conducted in the spirit of collaboration within existing institutions, which can make a real difference.

#2: Balance Interest in Data with Driving Change

The issue of labor practices on cocoa farms is complex, and we only recently have begun to gain an understanding of the true nature of the “problem.” We will never have all the data or information we need. Without question, there is always more to learn.

However, we believe that interest in gaining additional knowledge – in the form of extensive, resource-intensive surveys – must not come at the expense of practical, on-the-ground work making a positive difference for the families that grow cocoa in West Africa. We have moved from a stage of knowledge gathering, to a period of implementation. If we are going to help as many children as possible, we must maintain our momentum and not divert our focus from the farm and the farming family.

We recommend that the Payson Center’s interest and efforts in data collection be re-considered in light of the extensive data collection processes already underway within the producer countries. Re-directing these resources towards capacity building would be of greater value to the overall effort than an additional data collection program.

#3: Tackle the Broad Issues

Labor practices on cocoa farms are an important issue, one that has attracted international interest. Ensuring that children are not harmed in cocoa farming is a clear priority for our industry, and for the governments of the Côte d'Ivoire and Ghana.

However, labor practices are part of a broader set of challenges facing cocoa farming communities. As such, our efforts in this area must include a broader commitment to the economic, social and environmental development of these communities

The West African cocoa sector is comprised of millions of small family farms where farmers with limited agricultural training and education face substantial yield and quality challenges. For millions of West Africans, cocoa is the sole source of family income due to lack of crop diversification.

Country specific cocoa marketing structures, excessive government taxation of cocoa farmers, lack of rural infrastructure to support cocoa communities, and the clear need for capacity building to support the agricultural sector and grower associations are all intrinsically linked to the economic livelihoods of cocoa farmers and the future sustainability of cocoa.

We will make a lasting difference in labor practices only by tackling these broader challenges. The modernization of cocoa growing systems is becoming an increasingly important issue and requires attention from a range of interest groups for there to be a truly positive future for cocoa farmers of West Africa.

It is only through a larger, more comprehensive approach that we can fundamentally improve both how cocoa is grown and the resultant well-being of cocoa farming families and communities.

The following are specific, page-by-page comments to the Payson Center report (draft)

Page	Comment
8	Include reference to U.S. Senator Herb Kohl, who was instrumental in developing the Protocol
8	The Côte d'Ivoire has publicly shared its plan for conducting a “scaled up” survey of cocoa farming labor practices this year, as a step towards meeting the July 1, 2008 milestone of certification covering 50 percent of the country’s cocoa output. In fact, enumerators are being trained right now to enter the field in November.
10	In the third paragraph, the document refers to a July 1, 2005 extension of the Protocol that was “signed.” In fact, all parties agreed to extend the Protocol: there was no “signed” document.
11	On page 11 (and in other instances throughout the document) the authors refer to a “child labor free cocoa certification system.” This specific term has never been used in the Protocol or elsewhere, nor does it reflect the direction or framework of certification.
12	In the second paragraph, include reference to Senator Kohl with Representative Engel and Senator Harkin.
12	Use literal words from Protocol, instead of this incorrect interpretation.
13	<p>In the first paragraph, the report states that, despite the completion of the IITA survey, it “remained unclear how many children were involved in different worst forms of child labor in the cocoa sector.”</p> <p>In fact, the IITA report provided detailed, statistically valid information on children’s involvement in cocoa farming – based on visits to more than 3,000 farms. The report highlighted a number of problem areas (such as children’s exposure to unsafe labor practices), and guided action in the form of specific programs to address the issues identified in the study.</p>
15	<p>In the third full paragraph, the report notes that “there needs to be at least a preliminary operational definition of WFCL for the Protocol to have any measurable impact over time.” This is one of the obligations to be completed as part of a government’s signature of ILO 182 and efforts to comply are now underway.</p> <p>Despite the lack of a precise operational definition of the worst forms of child labor, we have moved ahead. We have employed a “consensus” view of the worst forms of child labor that can be applied within the cocoa sector, based on input from a number of experts and internationally recognized norms.</p>
16	<p>In the last paragraph, the report states that “there is no point of reference against which to measure progress at the current time.”</p> <p>While we agree on the need for a formal national reference point to measure progress, we <u>are</u> currently able to measure progress, community-by-community, on a number of fronts. The International Cocoa Initiative, for example, does so in connection with its community-based work.</p>
16	The diagram offers a narrow view of what industry and its partners are trying to achieve. In fact, programs supported by industry are focused on the broader goal of improving the quality of life in cocoa farming communities – of which labor practices is a subset.
20	As identified previously, the report should quote the Protocol, rather than using its own phrasing such as “child labor free cocoa certification system.”

