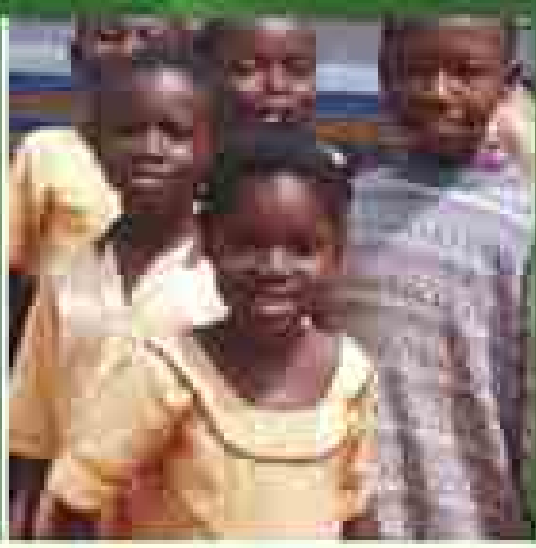
Rooting out child labour from cocoa farms

International Labour Organization

Paper No. 4

Child labour monitoring – A partnership of communities and government



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Preface

Of the ILO's estimate of 218 million child labourers from 5-17 years old in the world, about 70 per cent are working in agriculture. These children work on small family farms or large plantations, caring for domestic animals, weeding and harvesting, collecting fodder and fuel. A countless number of these children are missing out on school and many are regularly exposed to serious hazards and exploitation. The extent to which agricultural work is harmful to children depends on a number of factors, including the type of work they do, the hours they work, their age and their access to education. It also depends on whether or not they are separated from their families for long periods and the degree to which they are exposed to specific hazards. Children who work on family farms – which characterize most child agricultural workers – are by no means immune to the many hazards associated with agriculture.

The problems related to agricultural child labour are particularly acute in sub-Saharan Africa, where nearly 30 per cent of all children under the age of 15 are working. International media attention at the beginning of the decade on the use of child labour in cocoa farming in West Africa under appalling conditions placed a glaring spotlight on just how harmful and hazardous agricultural work can be for children, particularly in areas of extreme rural poverty. This increased concern about child labour in cocoa and other crops in the region and the urgent need for immediate action to address it at all levels gave rise to the ILO-IPEC technical assistance project to combat hazardous and exploitative child labour in cocoa and commercial agriculture called WACAP. From 2002 to 2006, WACAP supported projects in five countries: Cameroon, Côte d'Ivoire, Ghana, Guinea and Nigeria. Overall, the programme was very effective in raising awareness, mobilizing stakeholders, building institutional capacities in the countries and removing several thousand children from hazardous work in agriculture. Most importantly, it demonstrated that working with communities to help them resolve their own problems related to child labour can make a substantial difference in keeping children out of the workforce.

The four papers in this series, *Rooting out child labour from cocoa farms,* synthesize the knowledge and experiences acquired from implementation of the WACAP programme in the individual countries.

- *Paper No. 1: A synthesis report of five rapid assessments*
- *Paper No. 2: Safety and health hazards*
- *Paper No. 3: Sharing experiences*
- *Paper No. 4: Child labour monitoring – A partnership of communities and government*

They are complemented by training manuals for education practitioners and farmers.

- *Rooting out child labour from cocoa farms – A manual for training education practitioners: Ghana*
- *Training resource pack on the elimination of hazardous child labour in agriculture*

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1. Child labour monitoring

1.1 Child labour in agricultural communities

Child labour is work, which, by its nature and the way it is carried out harms, abuses and exploits children or deprives them of an education. In fact, child labour typically interferes with the schooling of children. The worst forms of child labour comprise work, which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

One of the important issues for monitoring child labour is clarifying the difference between acceptable forms of work undertaken by children and child labour that needs to be eliminated.

It is common that children in rural areas are engaged in agricultural activities in some form or another, whether seasonal work to coincide with crop cycles or school holidays, or full-time work out of necessity. Activities that do not constitute child labour can include, for example, age-appropriate, non-hazardous agricultural activities for short periods that do not prevent a child from attending school.

To identify child labour, those involved in monitoring must be able to identify tasks or conditions that are mentally, physically, socially or morally dangerous or which hinder a child's schooling.

For some members of the community, it is still hard to understand what is wrong with child labour or recognize it when they see it. Existing guidance can be of help here:

- National laws or regulations determine the minimum age for work, what types of work are acceptable, and the number of years of compulsory schooling.

Box 1: ILO Conventions on child labour

The Minimum Age Convention, 1973 (No.138)

In most countries, it is illegal for children below a certain age to work with the exception of household chores and, in the case of adolescents, light work for a few hours a week. The minimum legal age for admission to employment or work depends on national legislation but must be no lower than 14 years and should coincide with the end of compulsory education.

Convention No. 138 states that national laws or regulations may permit the work of persons 13 to 15 years of age on light work which:

- is not likely to be harmful to their health or development; and
- does not affect their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.[1]

The Worst Forms of Child Labour Convention, 1999 (No.182)

Convention No. 182 is concerned with the worst forms of child labour, work which, by the nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children. Many activities and working conditions in agriculture are hazardous and thus would qualify as worst forms of child labour.

[1] Article 7 of ILO Minimum Age Convention No. 138.

- Policy guidance for governments on child labour, hazardous work, and the worst forms of child labour are provided through relevant ILO Conventions and their accompanying Recommendations. Box 1 summarizes relevant ILO Conventions.
- Guidelines can help individuals identify children involved in child labour.
- Studies focusing on child labour in specific agricultural sectors help document why certain work can be a worst form of child labour.[2]

Health and safety issues regarding child labour in agriculture have been documented. Table 1 outlines some of the safety issues for children involved in cocoa production in Ghana.

Table 1: Hazards for children involved in cocoa farming

Children's activities	Dangers and hazards for children
Cutting of trees, burning trees, leaves	Machete cuts (may result in tetanus); foot injuries (from lack of boots); snakebites; burns; hit by falling trees; thorn punctures
Transporting seedlings	Skeletal injuries from carrying heavy loads on heads over long distances; fungal infections
Planting cocoa seedlings	Cuts from planting chisels; worm infestation; thorn pricks
Weeding	Cuts on legs and hands (may result in tetanus); insect and snake bites
Carrying and spreading fertilizers	Corrosion of hands; chemical burns; allergic reactions
Mixing or spraying pesticides	Poisoning; long term health effects
Plucking (harvesting) pods	Eye and head injuries from falling pods; insect and snake bites; exhaustion; cuts from machete
Breaking pods open	Lacerations; cuts on hands
Transporting beans to drying areas	Neck and backbone ailments and deformities from carrying weight on head; exhaustion
Spreading and stirring beans for drying	Pricks from palm fronds
Collecting beans for bagging, sealing bags	Inhaling dust; eye injuries; allergies from dust
Transporting beans to market	Neck and backbone ailments and deformities from carrying heavy weights on the head; exhaustion; tiredness from walking long distances

Source: "Health and safety risks of children involved in cocoa farming in Ghana" in IPEC: *Book 1 – Training resource pack on the elimination of hazardous child labour in agriculture*, draft (ILO, Geneva, 2005), pp. 30-34.

[2] For example, Sustainable Tree Crops Program: *Child labor in the cocoa sector of West Africa*, (Yaoundé, Cameroon, IITA 2002). IPEC: *Girl child labour in agriculture, domestic work and sexual exploitation: Rapid Assessments on the cases of Ghana, Ecuador and the Philippines* http://www.ilo.org/public/english/standards/ipec/publ/download/gcl_vol1_2004.pdf. Other IPEC rapid assessments available at: http://www.ilo.org/public/english/standards/ipec/simpoc/ra/index.htm

Awareness raising based on information similar to that in Table 1 can be effective at the community level.

A review of health and safety risks to children working in the cocoa industry was conducted in Ghana in 2005 (table 1). Those which pose the most substantial danger and which should be off-limits to children under all circumstances have been highlighted.

1.2 Constraints that perpetuate child labour on the farms

As a result of ratifying ILO Conventions and the United Nations Convention on the Rights of the Child, many governments have passed labour laws, revised regulations or enacted decrees that abolish child labour and clearly specify the rights of the child. However, enforcement of laws and regulations can prove to be extremely difficult. This is particularly the case in remote, poverty-stricken rural areas. In such locations, child labour is often a result of economic necessity, lack of developmental alternatives and ignorance about its dangers. It is often part and parcel of its context and invisible on the political and development radar screens.

