

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): _____

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

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

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

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

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

03. How happy are you with your health?

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

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

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

05. 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/pec/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): _____

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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="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			
					<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores		<input type="checkbox"/> Agriculture <input type="checkbox"/> Other economic activity <input type="checkbox"/> Household chores			

THANK YOU VERY MUCH!

Tulane University
GHANA 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. 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/pec/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'/Counselors' 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!

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**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:

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)

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."

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>

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.

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>

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.

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**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 its 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 independent verification) as planned by the commonly designed certification model.

Comments on Child Labor Monitoring (CLMS) and Verification System

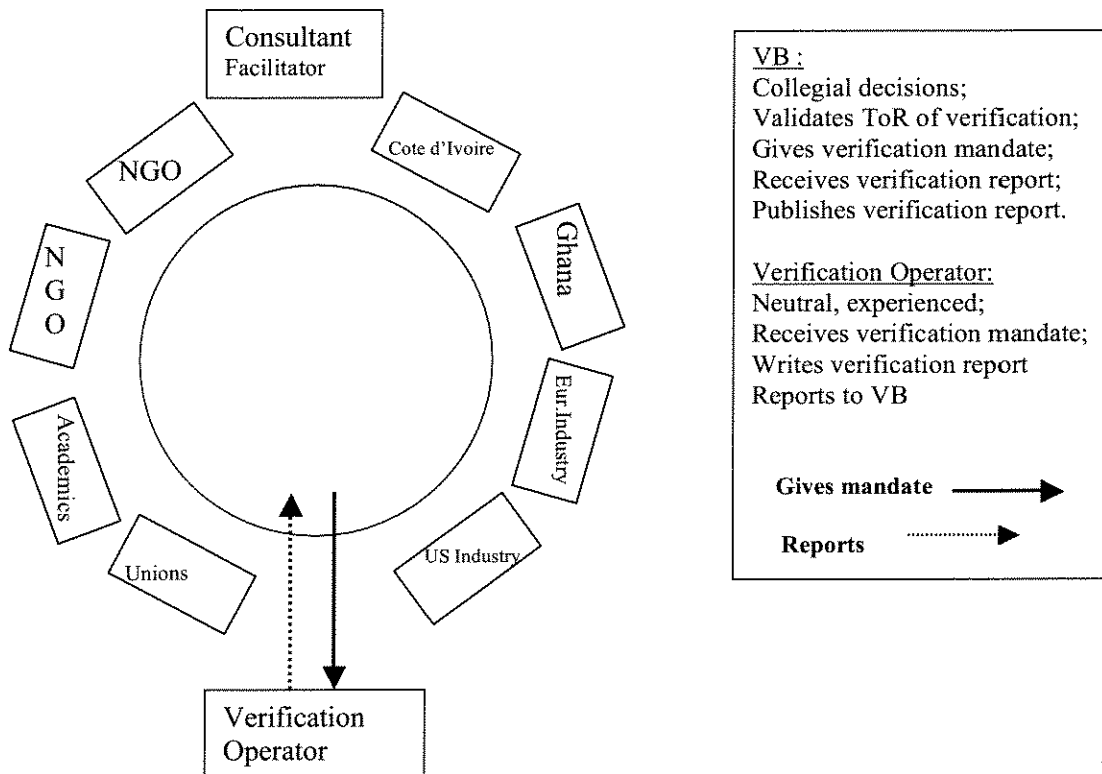
The Child Labor Monitoring System, Progress Made, P34 : The results of WACAP Cote d’Ivoire should also be indicated

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 [REDACTED] and [REDACTED] (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 synthesized

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).

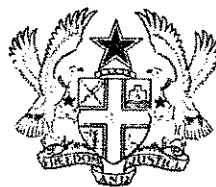
Institutional Framework

- 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.

[Redacted]

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cc: Mr. [Redacted]
Department of Labor
Washington DC