Page	Comment
21	In the third paragraph, the authors quote language from the Protocol that calls for “fair labor conditions.” This phrase is not used in the Protocol.
21	The authors state that the language in the Protocol is “unambiguous.” This is, however, only a partial view. While the language may have been unambiguous, its non-prescriptive nature required interpretation. In effect, the Protocol did not provide a roadmap for achieving its “unambiguous” goals.
23	In their discussion of the “Fair Trade” marketing system, the authors make a critical error. Contrary to what is commonly assumed (and occasionally claimed), compliance with Fair Trade standards does not include the obligation to undertake “independent monitoring of labor practices,” as the report claims in the last paragraph.
24	This incorrect characterization of Fair Trade is picked up again in the second full paragraph, where the authors state that “a Fair Trade label informs the consumer that the product was produced in a manner that considers impact on the environment, labor conditions (e.g. without forced and/or child labor).” We are aware of no Fair Trade system that can offer such a guarantee.
24	<p>Under “The Partnership Issue,” the report minimizes the importance of the participation of the governments of the Côte d'Ivoire and Ghana.</p> <p>The report also states that “there is no formal structure or organization that includes NGOs in the effort to design and implement a multi-stakeholder certification system.” This is not accurate: structures exist in both the Côte d'Ivoire and Ghana: multiple NGOs and independent experts are involved.</p> <p>The characterization of meetings between industry and NGO representatives as “briefing sessions” stands in contrast to multiple sessions at the U.S. State Department and U.K. Foreign and Commonwealth Office, where active input on industry strategy and direction was sought and given. A range of stakeholders were invited to attend these and other, similar sessions. Moreover, the multiple meetings between industry and NGO representatives have always included a forthright exchange of views.</p>
26	<p>In the second paragraph, the report states that, “the certification process does not require industry or governments to establish or meet measurable targets for improvement.”</p> <p>This is not accurate: industry has worked with government officials to identify a number of indicators – in such areas as school attendance, exposure to dangerous working conditions and other issues identified in research already completed.</p>
26	<p>The report states that “there is no clear linkage between certification report findings and investments by industry to ameliorate problems.” In fact, there are several efforts that have been launched and/or expanded, and others that will be shortly, as a result of data generated through the Ghana certification report.</p> <p>For example, mention is not made of the continuing expansion of the International Cocoa Initiative’s efforts, nor of the ongoing work by World Cocoa Foundation-supported programs to address farm safety issues. In fact, , the World Cocoa Foundation recently announced a partnership with the United States Agency for International Development – focused specifically on education around safe working practices on cocoa farms (an important issue identified in the Ghana report).</p>

Page	Comment
29	In the fourth paragraph, the report states that “information from Côte d'Ivoire indicated that plans have not yet been made to conduct the survey during the 2007 harvest season.” This is out-of-date: the government has made plans, and is now training enumerators.
31	<p>The recommendations outlined here speak to the importance of stakeholder involvement and third-party input in this complex effort.</p> <p>We wholeheartedly support this. However, we are concerned that the specific steps called for in these recommendations might create considerable, at times duplicative bureaucracy and additional administrative burdens. Such burdens must be balanced against the need to make an impact at the farm level.</p>
32	<p>The report mis-interprets language used by industry to describe certification for cocoa farming. The actual approach is as follows:</p> <ul style="list-style-type: none"> • Industry is working with West African governments to implement a robust, scaleable system of certification, for cocoa farming labor practices. • Through data collection at the farm level, this system will provide a statistically valid and representative view of labor conditions, and related issues (e.g., school attendance). • The certification system will have clear indicators and targets. A cycle that is repeated on a yearly basis, certification will enable tracking of improvement (or lack thereof) in several key areas, as measured through the data collection effort. • The data collection effort will both measure progress, and report on issues requiring attention.
33	<p>Under “The Child Labor Monitoring System,” the authors state that the CLMS is critical to both the certification and verification systems. We have a different point of view:</p> <ul style="list-style-type: none"> • Elements of the CLMS have a role to play, and have in fact been incorporated into the National Plans in Ghana and the Côte d'Ivoire • The CLMS approach, in total, is not scaleable to the level required for certification • We do not understand how CLMS would play a role in verification
37	Industry elected to pursue a different direction than that being advocated by the former Verification Working Group because verification, like other elements of the certification system, depends upon a multi-stakeholder approach. As envisioned by the Verification Working Group, the effort would operate with little to no engagement of West African governments or industry – especially in critical decision-making processes. To be effective, such an effort must engage these key stakeholders, without ceding control to them.
41	<p>The first paragraph states that current certification surveys are “not intended to be representative of the cocoa growing areas...”</p> <p>This is not correct. The surveys are being designed to generate projectable data – a statistically valid view of the broader cocoa sector.</p>
44	The use of the Payson “pretest” data is misleading and potentially divisive. While the authors note a number of caveats to their pretest data in the copy of the report, these caveats need to be included in the charts found on pages 44 and 45. These charts will be lifted from the document and used widely: as such, the data must be “qualified,” within the charts themselves.