Rural farming households and communities in West Africa are often poor and peripheral in terms of social and economic infrastructure or services. Limited access to land, credit, agricultural extension assistance, and veterinary services, means that production techniques remain primitive and labour intensive. Under these circumstances, productivity cannot increase and there is a constant need for cheap unskilled labour, which child workers fulfil. In areas where young men tend to migrate to towns in search of paid employment, some farmers cannot afford to hire scarce adult labourers, so they rely on children.

In the areas covered by WACAP, child labour was widely viewed as culturally acceptable. Many felt that agricultural work for children builds skills that are required in adult life. Child labour in agriculture, more than in any other form, is perceived by many as part of "a way of life". Most farmers did not know that children should not undertake certain risky activities and often boasted about their own childhood working experiences. As in other countries with similar problems, some parents in Ghana considered their children's work as an apprenticeship for their role as future farmers. Some parents saw no alternative to child labour, even though this put their children's physical, mental and intellectual development at risk.[3]

Often there were no developmental options for children besides work because of a lack of schools nearby. If children have to walk two hours to another village to attend school, they may be reluctant to attend. Also, some rural children experience abuse and insults at school. Many of Côte d'Ivoire's small cocoa farms are run by immigrants from Burkina Faso and Mali who began moving into the country to seek their fortune when all three states were still part of French West Africa. It is often difficult for the children of immigrant farmers to go to school since the cocoa farmers and agricultural labourers tend to live isolated in their own communities. Some migrant workers from other regions of the country move from farm to farm, making it impossible for their children to attend school regularly.

Most parents want education for their children but cannot always provide it. Although school is supposed to be free in the five countries covered by WACAP, school levies add up and money is needed for uniforms, school supplies, tutoring, and other school related expenses. Parents or guardians may not be able to pay for these school expenses or they may be forced to borrow money before the cocoa harvest, sometimes at extremely high interest rates. These extra costs must also be weighed against the perceptions of future returns on education. In rural areas, if there is no possibility to work outside agriculture after finishing senior secondary school, parents do not consider secondary education as a useful investment.

Beyond the availability and cost of schooling, there are sometimes other barriers as well. Teacher absenteeism can be a problem in some areas.

[3] IPEC: *Labour monitoring system mission to Ghana April 2004,* internal working document (Geneva, ILO, 2004).

Teachers often prefer to live in the cities and some only travel to teach in rural areas a few days a week. Sometimes parents are reticent to send post-puberty girls to junior secondary school as they would be exposed to the sexual advances of men and boys.

The impact of AIDS has had devastating effects on the agricultural sector in Africa. It has resulted in the loss of adult on- and off-farm labour, leading to a decline in productivity and a decline in household income, as well as fewer assets and savings to put towards children's uniforms, books and other schooling expenses. AIDS has also meant an increase in the number of dependents relying on a smaller number of productive family members. AIDS related deaths have resulted in the loss of indigenous farming methods, inter-generational knowledge transfer, specialized skills, practices and customs, particularly for smallholder farm families.[4] A major consequence of the AIDS epidemic is the growing number of orphans who have little other choice than to work the land regardless of their age.

In view of these problems, it is no surprise that so many children are engaged in child labour on the farms. With few other prospects for maintaining or improving livelihoods, child labour becomes entrenched and even more culturally acceptable. To help combat child labour in such contexts, a community-based child labour monitoring system, set up and working alongside other social protection initiatives, is a step in the direction of rooting out the problem.

1.3 A community-based response to child labour

The aim of community-based child labour monitoring is to ensure that children are removed from exploitation and hazards at work, that they are provided with developmental opportunities, and that those removed are not replaced with other children. To achieve this, a coordinated system must be in place to prevent and eliminate child labour. Child labour monitoring in the agricultural sector involves observing and reporting on a range of indicators related to a child's work, family, health and education. It can also include indicators related to the child's school and workplace. This entails first identifying children doing agricultural work and determining whether they are exploited or exposed to work or working conditions that put them at risk or are inappropriate for their age. The children are then referred to support services, such as the education system, health care and other social services. The monitoring also includes verifying that the children have been removed from hazardous work and are in school, in training, or are benefiting from other alternative development opportunities.

The actual monitoring of the children is only one of several important elements of a community-based response to child labour. Setting up a child labour monitoring system (CLMS) relies on, at a minimum, (a) building awareness about child labour within communities and amongst other key players such as district and central government officials; (b) mobilizing of key players and forming of coordinating groups within communities (such as child labour committees); (c) establishing procedures and developing monitoring tools; (d) creating information recording systems for the collection, input, verification, consolidation and storage of data about the children identified; and (e) reporting this information to relevant authorities, service providers and communities.

For each of the elements, responsibilities must be assigned, operational criteria and guidelines developed, and training and re-training provided. Networking and linkages with concerned groups and agencies must be established to connect the various phases of the CLMS and lead from identification of the problem to the delivery of the short- and long-term responses. Following a period of implementation, the various elements of the system need to be assessed for relevance, coherence and performance and adjustments made accordingly.

[4] J. du Guerny and D. Toupouzis: *Sustainable agricultural/rural development and vulnerability to the AIDS epidemic* (Rome and Geneva, FAO and UNAIDS, 1999).

By regularly repeating the cycle of observations and reporting on the findings, child labour monitoring becomes a means of both preventing and eliminating child labour in a given area. While monitoring of child labour in any context can be difficult, monitoring of child labour in agricultural work poses additional challenges arising from its context: remote rural locations, sparse and isolated populations, paucity or total lack of public or private services and facilities (such as schools), inadequate infrastructure and insufficient political support and resource base.

1.4 Child labour monitoring and labour inspection

National labour inspectorates are mandated to enforce employment and labour-related laws and regulations. At the local level, the labour inspector's role involves inspection, sharing information on safe practices, and recording the results of their worksite visits. Labour inspectors are allowed to enter premises at reasonable times, interview employers and employees, take statements and examine and take copies of records. If necessary, the labour inspectorate investigates complaints and can initiate legal proceedings where there is a breach of the legislation. In short, their role is to enforce the law.

Child labour monitoring is not intended to be or to replace the government's labour inspection. Child labour monitors support or supplement the labour inspection system, but do not have the professional knowledge or enforcement capability of labour inspectors. Child labour monitors keep inspectors informed of child labour that is discovered, and labour inspectors may be included in the monitoring teams. Community involvement in identifying and monitoring child labour in agriculture is critical because labour inspectors are usually too few to adequately cover all farms and will therefore confine their inspection to large agricultural enterprises and plantations. A vigilant community can also help to protect children at times and in places where child labour is difficult to detect (such as on small family plots) or where families think that work by children on farms of relatives is normal and safe.

The vast majority of cocoa farms in West Africa are less than 6 hectares. Child labour on these farms is mainly family based, where parents may be either owners or sharecroppers[5]. On these smallholder farms, the children work as both casual and full-time labourers. On the other hand, children working on large plantations are sometimes working independently but most commonly with their parents.

It is no secret that in many parts of West Africa, child labour in agriculture is culturally accepted as the norm and is often considered an essential part of the family work unit. Indeed a family's livelihood may depend on its children's work. As a result of these traditional perceptions and the perceived need for children to work, agricultural child labour is often complex to detect and stop.

The first step in rooting out child labour from cocoa farms is to make sure that individuals in the community understand that agricultural work can be very harmful to children. Community monitors can help to infuse knowledge in the community about the negative impacts of child labour and encourage good practice. The community monitors have the dual role of information collector and change agent in their communities. To be effective they not only must be trained in the techniques of monitoring and reporting, but also in communicating with their communities on the issue. Community monitors do not work in isolation. The community-based child labour monitoring system set up under the WACAP project was rooted in the communities yet linked with district and national level institutions.

1.5 Awareness raising and group formation – essential first steps

A major consideration in establishing a community-based child labour monitoring system in the agricultural sector is that child labour is traditionally more accepted in agriculture than in most other situations. Therefore, as a first step, sufficient time for awareness raising at the community level is required to transform perceptions in favour of education and away from child labour. At this initial stage it is also necessary to ensure the community has opportunities for participating in planning and implementation. Although parents and guardians may not envision other options for their children besides work, IPEC experience also shows that parents and other adults are often unaware of the harmful impact of child labour on children. Once made aware, they can be convinced that child labour is not in the best interest of children under any conditions. A change in perception, ideas and beliefs and subsequently in action at the community level is an evolving process and can take time. Unfortunately, initiatives set up under technical assistance projects, such as WACAP, which are of limited duration do not have enough time for this change in attitudes to occur prior to starting interventions, nor do they allow for readjustment of plans based on initial experiences.

Once the community-based child labour system is established, regular observation of farms and plantations where boys and girls may be working is a very powerful means of drawing attention to child labour and addressing it. Direct observations will identify child labourers and determine the risks to which they are exposed. As noted earlier, the government labour inspectorates often do not have the resources nor do they necessarily have the mandate to call on every smallholder cocoa producer. Nonetheless, the involvement of labour inspectors in child labour monitoring is necessary if the problem is to be addressed in a sustainable manner.

1.6 A coordinated modular approach to community-based child labour monitoring

Many levels of society need to be involved, either formally or informally, in a child labour monitoring system for agricultural areas. The system set up under WACAP did not merely monitor the community, as a community-based system, it also reached out beyond the community through the district level to the

[5] Sharecropping is a system in which farmers work a parcel of land that they do not own, in return for a portion of the parcel's crop production and/or a wage.

central level. Given the capacities at the district and central levels, it was possible to put in place a coordinated system that drew upon the strengths and mandates at each level and provided for clear linkages between the levels.

As such, it was feasible to establish databases at the central level that could be operated at the district level with the purpose of periodically documenting both the status of the children and child labour overall. It was also possible to establish training and re-training programmes for those involved at the various levels. Since community-based monitoring refers child labourers and at-risk children to services, such as schooling, vocational training, skills development, and counselling, verification that this has taken place and that the child's situation is improved is critical to the success and reliability of the system.[6]

At each level it is important to have a group or persons with designated responsibility for oversight (such as child labour committees), a group that does the monitoring work (such as the community monitors along with district officials and ministry representatives), and a group that provides advice and support (such as international technical agencies or donors). Representatives of employers' and workers' organizations and social welfare agencies or other non-governmental agencies can have significant role at each level as well. Elaboration on how these various groups were organized in Ghana and the Côte d'Ivoire is described in Chapters 3 and 4.

Within the communities

Since the focus of a CLMS is the children in the communities and the workplaces on the nearby farms, the involvement of key individuals in the community is critical to start-up and sustainability. Such individuals will differ from one community to another but they will generally include religious leaders, teachers, social workers and administrators/community leaders.

Plantation owners and managers as well as parents or guardians of children who work on the farms must also be involved. Referral of children to more acceptable alternatives can only take place if such alternatives are in place at the community level.

Workers' organizations and their representatives in the communities, particularly those representing workers in agriculture, can play a significant role in the establishment and implementation of the monitoring system. Cooperatives who buy from farmers and sell in bulk must also firmly believe in the need to halt child labour and be able to market produce that is child labour free.

At the district level

Local and district level administrations are involved as they are users of the information resulting from the monitoring and they grant permission for the various service providers, such as social workers, to be involved.

At the central level

For a coordinated and sustained child labour monitoring system that spans several geographical and administrative districts or the entire country, the involvement of the central ministry of labour as a key player is essential. For example, the labour ministries in the WACAP countries trained district officials and committee members and contributed to designing and establishing the database. They were also helpful in consolidating data from the various districts used to produce child labour monitoring reports. On the response side, labour ministries have an important role in leveraging services through coordination with other ministries, particularly social services and education. Moreover, with regard to legal reform and law enforcement, the ministries have responsibility for updating national legislation in line with international treaties and strengthening and pursuing its implementation and enforcement.

6 IPEC: *Overview of child labour monitoring* (Geneva, ILO, 2005).

1.7 Multiple uses for information from child labour monitoring

Important information can be generated by a child labour monitoring system. This information needs to be collected and stored in a reliable and confidential manner, respecting the child's right to privacy. The primary use of the child-specific information is to ensure that cases of child labour are responded to immediately. Aggregated data provides the basis for periodic appraisals of child labour trends and can be used for reports of various kinds. This is useful for planning purposes of the governmental and non-governmental agencies involved in the districts. For this to occur, however, cooperation among communities, government agencies, non-governmental parties, including workers' and employers' organizations is very important.

The regularity of monitoring information is important if information from one monitoring period to another is to be compared.

A reduction in child labour recorded in a particular village should be comparable with an increase with school enrolment or skills development courses in the same or nearby villages.

Information from monitoring can also be used for statistical and analytical purposes. For example, national governments use the information to determine child labour trends and for the purposes of policy development, enforcement of labour laws and social planning. Data from monitoring can contribute to industry standards for production or feed into certification requirements. Governments also report on their progress in implementing the ILO Minimum Age Convention No. 138 and the Worst Forms of Child Labour Convention No. 182, as well as the UN Convention on the Rights of the Child. The child labour monitoring information can be useful in such cases as well.

2. Child labour monitoring in WACAP

2.1 The unique circumstances of WACAP

The child labour monitoring component of WACAP must be viewed within the particular political and socio-economic context of the time of its creation. In 2001, a series of press reports in Europe and North America alleged that cocoa farmers were using child slaves to weed their farms and harvest cocoa pods. There were persistent reports that children were being trafficked in the region for work in commercial agriculture, particularly to Côte d'Ivoire. The cocoa industry came under increasing pressure to source cocoa that was not produced using child labour. National governments in the region were also concerned about potential boycotts of the sale of cocoa beans for export.

Faced with the risk of boycotts and sanctions, representatives of the cocoa industry met with trade unions, consumers and non-governmental organizations (NGOs), and international organizations, including the ILO, to elaborate a strategy to deal with the worst forms of child labour in cocoa production. A protocol, the "Harkin Engel Protocol"[7] towards compliance with ILO Convention No. 182 and the elimination of the worst forms of child labour in the growing and processing of cocoa beans, was signed in September 2001.[8]

The Harkin-Engel Protocol provides for the development of a credible, mutually acceptable system of industry-wide global standards along with independent monitoring, reporting, and public certification to identify and eliminate any usage of the worst forms of child labour in the growing and processing of cocoa beans. The Protocol foresaw the establishment of voluntary public certification of cocoa by July 2005 to assure consumers that the chocolate they buy was not produced using exploitative forms of child labour.[9] A timeline to eliminate both child labour and forced labour in cocoa growing was laid out. There was enormous pressure on both the cocoa industry and national governments to ensure that a credible, viable and effective certification system was put in place.

In 2001, in response to the need for more reliable information on the scale and depth of child labour in the cocoa sector the ILO, with funding from United States Department of Labor and in collaboration with the US Agency for International Development's Sustainable Tree Crops Project (STCP), supported a child labour community survey in the cocoa sector in Côte d'Ivoire. It furthermore advised on the addition of child labour components to STCP baseline producers/workers surveys in the cocoa sector in Cameroon, Côte d'Ivoire, Ghana and Nigeria.[10]

The survey found that while most of the 284,000 children involved in child labour worked alongside their families, some 12,000 children working in cocoa farms had no family ties to the farmers or local farm workers. The survey outlined problems of child labour in West Africa Cocoa (and agricultural) sector. Figures for children working in potentially hazardous and exploitative situation were presented. The survey highlighted how children working on cocoa farms were less likely to attend school. The school enrolment rate of children of immigrant farmers was only 33 per cent, compared with 71 per cent for children of local farmers.[11]

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7 "The Protocol for the Growing and Processing of Cocoa Beans and their Derivative products in a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor" is known as the "Harkin-Engel Protocol" because the US Senator Tom Harkin and Congressman Eliot Engel took the lead in initiating it.

8 IPEC: *Combating child labour in cocoa growing* (Geneva, ILO, 2005).

9 This date has since been extended to 2008.

10 The surveys were conducted by the International Institute of Tropical Agriculture with national research collaborators in four West African countries under the auspices of the United States funded Sustainable Tree Crops Program.