Page	Comment
47	<p>As with the above charts, it is important to note the limitations of this “pretest” data in the chart itself.</p> <p>The chart also contains an error – the final column should not be “Ghana,” but in fact Kagbe - the Ivorian village where the pretest was conducted.</p>
47	<p>In the second paragraph on this page, the authors highlight the strengths of the research approach to be undertaken by Tulane. Yet the attributes appear to mirror much of the design and implementation of the certification surveys in the Côte d’Ivoire and Ghana.</p>
48	<p>In the Background section there is no mention of the extensive background work done by the International Cocoa Initiative on describing the context of child labor within the cocoa sectors of Ghana and Côte d’Ivoire. Although their work did not include quantitative surveys, the findings give significant insights into the nature of work within family farms and cocoa growing communities.</p>
54	<p>The first paragraph states that “a goal of the Harkin-Engel Protocol is to improve the opportunity for education of children in the cocoa growing regions...”</p> <p>While improving education is a core part of industry’s commitment, it is not a stated goal of the Protocol. As in other areas, interpretation of the Protocol or paraphrasing creates unnecessary ambiguity and potential confusion.</p>
54	<p>The definition of “withdrawn from child labor,” as offered in the last paragraph, is too limited. By saying that a child is considered “withdrawn” only if she/he has benefited from industry or government-supported programs, the definition ignores the impact of awareness-raising and behavior change through education.</p> <p>A more appropriate definition must include the nature of children being prevented from engaging in hazardous work. This is particularly important given the family nature of work within the cocoa sector and the observed instances of family members changing their behavior based on sensitization activities.</p> <p>Additionally, limiting the definition of “children withdrawn” to those that can be attributed to “direct project intervention” ignores the impact of broader sensitization activities and indirect influence of other family and community members who are the early adapters and subsequent drivers of change.</p>
55	<p>The too-narrow definition of what qualifies as success – in this case, “prevention” continues here, where again the definition does not allow for the widespread, positive impact of education and awareness-raising efforts.</p> <p>While several “industry-supported programs” are mentioned in this section, the community based programs of the International Cocoa Initiative are completely excluded.</p>
58	<p>The authors’ assertion that “the information available from industry and other sources (which must include the International Cocoa Initiative) provides little information on how many of the children in the cocoa growing regions were reached...” is not correct. This information is included in descriptions of the programs.</p>

Page	Comment
59	<p>Under “Research Findings,” the authors note that “few of the programs that are supported by industry appear to be targeted at rehabilitation.”</p> <p>Based on the information we have gathered and the input of experts, most instances of the worst forms of child labor take place in situations where the child is on the family farm or living with a relative. The notion of a “rehabilitation” that involves the physical removal of the child is often not applicable.</p> <p>As such, the actual definition of what constitutes “rehabilitation” is broader than what the authors embrace here. Far from simply including instances where at-risk children are literally removed from a situation, rehabilitation includes a wide range of programs that improve the quality of life for a child on a cocoa farm, potentially exposed to unsafe and/or unacceptable labor practices.</p>
60	<p>As the concept of “rehabilitation” on page 59 is too narrow, the table on page 60 does not accurately and comprehensively reflect the range of programs that truly help improve the conditions in which a child may be living.</p>
60	<p>Table 6 does not mention the extensive community based efforts undertaken by the International Cocoa Initiative within 100 villages of Ghana and 40 villages of Côte d’Ivoire.</p>
64-65	<p>For the recommendations offered by the authors of the report:</p> <ul style="list-style-type: none"> • We support many of the underlying principles upon which these recommendations are based – transparency; input from third-party stakeholders; continued efforts to refine and adopt clear, measurable benchmarks. • In several instances, the recommendations duplicate efforts already underway. We believe it is more effective to enhance or revise existing efforts, where possible, rather than devoting additional resources to creating similar, parallel approaches. • The Technical Working Groups, for example, established in both the Côte d’Ivoire and Ghana, are a potentially effective means of addressing some of the recommendations focused on greater stakeholder input. • We also believe that we must balance energy devoted to these recommendations, against the need to expand our work in cocoa farming villages in West Africa.

#

**APPENDIX 13: GOVERNMENT OF COTE D'IVOIRE COMMENTS ON
DRAFT FIRST ANNUAL REPORT**



Cabinet du Premier Ministre

*République de Côte d'Ivoire
Union Discipline Travail*

*Système de suivi du travail des enfants
dans le cadre de La certification
du processus de production du cacao.*

Le Comité de Pilotage

**COMMENTS ON TULANE UNIVERSITY'S OF FIRST ANNUAL REPORT
(Oversight of Public and Private Initiatives to eliminate the Worst Forms of Child
Labor in the cocoa Sector in Cote d'Ivoire and Ghana)**

First able we would like to thank Tulane University and the USDOL for giving us the possibility of sending feedback, as a proof of transparency.

This comments note comprises two parts, one dedicated to general comment and the other to specific comments.

I. GENERAL COMMENT

To tackle the question, we would like to acknowledge the fact that the complexity of the issue has been clearly pointed out, upon the basis of a wide theoretical and practical knowledge. This will surely permit to keep the open-mindedness necessary to address such an issue.

For the government, another important issue is the comprehension of Tulane University's mandate. It becomes questionable because, although the mandate is presented as an oversight and an assessment of efforts made, it clearly aims in a certain extent to duplicate these efforts. The fact is that, while talking about cocoa farming certification, some these efforts, especially those related to the baseline national surveys are our national duty as a sovereign state. So any initiative which is likely to question this sovereignty should be further discussed before. For instance, we think that instead of duplicating efforts, we can discuss to see how a more useful use of credits could be reached by providing assessment of progress, complementary research other forms of help to the government in conducting it's policy to effectively combat child labor.

II. SPECIFIC COMMENTS

Although the specific comments are made on the main text, notably on the parts that arouse comments, we wish they could also be taken into account in the executive summary.

Comments on Introduction

P10, par. 2 : It should also be mentioned that the Protocol was also witnessed by the Government of Cote d'Ivoire, notably by the Ambassador of Cote d'Ivoire in the USA.