11 For further discussion on child labour surveys and assessments, see *Rooting Out Child Labour: Paper No. 1: A synthesis report of five rapid assessments* in this series.

The ILO, while expressing confidence in the results of the survey as sufficient grounds to support the conclusions of the survey report, noted that the circumstances under which the survey was carried out may have complicated the task of data gathering. The measurement of the worst forms of child labour is a difficult exercise anywhere and in this particular situation of heightened media attention the figures may have been underestimated, especially with regard to the use and conditions of working children.[12]

Against this setting, the WACAP programme was established with funding from the United States Department of Labor. The cocoa industry's Global Issues Group provided additional resources through the International Confectionery Association. The overall aim of WACAP was to contribute to the prevention and elimination of hazardous and exploitative child labour in commercial agriculture in five West African countries – Cameroon, Côte d'Ivoire, Ghana, Guinea and Nigeria.

WACAP had five components which aimed at:

1. **Enhanced capacity,** particularly through training of public and private partners and concerned agencies at all levels (national and local, institutional, organizational, community), to plan, initiate, implement, monitor, and evaluate action to combat child labour;
2. **Increased awareness** among the children, families and communities and concerned public and private agencies on issues related to child labour, particularly to hazards for children working in the cocoa/agricultural sector; and fostering a meaningful debate on the issues;
3. **Social protection** through systematic removal of children from work and provision of appropriate options; the establishment and support of community social protection interventions to provide rehabilitation services, such as non-formal and vocational education, counselling, linkages with local medical and community services; training for adult members of the families and older children, linkages with credit/loan/savings facilities; and other services such as prevention of child labour through awareness raising and community mobilization, and non-formal education for younger siblings of working children;
4. **Child labour monitoring** to identify children working now and, with the aim of preventing reoccurrence of child labour in the future, to design and test a feasible, credible and transparent system that could be managed by community groups working in concert with relevant public players, such as inspectorates and local authorities; and
5. **Knowledge base and information** with emphasis on action-oriented research, debate and discussion on the issues, monitoring and evaluation with systematic feedback of results into programme implementation; assessment of the hazardous forms of child labour in the cocoa/agriculture sector in the project countries; and documentation of experiences and their dissemination.

Interventions focusing on these components were largely implemented through a series of action programmes in the five countries (box 2).

Box 2: What are action programmes?

The IPEC action programme is a sub-contracting modality whereby non-profit agencies, including government agencies, employers' and workers' organizations and non-governmental organizations, implement project activities that contribute to the achievement of the project objectives. The implementing agency signs an agreement with the ILO that specifies reporting and implementation procedures.

WACAP established numerous action programmes, including several that contributed to the objective of component four on community-based child labour monitoring system in the five project countries. While the WACAP child labour monitoring system was not foreseen to contribute directly to the

[12] ILO Statement on the Cocoa Surveys (Note of July 2002).

certification process envisaged under the Harkin-Engel Protocol, the information provided through the reports could very well be used as one key and credible source on the status of a selected number of children and the progress or trends in the selected areas.

2.2 Industry involvement and certification

By the end of 2003 project activities were well advanced in Ghana and were being established in the other countries. The cocoa industry's Global Issues Group had started a dialogue with national governments in West Africa and the ILO regarding a certification system that would ensure that child labour would not be part of cocoa production.

Although the child labour monitoring component of WACAP came to be seen at some point as a potential response to the needs for the certification under the Harkin-Engel Protocol and, thereby, a means of minimizing the risk of international boycotts and sanctions against the cocoa industry and governments, for the ILO it was clearly an integral part of a consolidated response to the child labour problem in the cocoa/agriculture sector. It would, therefore, need to be developed, established and implemented in coherence with the other project components and with a view to sustainability. Following initial discussions on the subject with the cocoa industry, IPEC considered the feasibility of information from the child labour monitoring system as feeding into the government's certification system. IPEC would not be involved in the certification itself, but agreed to support, through WACAP, the design and piloting of a child labour monitoring system that would provide reliable and credible information on a regular basis and that would eventually be taken to scale by non-WACAP resources. The cocoa industry and the Governments of Ghana and Côte d'Ivoire agreed with the proposition.

2.3 Value added by IPEC's child labour monitoring experience

The design of the WACAP child labour monitoring system benefited from IPEC's considerable experience in setting up similar systems. The most relevant among these was the community-based child labour monitoring system that had just being piloted under an IPEC commercial agriculture project, namely COMAGRI, in five countries in eastern Africa.[13]

Child labour monitoring tools, including training manuals and questionnaires, had been developed for COMAGRI. Processes and institutional arrangements had been identified. The tools initially proposed by the project were simple, but once they had gone through the local stakeholder process they became lengthy and more comprehensive. Such elaboration made the tools more difficult to apply fully during the COMAGRI project's implementation period, and without second phase funding it was not possible to fully establish all aspects of the system in a sustainable way for the project areas.[14] While in most instances, the community-level aspects of the system were relatively well established, the district and central levels, where the data consolidation and analysis take place, were not institutionalized during the life of the project. At the close of COMAGRI in 2004, the project component in Kenya was most advanced in the development and use of the tools.

It was also recognized during the COMAGRI experience that a child labour system must be developed and implemented early within a project timeframe. However, in the case of COMAGRI it was not possible to do so because of the lead time required for engaging the project team and establishing the project in the five countries, identifying areas and individual children, selecting responsible agencies and processes, designing a coordinated system, developing of tools through a consultative process, and training of those involved.

[13] Kenya, Malawi, Tanzania, Uganda and Zambia.

[14] IPEC: *IPEC Evaluation – Regional Programme on Prevention, Withdrawal and Rehabilitation of Children engaged in Hazardous Work in Commercial Agriculture*, an independent final evaluation by a team of external consultants (ILO, Geneva, 2005).

The greater value of the COMAGRI child labour monitoring system may well have been beyond the project. The model designed and piloted under COMAGRI, together with experience of bottlenecks, was most relevant and useful in designing and establishing the WACAP child labour monitoring system.

IPEC was able to successfully transfer the experience and learning from the context of one project to that of another. Three areas were of particular relevance: the understanding of the issues peculiar to the agriculture sector, particularly the challenges they posed; awareness of the institutional limitations; and the significance of the sensitization and consultative processes. The questionnaires, database, and training manuals produced were also very useful. During the COMAGRI consultative process, the scope of the questionnaires used during monitoring had been expanded beyond what IPEC had advised. This again was the case during the WACAP consultative process. This goes to show that in situations where a group of individuals is dedicated and committed to the issue at hand, it can tend to be too ambitious. Had it been clear at the time that the WACAP child labour monitoring system would not be sustained to provide information for the cocoa certification purposes, IPEC would have scaled down the monitoring questionnaires prior to establishing the system. However, rather than cut down on the scope of the questionnaires that had been expanded through the consultative process, it was decided to use the wider scope for training and piloting the database and subsequently, with the benefit of experience of a few rounds of implementation, to reduce the scope as seen necessary.

As with COMAGRI, the time constraints inherent in single-phase four-year project in the agriculture sector were also a challenge in the implementation of WACAP. Efforts were thus intensified to ensure sufficient sensitization and mobilization of communities in the limited lead-time available.

2.4 The overall child labour monitoring plan

The objectives of the community-based child labour monitoring component of WACAP were to:

- raise public awareness and enhance the understanding of the problem of child labour;
- identify child labourers engaged in cocoa and commercial agriculture farming and determine the risk they are exposed to;
- refer the children to social protection service providers;
- verify that the children are removed from the labour situation, or for those children can legally work, ensure that the risk at work has been removed;
- verify that farms or plantations that engage children are progressively free of the practice;
- track children removed from child labour to ensure they have satisfactory alternatives; and
- make the system available to partners and stakeholders working on child labour issues so that they can carry out child labour monitoring so the coverage can be expanded.

The next sections review how the extent to which these objectives were met in Ghana and Côte d'Ivoire. By the end of the project, the systems were well developed and tested in the two countries and were starting up in the others.

3. The experience in Ghana

The WACAP community-based child labour monitoring system was piloted in 52 communities in five districts in Ghana from where it was adapted to the other four WACAP countries. Considering that developmental alternatives are important for children withdrawn through child labour monitoring, the areas selected for monitoring purposes were the same where WACAP was supporting action programmes with various implementing agencies aimed at preventing children from engaging in child labour and withdrawing from labour those already involved. These districts covered included Amansie West, Atwima Mponua, Kassena-Nankena, Sefwi-Wiaswo and Suhum. The selection of the districts and communities was based on information available at the time and followed the recommendations made by a wide range of stakeholders at WACAP's planning exercise in Ghana. A number of factors were considered, including the prevalence of child labour in the agriculture sector, particularly cocoa.

3.1 Grounding the child labour monitoring system at the community level

A child labour monitoring system for commercial agriculture that is based at the grass-roots level and comprised of community monitors was foreseen in the project design stage. Child labour was clearly part of the culture of the selected local communities in Ghana, so the cultural acceptance of child labour had to be overcome first. Men and women, boys and girls had to recognize and acknowledge that child labour exists and realize why it is not acceptable. To do this it would be important to engage with the communities in an unobtrusive manner, for instance through a series of group discussions with the communities and the winning over the commitment of the village chiefs.

At the start of the process, it was evident that those individuals who were part of the communities and lived in the area would be best placed to identify where children were working and what work they were doing. As insiders, local people knew how child labour was embedded in local culture and everyday life. By grounding the child labour monitoring system at the community level, insider knowledge could be combined with outside technical expertise to find the most feasible approaches and solutions and enable the local people to understand, confront and solve their child labour problems.

Another reason for grounding monitoring at the community level was to use and build on existing systems and structures as much as possible. This would lead to ownership, sustainability and cost efficiency. The communities would have a central role in the development process.

3.2 Participatory approach to designing and validating CLM system

IPEC mobilized a team of experts in monitoring systems to design a child labour monitoring system adapted to the cocoa and other commercial crop growing areas in Ghana. The design team was comprised of Ghanaians, including staff from a non-governmental agency already implementing WACAP action programmes and with good links to the community, community members, government representatives, including the police unit dealing with children, plus IPEC consultants, including one involved in the Kenya system design, and WACAP staff.

The team visited the five WACAP project sites to learn about community opinions on child labour. They also assessed the capacity of rural communities to implement a monitoring system and of district assemblies to administer it. The team conducted some 250 rapid interviews with children, parents, labourers, smallholders, larger landowners, village chiefs, district assembly members and teachers. The team also met with NGOs and other agencies, including those implementing other WACAP action programmes.

The political and administrative structure in Ghana had to be considered in the design of the monitoring framework. Decentralization in Ghana since 1992 has resulted in regional, district and sub-district levels of governance. The district assembly is a key institution. However, a common problem identified was the lack of capacity to undertake new and expanded responsibilities. Thus, considerable capacity building would be required at the district level. The team also met with national-level stakeholders.

Regarding what to actually monitor, it was recognized that information would be needed from at least four sources:

1. child labourers in the geographical area,
2. children receiving social protection support services, such as education, under WACAP or other sources,
3. employers including farmers, and
4. schools and institutions.

Comprehensive questionnaires were developed for each of these sources. These were called "child labour monitoring tools".

Following these consultations and based on IPEC's experience, the community-based child labour monitoring system was designed (box 3). A national validation workshop was organized to assess the overall process, the institutional arrangements and responsibilities, and the monitoring tools (see Annex 1). A sample database on monitoring child labour was also presented to show the extent of data that could be collected and the simplicity of the computer input aspect. At the validation workshop, participants were given time to analyse each of the monitoring tools and they were discussed at length. The comments were then consolidated

Box 3: Monitoring tools for child labour

Eight monitoring tools, or questionnaires, were designed for the community-based child labour monitoring system in Ghana. The first set of four comprises baseline questionnaires and the second set of four are monitoring (or follow-up) questionnaires. Each set includes questionnaires for: (i) child labourers; (ii) children withdrawn from child labour and supported through WACAP; (iii) educational institutions; and (iv) employers of child labourers.

These **baseline questionnaires** are administered only during the first monitoring visit. During the initial baseline study 1,451 child workers were identified in the five selected areas. The baseline is the benchmark for monitoring using quarterly follow-up monitoring questionnaires.

The **monitoring (follow-up) questionnaires** are administered to each of the four groups above during the second and subsequent monitoring visits.

The monitoring tools approach each child individually. Each interviewed child is assigned a unique code. The follow-up monitoring tools are not only focused on working children who receive WACAP support, but also allow for documentation of child labourers who have not yet received support.

To apply these monitoring tools, a series of activities that built upon one another were planned:

- Pilot areas for monitoring identified
- Monitoring groups established
- Consultation to develop the terms of reference of the monitoring groups
- Briefings for the monitoring groups
- Linking child labour monitoring activities with social protection aspects of the projects, and linking with other agencies and groups
- Establishing and maintaining the child labour monitoring database
- Carrying out unannounced visits to work places
- Preparing reports outlining the extent of child labour, the status of withdrawal of the children and on monitoring at the workplace (for various levels)

These monitoring tools can be found in Annex 1.

Box 4: Phases for the child labour monitoring process in Ghana.

1. During the **preparatory phase**, the following steps were undertaken

- Key partners and actors were identified.
- A fact-finding mission with international and local members (see section 3.3) was carried out. District and community consultative meetings took place.
- A national stakeholder workshop was organized.
- The roles of the key partners and actors were defined.
- Communities were asked to consider who should be on the community child labour committee.
- Community-level child labour monitoring committees selected by the communities through community meetings.
- Sensitization and training provided to the child labour committees at the district and community levels.
- Child labourers identified by the community child labour committees and through NGOs.

2. The **design of the tools** and the **testing and training**

- The child labour monitoring tools (questionnaires) were drafted based on IPEC's previous experience with COMAGRI. The consultations took into consideration a child labour database that had been developed in Ghana under a previous IPEC project.
- The questionnaires were tested in some selected communities.
- The questionnaires were introduced to national level labour officials and district labour/ agency officials, community-enlisted child labour monitors and NGOs involved in the process.
- A national validation workshop took place with ministry representatives, cocoa industry representatives, trade unions, employers' representatives, NGO representatives and district officials.
- Feedback from the validation workshop and from the field testing was used to revise the questionnaires.
- The child labour monitoring database system was planned and designed. The database system had to be able to deal with all children identified working in the cocoa sector and those already enrolled in a social protection programme.
- The database system was tested.
- District labour and agency officials and the data entry clerks were trained in how to run the database.

3. The **monitoring phase**

This phase involved data collection, data entry, data analysis and reporting using the monitoring tools. Guidelines were prepared for field visits with a checklist of issues for the district level; a checklist of issues to verify at the community level, and a list of suggested persons to meet.

IPEC undertook an assessment of the system as the first round of data was coming in and oversaw the data entry and consolidation.

4. The **follow-up phase**

- The first child labour monitoring system report was presented to the National Steering Committee in February 2005.
- Reports are updated with recommendations following meetings and recommendations disseminated.
- Refresher training programmes organized to share findings, experiences, address difficulties and discuss how to improve.

and a consensus was reached. Those present at the workshop unanimously accepted the monitoring tools, with some modifications. Although the monitoring tools ask for detailed information per respondent to be collected, the consensus of the Ghanaian stakeholders was not to scale them down.

The phases involved in actually implementing the child labour monitoring system are outlined in box 4. A child labour monitoring system profile was prepared by IPEC that clearly outlined the phases involved and roles and responsibilities of all actors involved in the monitoring process. Section 3.3 outlines the distinct roles and responsibilities of each actor at each level.

3.3 Distinct levels and responsibilities

The child labour monitoring system developed under the WACAP project is modular and replicable from district to district. It is grounded at the community level, but linked to the district and national government administration. There are distinct actions and responsibilities at the community, district and national levels. Each level is entrusted with responsibilities within it competence, and there is a clear linkage between the different levels.