Comments on Methodology

P15, par. 3 : To us, an oversight an evaluation mandate mandate is questionable when it is aimed, even partly, at making the efforts to be assessed.

Comments on The Certification System

P21, "Industry Definition and Approach": It should be mentioned that the definition and the design of certification presented in this part is the result of a long discussion between Industry, Cote d'Ivoire and Ghana, as based on the ILO relevant conventions, the HE Protocol, the existing regulations in both producing countries, and the fact that cocoa is grown by millions of small farmers in an informal manner.

P 25 & 26, "Progress Made", par. 1 : Please, note that Mme Acquah, who in charge of the issue in Cote d'Ivoire, has clearly indicated that the most important thing for the government is to ensure that each child, who is the future of the nation, must be properly educated and addressed.

P 28, "Cote d'Ivoire", par. 1 : We do not agree with and we cannot accept the fact that the conflict has diverted resources and attention from WFCL, notably because all the main part of the efforts made (legal, institutional, operational) have been made during the crisis. It is easy to see it in the Oume report released in 2006 that the signing and the enacting of relevant international and national regulations, the setting of the first institutional framework, the design and the of pilot project, in addition to the work done on the ground by many NGO's, have been done before the signing of the Ouagadougou political agreement.

P 28, "Cote d'Ivoire", par. 6 : It should be added that the scaling up of the pilot survey is planned Nov. 07 – Feb 08, during the main harvest season.

P 29, "Cote d'Ivoire", par. 4 : It is not true to say that there is no national survey planned for the 2007/2008 main cocoa season in Cote d'Ivoire. There is a national survey covering 100% of the cocoa production area, as planned by the Executive Secretariat for Certification, and approved by the Comite de Pilotage. This survey will be conducted from Nov. 07 to end of Feb. 08 by ANADER. The enumerators have been trained and the Prefets (Head of District) have been sensitized.

This area wide national survey is the scaling up of the second pilot survey conducted in three districts from April to July 2007 (Agnibilekrou in the East, Soubre in the South-West, and Tiassale in the South).

Once again, this survey, as part of our commitment to enforce the Protocol, is not supposed to be “a parallel survey” to be compared with an other one, but stage of the implementation certification to be assessed (notably through independant verification) as planned by the commonly designed certification model.

Comments on Child Labor Monitoring (CLMS) and Verification System

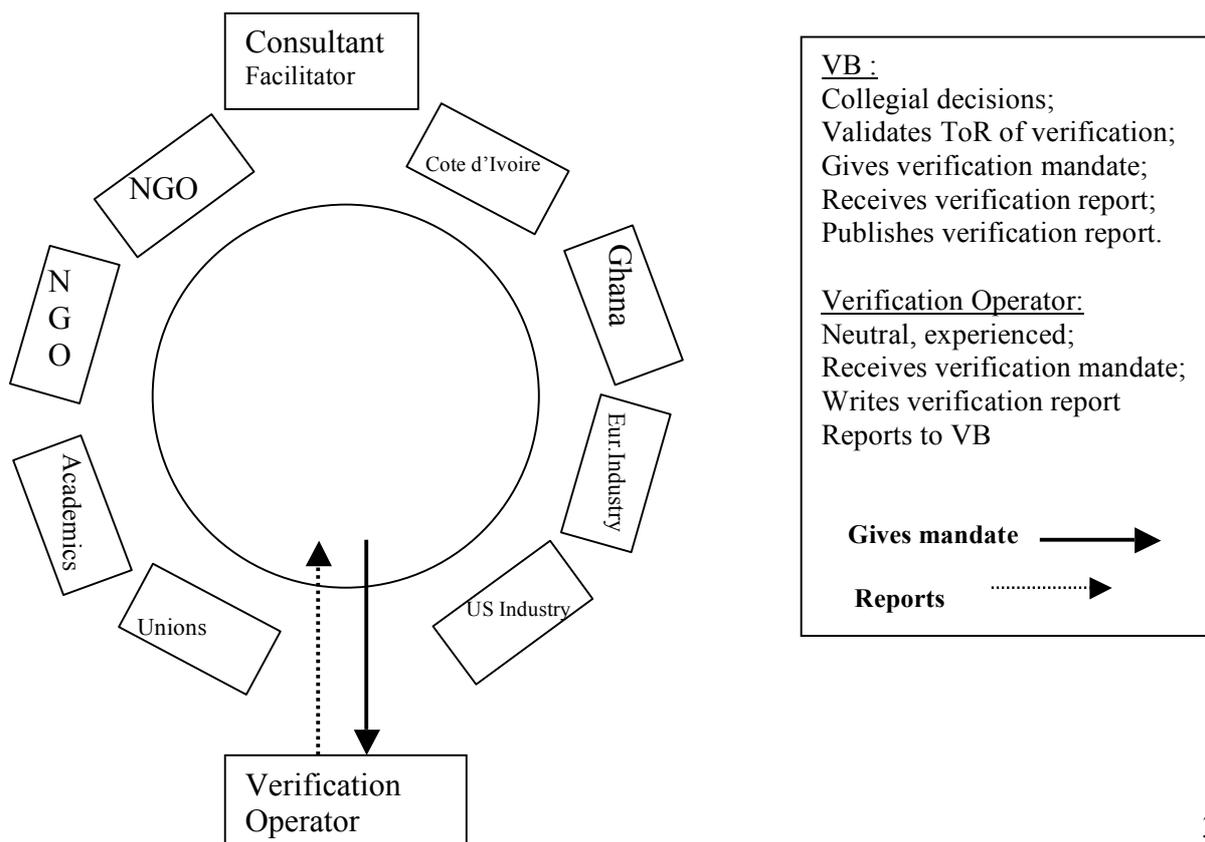
The Child Labor Monitoring System, Progress Made, P34 : The results of WACAP Cote d’Ivoire should also be indicated

The Verification System, The Verification Working Group, P 36, par. 1 : Please note that the key issue was the legal status of the VWG to oppose to our independent countries (compliance with local regulation and international relevant agreements enacted, opposability to our sovereignty, etc.).