Community level

Community child labour committees and child labour monitors

The community level is the basic level for monitoring data on child labourers. Child labour committees are comprised of traditional rulers/chiefs, farmers, parents, civil society organization representatives and assembly representatives. In Ghana, 52 child labour committees were set up.[15]

Child labour committees serve as voluntary community watchdogs.[16] Each community has one or two paid monitors and a supervisor (specially trained by WACAP in collecting baseline and monitoring/follow-up data on identified children). These trained monitors were recruited from the ranks of teachers, agricultural extension workers, members of the sprayer gangs, and religious leaders.[17] The performance of these paid monitors is also monitored. For example, following omissions to some questions, monitors were subsequently requested to sign every questionnaire they handled so that omissions and "no responses" to some questions could be traced. Issues around whether monitors are paid based on the basis of their performance were discussed and agreed upon to ensure professional performance.[18] After the monitors collect the information from the children, employers, schools and social protection services providers, the supervisor verifies and signs the questionnaires. The monitoring data collected is then submitted to the district labour office on a monthly basis.

As design was put into action, some gaps emerged and these were dealt with. One such gap identified was the lack of clarity between specific tasks, such as monitoring and withdrawal of children. It was then clarified that withdrawal would be the task of the community child labour committees and that the monitoring would be done by specially trained monitors. The community child labour committees have the institutional responsibility at the community level and have the task of overseeing the community monitors in their day-to-day monitoring. They are also responsible for ensuring the completed questionnaires are transmitted to the district level and for discussing the data. Community child labour committees must be able to consult widely with providers of services. The members of the community child labour committees work on a voluntary basis.

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15 Team Consultancy: *Documentation on experiences, achievements and lessons learned from WACAP in Ghana* (2006).

16 Comments from Joanne Annan quoted from IPEC: *Experiences and future directions on child labour monitoring, Turin, 28-30 September 2005*, internal working document (Geneva, ILO, 2005).

17 IPEC: *Child labour monitoring system mission report, Ghana April 2004,* internal working document (Geneva, ILO, 2004).

18 IPEC: *WACAP Status Report December 2005,* internal working document (Geneva, ILO, 2005).

District level

District child labour committees and district government officials

One district child labour committee was set up in each of the five districts covered by WACAP activities in Ghana. These committees work under the authority of district governments. The districts oversee the community child labour committees and the monitoring operations in the field and provide advice.

The district child labour committees included district chief executives, district coordinating directors, heads of decentralized agencies, (e.g. health, education, agriculture, community development, social welfare and planning), the gender and development officer, and representatives from faith-based organizations, the Ghana Cocoa Board and WACAP implementing agencies. The district child labour committees work with their district labour offices, assemblies, social welfare offices and the statistical offices.

The district labour office (in some cases the district agriculture office) or district authority is responsible for storing and analysing the child labour monitoring information that has been collected at the community level. The district official checks the information once again before inputting the data into a database. If necessary, the district official can refer back to the community child labour committee. The district labour office/authority is the link between the community and the national levels.

There is also an internal verification system by which questionnaires are randomly selected and visits carried out to crosscheck the accuracy of the information. District child labour committee members spot-check the completed questionnaires by means of field visits and interviews with the concerned monitors and the respondents. In the case of Ghana, district child labour committee members were provided with means of transport to perform these tasks.

On a quarterly basis, the updated databases are sent from the district to the Employment Information Bureau for aggregation and analysis at the national level.

National level

National Steering Committee on child labour and Minstry of Manpower, Youth, and Employment

From the district level, data are received in the Ministry of Manpower, Youth and Employment. The Employment Information Branch at this Ministry is responsible for data compilcation at the national level. The Child Labour Unit, also within the same Ministry, plays an overall coordinating role for the child labour monitoring system.

The Employment Information Bureau maintains the child labour monitoring database (using the computer software package ACCESS) in Ghana.[19] The system is user friendly. The formats are accessible through a well laid out menu and each interviewed child is assigned a unique code.

The Child Labour Unit of the Ministry of Manpower, Youth and Employment produces a report on the extent of child labour in the cocoa and agricultural sector periodically. This is presented to the National Steering Committee and other stakeholders every six months. The Child Labour Unit is dependant on the timely monitoring results sent by the districts, which in turn are dependent on the timely submission of the community child labour committees. In Ghana, mechanisms were in place so that representatives of the Ministry would visit the districts on a regular basis, scrutinize the data entry process and if necessary provide training. The National Steering Committee then prepares recommendations to the report. The Child Labour Unit, as its secretariat, ensures that those responsible for the recommendations receive them and report back to the following session of the National Steering Committee. Communities then receive feedback down the chain from the district officials and the action programme implementing agencies.

[19] With technical support from IPEC, the Employment Information Bureau in Ghana developed the database as part of an action programme, which also included other activities such as training.

IPEC's role through WACAP

IPEC provided financial and technical support to the consultations, design, and implementation of the system during the project's duration. In addition to the project staff, national and international experts were engaged for short periods, to verify the validity, reliability and credibility of the child labour monitoring system.

WACAP also set up a project technical advisory committee, which, together with other stakeholders, was involved in the entire process. Stakeholders at the national level included:

- General Agriculture Workers Union of Trade Union Congress (GAWU of TUC),
- Ghana Cocoa Board;
- Ghana Employers Association (GEA),
- Ghana National Association of Teachers (GNAT);
- Ministry of Manpower, Youth and Employment:
- Ministry of Women and Children Affairs;
- Multi-sector Committee on Child Protection;
- National Steering Committee on Child Labour;
- Non-formal Education Division (NFED);
- child-centred NGOs; and
- other agencies, such as UNICEF, DANIDA, Action Aid and the foreign missions in Ghana, including the United States Embassy.

3.4 Reports from the child labour monitoring system

Indicators can be selected from the child labour monitoring database and presented in reports for various purposes. For example, the total number of child workers identified in a selected area can be shown for a particular time against the total number of child workers that have received support from WACAP. A sex-disaggregated breakdown of the children being monitored can be easily pulled out of the database. A comparison of the children withdrawn from labour through WACAP who are now in regular school against the percentage for the previous monitoring period can be shown, illustrating progress, if any. The performance of the withdrawn children in school can even be monitored through the schools and educational institutions questionnaire.

Such indicators then have to be turned into information that can be analysed to demonstrate progress. If the results are presented in a graphical format, for example, the results of the previous period can also be shown and comparisons can be made.[20]

The indicators in the database can point towards areas that require immediate action or anomalies found in districts. For example, the number of children that were found still working in the five districts of Ghana in the second monitoring round was considerably higher than those from the first round. This is because monitoring is gradually identifying all the children working in the cocoa sector, and not all of them can be referred to a service provider immediately.[21]

Child labour monitoring system reports are presented to the National Steering Committee for the WACAP project. The reports in Ghana generated much discussion and lively debate. Nevertheless, analysing and presenting the results of the child labour monitoring system is an area that still requires a lot of work in Ghana.[22] Capacity building for those involved in presenting trends and recommendations is key. Until such capacity is built, it was advised that only basic indicators are selected and analysed.

Suggested basic indicators

To enable the Child Labour Unit or the Employment Information Branch to produce a regular report on the extent of child labour in Ghana's cocoa sector that shows changes and trends, some recommendations were made. It was suggested that information could be categorized into a "need to know" or "nice to know" basis[23]. "Need to know" information