The Verification System, Governance, P 36 & 37, par. 1 : Please note that what is stated here is the result of the agreement reached in July 2006. But it is useful to point out that no “certificate” issuance was planned.

Otherwise, the latest evolving, as a result of the discussion process, and as come out from the recent discussions (Sept. 2007) between Cote d’Ivoire, Industry and “Verité”, an agreement has been reached on the following issues:

- ❑ Write and publish the definition of a certain number of terms such as: certification, survey, remediation, verification, and the different reports of these stages. The representative of industry will propose the document to be discussed in this purpose;
- ❑ The contents of verification, its objectives, the target of the verification survey;
- ❑ The role of the consultant;
- ❑ The composition of the **"verification board"** (see diagram below);
- ❑ The collegiality of decisions.



The Verification System, Financing : As far as financing verification is concerned, we would like to clearly point out the position of Cote d'Ivoire : no levy or any other kind of charge on non processed products. Consequently, it was logical to reject options 1, 2 and 5. So the additional research to be conducted concerns options 3 and 4, but to our knowledge, the report of this research has not yet been released.

The Verification System, Pilot Verification Survey : we would like to point out the fact that despite our repeated calls for that, notably in 2005, no pilot verification survey has been planned in Cote d'Ivoire.

Comments on First Annual Harvest Season Survey, P40 : we would like to indicate that the global strategy and the associated planning is still to be discussed with the government, as planned with the setting of the consultative experts group. In this purpose, you will find attached to this note the resume of the two first experts we wish to have in the expert group, namely Dr KAMA BERTE and Pr PASCAL ADJOUA (see appendix #1). The procedure to have these persons in the experts group is ongoing.

First Annual Harvest Season Survey, Background, P41, par. 1: we would like to recall that covering 50% of the cocoa production area is a strict enforcement of the Joint declaration of July 2005. However, as indicated above, the Cote d'Ivoire national survey is planned to cover the whole cocoa producing area.

First Annual Harvest Season Survey, Methodology, Key Concepts and Definitions, P42 & 43: Legal and institutional environment in Cote d'Ivoire should also be considered for description and comments. In this purpose, the relevant information is attached in appendix 2.

First Annual Harvest Season Survey, Methodology, Pretest findings P43-45: Things here are clearly indicated as a pretest aimed at testing the tools and their ability to gather effectively information. To us, and according to Statistics, pretest results should neither be presented, nor commented. The draft report does not respect this scientific rule and this is questionable as likely to arouse unjustified comments and subsequent actions by non well-informed readers.

First Annual Harvest Season Survey, Methodology, the questionnaires: these observations are made upon our conceptual and field experience regarding surveys on labor and living conditions in cocoa sector.

First able, we would like to notice that there is no village or department level questionnaire to have information about infrastructure (hospital, school, road, water supply, etc.).

In addition to this, the different questionnaires do not permit to establish adequacy between the number of the children in school age and the number of school buildings available.

CHILD INTERVIEW

Observations on form

These observations concern length and structure of the questionnaire.

Concerning the length, it is necessary to point out that the questionnaire consists of 178 questions and seems exhausting for a child. In certain cases, a translator will be needed and that will increase the length of the interview.

Concerning structure, we notice that:

- the questionnaire is too much itemized; it is therefore necessary to have the possibility of combining certain questions in rubrics relating to dangerous activities, environment and diseases;
- it is necessary to specify the type of children to interview for rubrics "Migration " and "Nutrition";
- the questionnaire is exclusively made up of questions with numerous choices; absence of open-ended questions.

Observations on the contents

General observations

The child interview does not give answers to children access to medical cares

Specific observations

Rubric A

A5: Add modality " animist "

A6: Place of birth is not appropriate; proposal: "origin" of the child

A7: It would be interesting to know with whom the child lives and where he sleeps.

Rubric C

C2-C3: Point out the activities of the cocoa farming among modality of C3 and take them as modality in C2 to which we add the modality "none"

C5-C6: point out the activities of the cocoa farming among the modalities of C6 and take them as modality in C5 to which we add the modality "none".

Rubric D

D5, D15, D20: Informations will be difficult to gather on the ground

Rubric E

E5-E6: Merge E5 and E6 and envisage as modalities:

- economic activities others than the cocoa farming
- domestic activities

Rubric G

G3 and G4: Merge G3 and G4 and envisage as modalities:

- economic activities others than the cocoa farming
- domestic activities

Rubric H

H5-H6: Merge H5 and H6 and envisage as modalities:

- economic activities others than the cocoa farming
- domestic activities

Rubric I

I1 and I2: Information will be difficult to gather to a 6-10 year old child.

Rubric M

M1 and M2: Specify how to get this information with a child.

CAREGIVER INTERVIEW

Rubric B

B5: Add modality " animiste "

B6: Try to know the "origin" of the caregiver

Rubric C

C5 to C13: Too many details; to be synthetized

Rubric D

D9 to D12: Delete modalities « don't know »

Rubric G

G3: 6 - 17 years instead of 5 - 17 years

Rubric H

H1 and H2: Specify in the table the family ties of the members with the caregiver.
Specify the origins of the members also.

At this stage, we can notice that the caregiver interview does not capture the total income of the household.

TEACHER INTERVIEW

Rubric C

C4: Delete modality « don't know ».

C12: Try to know the existence of a school canteen before asking question C12.

Abidjan, le 29 Octobre 2007

Le Secrétaire Exécutif

ASSOUAN ACQUAH Amouan

APPENDIXES

Appendix #1 : legal and institutional efforts to combat child labor in Cote d'Ivoire

Legal instruments

On the national level

- The Constitution dated August 1st 2000, with its article 6 stipulates that the State insures the protection of children. The article 3 forbids the forced labor.
- The law 70-483 dated August 7th 1970 on the minority, including some dispositions which oblige parents to protect their children. Thus, the articles 27, 28 et 31 specify the contracting conditions for employment by non-emancipated minors;
- The law regarding the Penal Code dated 1970, which in its article 365 punishes the children's abandonment, in its article 370 punishes the kidnapping of minors, and its articles 376 and 378-2 punishes the obstruction of the individual freedom ;
- The law 95-515 dated January 12th 1995, related to the Labor Code, modified by the law 97-400 dated July 11th 1997. It prescribes in its article 3 a general and absolute interdiction of the forced labor. This disposition applies to all parties, without any distinction and it does not admit any exception. In addition, in relation with the age to access an employment in Côte d'Ivoire, it is fixed at fourteen years old, even as an apprentice, with the exception of a special regulatory dispensation¹. The concern of children's protection of minor children involved in the labor environment has implied, among other dispositions, those forbidding all aged persons less than twenty one years old, as well as those condemned for crimes or for offence against morals, to host apprentices² in order to secure the maturity and/or the probity of the master of the apprentice; in the same token, the Ivorian legislator prohibits the night work for young workers of less than eighteen years old, with the exception of a decree in function of the specific nature of the professional activity³.
- The inter-professional collective convention dated July 20th 1977.
- Decree 2004-206 dated March 11th, 2004 on the creation of the National Executive Committee (Comité Directeur National (CDN) of the international program for the elimination of child labor, called IPEC/ILO Côte d'Ivoire) ; it has branches on the ground to be put in place soon;
- Decree 2001-467 dated July 25th 2001, on the creation of the National Committee to combat traffic and exploitation of children, composed of nine (9) technical ministries, local and international NGO's, civil society and partners of development ;
- Decree 2007-449 dated March 28th 2007, related to the creation of the CLMS Steering Committee (Comite de Pilotage) for certification of cocoa farming;
- Ministerial regulation 8792 dated August 9th 2004, related to the creation of the Focal cell to combat child labor, within the Ministry of Civil Service and Employment;
- Ministerial regulation 10915 dated September 28th 2004, of the Ministry of Civil Service and Employment, regarding the nomination of members of the IPEC/Côte d'Ivoire National Executive Committee to combat child labor;
- Ministerial regulation 2250 dated March 14th 2005, of the Ministry of Civil Service and Employment defining the hazardous work forbidden for children less than 18 years old, in application of 182 ILO Convention.

¹ Cf. art 23.8 of labor code

² Cf. art 12.4 and 12.6 l.c.

³ Cf. art 22.2 l.c.

- Ministerial regulation 309 MINAGRI/DGPDA dated September 16th 2005, related to the creation of a Focal Cell of coordination to fight against the traffic, child labor and exploitation in the cocoa culture and in the commercial agriculture (Ministry of Agriculture)
- Ministerial regulation 310 MINAGRI/DGPDA dated September 16th 2005, related to the nomination of the Coordinator of the Focal Cell of coordination to fight against the child traffic, labor and exploitation in the cocoa sector and in the commercial agriculture (Ministry of Agriculture);
- District regulation 84/P. OUME/SG/D1 dated December 27th 2004, regarding the creation of the CLMS district committee of Oumé ;

On the international level

Côte d'Ivoire has subscribed to the following international commitments:

- 29 ILO Convention related to the forced labor (Decree dated November 21st 1960, re signing);
- UN Convention relative to children's rights (Decree 90-1162 dated September 28th 1990, re signing);
- Bilateral agreement between Côte d'Ivoire and Mali, re combating against crossborder child trafficking (September 2000) ;
- African Chart of Rights and children well being, an African legal instrument of reference within the framework of children's protection (Decree 2002-47 dated January 21st 2002, re signing);
- 138 ILO Convention, related to the minimum age for access to employment (Decree 2002-53 dated January 21st 2003, re signing, with ratification in February 2003);
- 182 ILO Convention, in relation with the interdiction of worst forms of child labor (Decree 2002-55 dated January 21st 2003, re signing, with ratification in February 2003);
- MOU between Côte d'Ivoire and ILO for the implementation of 182 ILO Convention (August 2003);
- Multilateral cooperation agreement regarding the fight against child trafficking practices in West Africa, involving several countries from West Africa (July 2005).