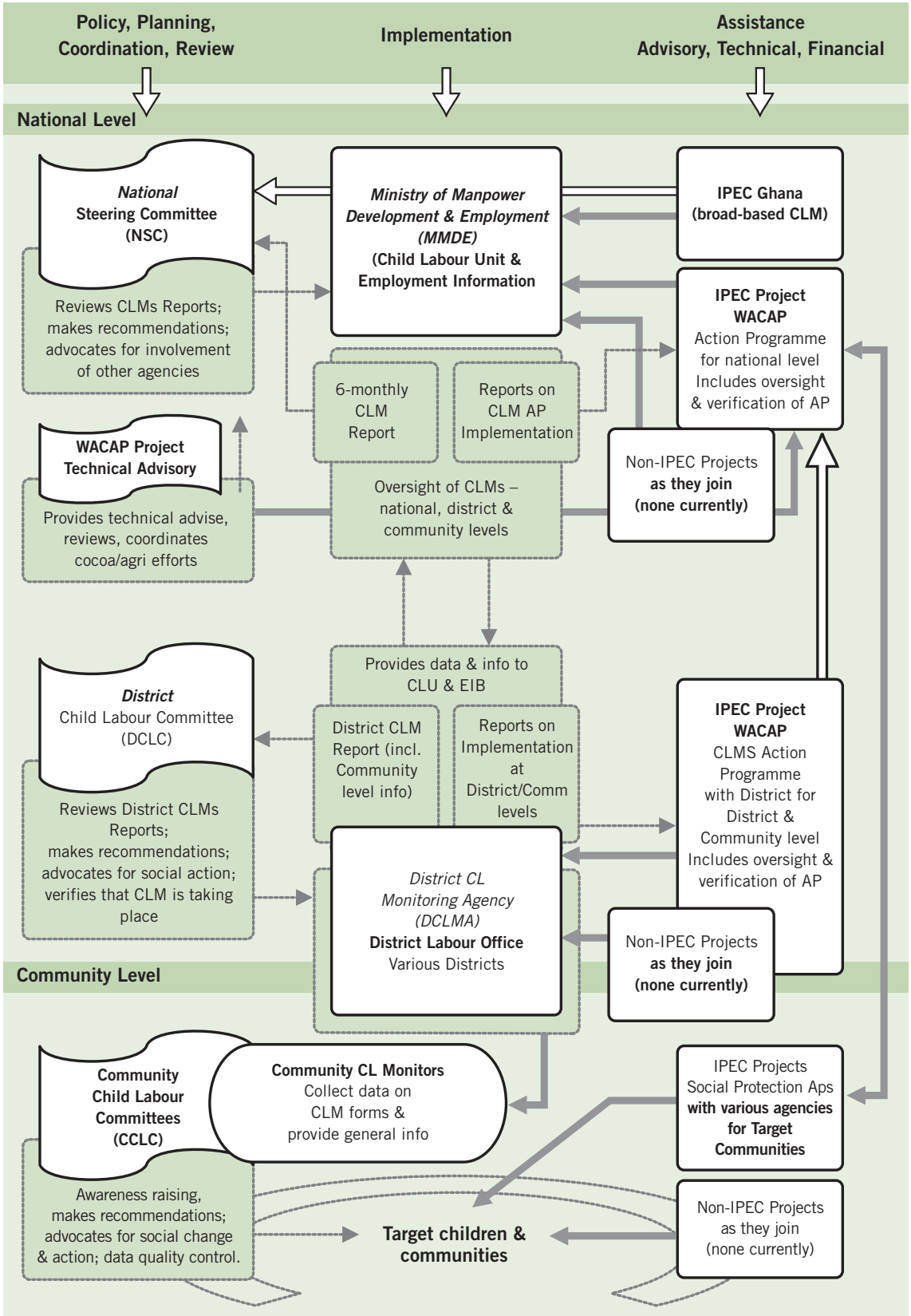
[20] Rijk van Haarlem: *Report on a mission to Ghana and Cameroon regarding the CLMS under WACAP*, internal working document (Geneva, ILO; 2005).

[21] ibid.

[22] ibid.

[23] ibid.

Figure 1: Community-Based Child Labour Monitoring System Ghana



would assess the level and changes of child labour in the cocoa sector during a certain period. The following seven sex-disaggregated indicators were recommended:

1. The number of children interviewed and identified working in cocoa production
2. The number of children interviewed and identified working in cocoa farms under hazardous conditions
3. The number of children withdrawn from work in the cocoa production and enrolled in a) schools; b) vocational training
4. The number of children withdrawn from hazardous work in the cocoa production and enrolled in a) schools; b) vocational training
5. The number of farms and families active in the cocoa production interviewed employing children
6. The number of farms and families active in the cocoa production interviewed that are free of child labour
7. The number of schools visited indicating the number of enrolled children and the number of enrolled former child workers

Other information like the family composition, way of payment, problems at work, school performance, etc., is also highly relevant, but may not be as essential initially. This information can be termed "nice to know" information. Figures, graphs and correlations on these subjects can be produced when felt necessary.[24]

3.5 Learning from the community-based child labour monitoring

Strengths

The following are the major strengths identified for the child labour monitoring system in Ghana:

- **The monitoring system provides useful timely information, which can feed into a national reporting system, such as the cocoa certification system.** The child labour monitoring system developed by WACAP in five districts is considered by many in Ghana as a useful effective model to apply. Although not established entirely for the cocoa industry certification system (particularly as it was unclear what form the cocoa certification would take), the monitoring system is found to be reliable and working effectively.
- **Reports generated from the child labour monitoring system have created enthusiastic debate.** At the national level, the monitoring process has helped to mobilize people against child labour. Discussions have led to the Ministry of Manpower, Youth and Employment taking more ownership of the monitoring process.
- **Reports and recommendations are useful tools for planning and review.** The information can be used to identify needs and gaps in services and facilities. This is useful information for public and private agencies to see where the needs and gaps are and to plan and provide a coordinated and coherent response to the problem.
- **The child labour monitoring operates within existing structures with well-defined responsibilities.** The child labour monitoring system in Ghana operates within the existing structures within the country. It is embedded in three existing levels of governance and social organization. The responsibilities at each level for planning, policy, implementation, oversight and advice are well defined within the decentralized administration structure of governance.
- **The system increases local capacities.** The structures for monitoring that were put in place under WACAP were functioning and effective, even within the short timeframe. There is increased capacity and motivation at the community, the district and the national levels to address child labour.
- **Communities are at ground zero of the problem and they can, take responsibility to bring about the change.** The child labour monitoring system is grounded in the local community and gives it the power to bring about change. The child labour monitors are recruited from within the community, which means they are present at all times. Individuals actually living in the community can most easily spot the current child situation of children working. Being based

[24] ibid.

in the community means that the community is well sensitized and such awareness should spread.[25]

- **There is growing ownership of the monitoring data at the district level.** For example some of the district assemblies can already produce their own reports and present them to their district child labour committees. Support for identified child labourers does not have to come from WACAP partners exclusively. Any agency wishing to support children from labour can do so by contacting the relevant district assembly, and becoming part of the database. For example, the Ghana Cocoa Board offered to support a number of such children.
- **The child labour monitoring system unites stakeholders.** The link between communities, local government at the district level, and the central government is commendable.
- **The system is easily scaleable.** While the child labour monitoring system may appear to have a certain complexity to accommodate the three administrative levels, it is significant that it is not considered cumbersome by many in Ghana who use it. With resources and commitment, the system, can easily be extended to other administrative districts.
- **The system focuses on the individual child and at the same time provides an update on the child labour and response service trends in the area.** The child labour monitoring system is not a programme monitoring system of the action programmes or other project activities implemented through WACAP, but monitors the situation of a selected number of individual children as well as the general trends in the selected areas in the agricultural sector on a regular basis, In so doing, it gives a clear picture of the present situation and needs.

Challenges

- **The timeframe for the project was short.** Projects, such as WACAP, by their nature have to fit into a fixed timeframe, which may not always suit their objectives. More time, resources and commitment are required to ensure that even the pilot areas run smoothly, have time to reflect on progress, and consolidate their experiences.
- **Carrying on after the project ends requires serious commitment.** Replicating the pilot experiences after WACAP funding has finished requires strong commitment and financial resources on the part of the Ghanaian government and key stakeholders, such as the cocoa industry.
- **On-going maintenance and management are required.** The child labour monitoring system requires continued focus and maintenance at the management level. Constant supervision from the Child Labour Unit and the Employment Information Bureau is required to ensure consistency and quality at the district level, and from the district to the community level.
- **Alternatives must be in place before children are withdrawn from child labour.** Other income generative activities, as well as opportunities for enhanced incomes from work on the farms, are needed to create incentives for smallholders to stop using their children for labour. It can be argued that investment in these types of activities (such as brick-making, batik-making, cane weaving, shop-keeping, catering, etc.) can also help diversify the local economy.
- **The questionnaires are time consuming to administer.** Some argue that too much time is taken up with administering the monitoring tools because the questionnaires are too comprehensive. However, the fact that the monitoring tools are comprehensive is also a strength as they provide more complete and reliable child-focused information that can easily be crosschecked. Starting with more comprehensive questionnaires was a decision of the key stakeholders involved and does have its advantages of creating more in-depth awareness of the issue by practising the tools. Scaling down to fewer questions can be done at any stage as long as the indicators essential for the report are maintained.

[25] IPEC: IPEC Evaluation – *West Africa Cocoa and Commercial Agriculture Project to Combat Hazardous and Exploitative Child Labour (WACAP)*, an independent mid-term project evaluation by a team of external consultants (Geneva, ILO, 2005).