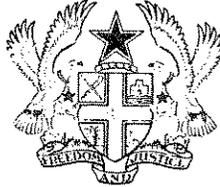
Institutional Framework

- Creation of the Ministry of Family, Woman and Child (October 2000);
- Creation of the Ministry of Human Rights (with a department in charge of vulnerable persons, including children) (October 2000);
- Creation of the National Committee to combat child exploitation and trafficking, including nine (9) technical ministries, local and international NGO's, civil society, and development partners (July 2001);
- Creation of a Focal Cell to fight against child labor within the Ministry of Civil Service and Employment (August 2004);
- Creation of the National Executive Committee IPEC/Côte d'Ivoire (September 2004);
- Installation of the CLMS Steering Committee (December 2004);

- Creation and installation of the CLMS district committee of Oumé (December 2004)
- Adoption of the national plan to combat child labor (May 2005) ;
- Creation of the Focal Cell of coordination to fight against the child traffic, labor and exploitation in the cocoa sector and in the commercial agriculture (within the Ministry of State, Ministry of Agriculture, September 2005)
- Creation of the CLMS Steering Committee (Comite de pilotage) for certification of cocoa farming (March 2007).

**APPENDIX 14: GOVERNMENT OF GHANA COMMENTS ON DRAFT
FIRST ANNUAL REPORT**

OUR REF. NO. WA/EC.23
YOUR REF. NO. _____



EMBASSY OF GHANA

29th October 2007

Dear Bertrand,

**GHANA GOVERNMENT COMMENTS ON DRAFT
FIRST ANNUAL REPORT PRESENTED TO
TULANE UNIVERSITY**

This is Ghana government's initial comments on the Draft First Annual Report: Oversight of Public and Private Initiatives to eliminate the worst forms of Child Labour in Cocoa Sector in La Cote d'Ivoire and Ghana.

At the onset, the government of Ghana is placing on record our protest for a having a deadline for Country response reduced to one week; when the initial correspondence allowed two weeks and we suggested three weeks. This has created major challenges that have affected the quality of our response.

We re-affirm our earlier position that three weeks would have been the fair period for Country response.

Further detail response includes:

2. Executive summary P. 8

Ghana Cocoa labour Survey IS NOT COVERING 50% but covering areas producing 60% of cocoa production in Ghana (15 out of the 46 cocoa producing districts. All the six regions are being covered).

3. Introduction

- Transparency of Tulane University approach to this work can not be achieved with the current plan. There is no protocol between the government of Ghana and the US government regarding the contract of Tulane University. The current situation where a University in US asks a sovereign government to hand over data by a mere reference in a report is not acceptable and not in line with the good relationship between the two governments. Ghana is willing to cooperate fully with USDOL/TULANE, provided the right protocols are instituted. We recommend that this relationship be formalized in a Memorandum of Understanding.
- Agriculture management in Ghana is very open and have no "wire fencing" or "gates". The democratic process in Ghana allows for freedom of movement and information. Indeed Tulane operatives have gone all over the country at their own will and have not encountered any obstacles. This should clearly be recognised in the_report.

4. Literature review

- It is important for Tulane to give recognition to existing work particularly on baseline surveys on child labour. There ARE inadequate references to published materials such as the Ghana Child Labour Survey (GSS 2003), General Agricultural Workers' Union (GAWU) 2006), Asuming-Brempong et al. (2007). These ought to be recognised as current work in the sector which will then establish the need and even relevance of the baseline survey planned by Tulane. It will also help to establish in the future, whether Tulane "baseline" study has indeed added to existing knowledge.

5. Project Organisation P 18.

- Ghana will appreciate it if the names of the national medical and public health consultants/experts consulted on health impact assessment are stated in the report as has been done for others.

6. Key Actors in Ghana: P. 27.

- The diagram presented on P. 27 was indication of participants who attended a consultative meeting in July 2006 and does not in anyway represent key players of Ghana Certification. The district Assemblies, community members, farmers etc play important roles.

7. Pre-test Approach and Findings

- There is no clear indication what sampling methodology guided the choice of Nankese (Ghana) and Kagbe (La Cote d'Ivoire) and subsequent data collection. It was agreed by stakeholders during the Ghana Annual Consultative Meeting, organised by Tulane, that it was wrong for Tulane to use different methodology to validate the research conducted by its local partners;
- Similarly, it is unclear the basis of pretesting in Ghana in May as against August in Cote d'Ivoire. This is important as the "findings" of the pretest is presented in a "comparative" manner.
- Again the age groupings for the two countries were not the same and therefore not comparable.
- The current presentation where the result from the Ghana's Pilot Labour Survey and Tulane 'Pretest result' is presented in a comparative manner is unacceptable. Whereas the Pilot survey asked questions related specifically to cocoa farming to establish the information as stated, Tulane "pretest" derived from a general questions that bothered on "agriculture" and "economy activity".
- The Tulane result also bulked all the ages together "5-17".
- These definitely will not give any meaningful indication of what Tulane intended.
- Pretest used "children from both cocoa farming households and

- Households that do not farm cocoa” (ref Tulane P.43).
- “Caregiver or Caretaker” These are not interchangeable and need to be defined clearly.
- All the questions trying to establish WFCL were too broad on agriculture & economic activity and not specific on cocoa (hazardous labour). Most of the questions are subjective and foreign in nature and will therefore not give the true picture of the situation (sections E, F, G, H, I, J, K). Example can a typical Ghanaian child know his/her weight and height? How many homes or schools even in urban areas in Ghana have weighing scales?
- P.44: Child work and child labour are not the same. Interpretation of Children’s Act regarding age should not be distorted. Is it implied that a child under 12 years of age in the US “should not pick groceries from a super market SHELVES and wheel a cart?” or a Ghanaian child should not collect some fingers of plantain and carry it on her/his head from farm to the house?
- Role of Industry P. 45: “The government of Ghana through Ministry of Manpower, Youth and Employment” have a partnership to cooperate with the national programme. While Industry provided financial support to the pilot survey, the government of Ghana contributed substantially through providing human resource at

national and district levels as well as logistical support. The study is therefore a “jointly sponsored or financed pilot survey”

- Definition of Child Labour and WFCL: We appreciate the recognition that more work needs to be done. This is precisely why ILO indicates that these should be done in a tripartite manner at country level. Ghana with its partners and support from ILO and ICI is already working on this and has made considerable progress. A draft report would be available by end of the year.
- We invite Tulane University to contribute to this process rather than undertake a parallel process which will not have a “legitimacy” or acceptance”.
- In conclusion on this, the pretesting results as unanimously stressed at the consultative meeting held on 18th September 2007 in Accra and for the reasons above does not qualify to be included in a report that is to be presented to an august institution such as The US Congress.

8. Scope of Study (P.50)

- The intended survey on this issue by Tulane should recognise that the parameters proposed are no different from the parameters used in the Pilot Survey. Recognition should be given to what has been done and documented as well as what Tulane intends to “improve”

upon. This would add to the transparency of research in terms of “repeat” or originality.

9. Trafficking (P. 51)

- The national programme also adopted the Child Labour Monitory System (CCLMS) as a process to track down children’s movement in and out of the community in addition to case studies based on information from various sources.
- The issue raised, in the report of ‘child labour involvement, once cocoa has been sold by the farmer’ is to say the least a “non issue” for serious investigation by Tulane. The research team should have taken the trouble to understand the marketing process and actors in the chain. We are very much aware of the visits to the harbour, buying centres etc. Energy should be focused on areas of relevance which is at community/family levels.

10. Conclusions (P. 53)

- “Agriculture activities” as described in the report are “not” the preserve of children as implied in the report. There is clear evidence that both adults and children are involved.

11. Industry – Supported Programmes (P. 55)

It is not clear how Tulane intends to measure "impact" of industry's initiatives particularly as the key actor in education and vocational training is the government of Ghana.

11. Government – Supported Interventions (P.57)

- We acknowledge that the Harkin-Engel Protocol has stimulated the formulation and implementation of the National Programme for the Elimination of the Worst Forms of Child Labour" The biggest contribution of the protocol is in the acceleration of awareness programmes on child labour in the sector. We commend Senator Harkin and Congressman Engel for their initiative.
- However, the government's effort to improve education and other training programmes has absolutely nothing to do with the Hark-Engel Protocol.
- The free education for all children, school feeding programme etc is a social policy of government and universal to all Ghanaian children in public schools in Ghana. The new educational reform is an initiative that has come about in fulfilment of the 1992 Constitution of the country and a national review. There is ample evidence of this and can be attested to by World Bank, and US Mission in Ghana, the UN agencies and other development partners.

11. P. 59: Rehabilitation of children withdrawn from Exploitative Child Labour

- There seems to be some inconsistency in the approach of Tulane regarding various aspects of their intended study. On one hand, baseline studies will involve children in agriculture and other activities including house work, and not simply in cocoa, yet efforts at remediation limits them to so called "Direct beneficiaries" i.e. children, who, as a result of a project funded by the International Cocoa Industry, the governments of Cote d'Ivoire and Ghana, or organisations with whom they may be partnering in this effort as withdrawn or prevented from entering exploitative child labour"
- Is there any indication that Tulane baseline study would be focused only in communities where industry has "initiatives"?
- The Madina Centre is an already established centre operated by the Department of Social Welfare under the Ministry of Manpower, Youth and Employment. ICI has an interest to provide additional financial support for the running of the centre. This centre is a transit place for children in distress until re-integrated with their families or put into care.

12. Conclusion

- While the government of Ghana is not a signatory to the Harkin-Engel protocol, it remains committed to its realisation in view of Ghana's commitment to the principles of child rights.

- Ghana is ready and willing to cooperate with the US DOL/Tulane University work provided there is a well documented framework of cooperation that sets out clearly the rights, obligations and institutional structures for the cooperation. The contract to Tulane, if re-oriented could make positive contribution to learning and sharing of best practice, capacity building of various stakeholders (Academia, Government Implementing Agencies, CSOs, Farmers Families/Groups and Children) involved in the child labour work, as well as accelerate the realisation of the objectives of the Ghana National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC). This need not compromise any independent work that could be undertaken. The National Plan is very advanced in both survey and remediation efforts, that it is our view that
- We therefore propose that the meeting await a response from the US Department of Labour in this regard.



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