- **The remoteness of many of the monitoring sites adds significant time to the process.** The long distances and rough road conditions between the district capital and the selected communities being monitored must be taken into account as constraints for verification and cross-checks by the district child labour committee members.[26]

3.6 Further directions of the child labour monitoring system in Ghana

Cocoa industry

In 2005, as the deadline for the Protocol's certification was approaching, the chocolate/cocoa industry was able to secure an extension until 2008 to give the industry more time to develop global, industry-wide standards and independent monitoring, reporting and public certification (Section 2.1 above). As WACAP came to close[27], it became clear that the industry was exploring options other than the WACAP established community-based child labour monitoring system for purposes of information on the status of progress in the prevention and elimination of the worst forms of child labour in the cocoa sector in Ghana and Côte d'Ivoire.

The Government's Plan

With technical support from IPEC, the Ghanaian government has developed a National Cocoa Child Labour Elimination Programme (2006-2011). It calls for child labour monitoring to be undertaken through a yearly community survey. Baseline data for monitoring

Emerging lessons learned from comunity-based CLM in Ghana

- **A mapping exercise of education and other services for the children should be an early priority.** Prior to setting up a child labour monitoring system, the gaps that exist in terms of the services available to refer child labourers should be mapped out. This is an important preparatory activity.[28]
- **The better the monitoring system is integrated into existing structures, the more pertinent and sustainable it will be.** The success of child labour monitoring depends on how the various existing structures of governance and organizations are brought together into the process. Each level must be involved to really appreciate progress against child labour.[29]
- **Getting the regional and local authorities on board early ensures ownership of the monitoring system.** Because of the political and administrative structures in Ghana, it was clear that the district level should be brought into the picture as early as possible, even before the design stage. By its nature, child labour in agriculture requires more sensitization on the problems associated with it than other some forms of child labour. Thus more time for sensitizing the district level (and other levels) is necessary. Often there is not enough time in a project timeframe to ensure that all levels are enabled to take ownership and take control of the process.
- **Training of monitors needs follow-up.** The training of monitors, supervisors and other key people involved in the child labour monitoring system is crucial for its effectiveness. Training should not be a one-time exercise. Once monitors begin their work, follow-up training to discuss problems encountered during data collection is a useful exercise. Training sessions provided opportunities to communicate small changes in the monitoring tools, and to exchange field experiences.[30] Adequate and regular training, data collection tools and data collection guides are vital for the monitors.

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[26] ibid.

[27] WACAP action on the ground was closed as of 30 April 2006.

[28] Comments cited in IPEC: *Experiences and future directions on child labour monitoring, Turin, 28-30 September 2005*, internal working document (Geneva, ILO, 2005).

[29] Comments of Rita Owusu-Amankwah, WACAP CPC Ghana cited in: IPEC: *Experiences and future directions on child labour monitoring, Turin, 28-30 September 2005*, internal working document (Geneva, ILO, 2005).

[30] Cited in the Project Status Report December 2005.

will rely on the birth registration process, comparing the number of children in school against births for the area. The district assemblies will ultimately be responsible for the process and monitoring those children not attending school. No written questionnaires will be used.

IPEC time-bound programmes

Although the WACAP child labour monitoring database was initially developed for the cocoa sector, the intention, as reflected in the design, was that it should eventually be expanded to cover other forms of child labour. Ghana's IPEC-funded time-bound programme (TBP) support project[31] reviewed the WACAP community-based child labour monitoring system and decided to use it, following necessary adjustments to cover sectors beyond agriculture. Plans are underway to further develop the cocoa database to cover eight other worst forms of child labour and to scale up coverage from five to 20 or more districts.

The Education for All initiative

During the course of WACAP's implementation, IPEC initiated specific training activities with the Ministry of Education. At the time, the Ministry of Education and Ministry of Labour, Manpower and Employment were encouraged to collaborate on a child labour monitoring system, with linkages to the global Education for All (EFA) initiative[32]. The goal of monitoring progress on the EFA initiative and the elimination of child labour under the Ghanaian TBP are similar. Progress made in each will have a positive impact on targets for the other. The EFA initiative has a management information system with education related data. IPEC suggested the addition of child labour indicators to their monitoring questionnaire.

The poverty reduction strategy programme process

As mentioned above, the WACAP child labour monitoring system could be dovetailed with other monitoring systems. Another direction discussed for the future is linking child labour monitoring to the broader poverty reduction strategy process outlined in the national poverty reduction strategy paper (PRSP)[33]. Having experienced the implementation of the child labour monitoring system with support of WACAP, the Government of Ghana is also looking into options of integrating child labour monitoring into its other poverty and educational monitoring systems.

At the close of the project there were several options for sustaining the WACAP community-based monitoring system. Whether it continues as a stand-alone system or is incorporated or dovetailed with another, the system has much to offer in terms of tools, institutional arrangements, and implementation experience in addition to experience with community mobilization and participation.

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31 Time-bound programmes are designed so that governments can chart a course of action with well-defined targets to eliminate the worst forms of child labour. Ghana has a time-bound Programme since 2004.

32 At the World Education Forum in Dakar Senegal, in 2000 the international community affirmed its commitment to accelerate progress towards six Education for All goals. http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml

33 The poverty reduction strategy paper (PRSP) is a country-led, country-written document that provides the basis for assistance from the World Bank and the International Monetary Fund, as well as debt relief under the Heavily Indebted Poor Country initiative. A PRSP describes a country's macroeconomic, structural, and social policies and programs to promote growth. It summarizes the country's objectives, policies, and measures for poverty reduction.

4. The experience in Côte d'Ivoire

4.1 Background

The political turmoil and tensions in Côte d'Ivoire complicated the implementation of WACAP in the country, leading to a delayed start-up time and numerous challenges along the way. This affected the child labour monitoring process as well. Just as the consultation and design processes in Ghana were being completed, an opportunity emerged in Côte d'Ivoire and so IPEC set in motion the process to adapt the Ghanaian (Kenyian) child labour monitoring system there, keeping in view the public administration structures and social set-up in the country.

Côte d'Ivoire is the world's largest producer of cocoa accounting for 43 percent of the world's supply. The cocoa and coffee sectors form the major part of Côte d'Ivoire's economy. Forty-five percent of the Ivorian economy depends on cocoa production and exports. Due mainly to the importance of cocoa to the economy, the Government of Côte d'Ivoire placed high importance on dealing with the allegations of child slavery and the issue of child labour. A task force on child labour had been set up within the Prime Minister's office. In the context of high media coverage of the issue of trafficking and child labour in the cocoa sector and the pressure to set up a cocoa certification system, the Government was firmly committed to address its child labour issues, with support from the ILO. It was particularly keen to have a child labour monitoring system in place.

In terms of the scenario at start-up time, at the governmental and non-governmental levels, Côte d'Ivoire was much more sensitized and mobilized to take action on the child labour in cocoa issues than in Ghana. In Côte d'Ivoire, an institutional response was initiated, which reduced the preparatory time for the project start-up. In Ghana, after an initial period of denial that the problem existed within its boundaries, the Government moved swiftly to take action. In Côte d'Ivoire, the Prime Minister's office was in the lead and when it also decided to do the implementation of the child labour monitoring itself it complicated matters somewhat. The Prime Minister's office selected one area in Côte d'Ivoire, Oumé, for child labour monitoring and piloting a certification system.

Given that Ghana had already received ILO technical assistance through a national child labour project, the institutional capacities WACAP supported the Ministry of Labour and the Prime Minister's Office in a collaborative community-based child labour monitoring system. Prior to WACAP there was no child labour unit in the Ministry of Labour. Such a unit was established following capacity building by WACAP and some restructuring within the Ministry. The Ministry of Labour in collaboration with WACAP planned to monitor child labour in 24 villages located in six districts.[34] Following consultations, the Prime Minister's Office also decided to use WACAP's child labour monitoring tools and training manual in Oumé. Thus, two pilot initiatives were underway in Côte d'Ivoire.

4.2 Aim of child labour monitoring

As in Ghana, the aim of the child labour monitoring system in Côte d'Ivoire is to identify and withdraw children engaged in hazardous work in cocoa plantations/farms or other forms of agriculture. These children must then be provided with formal or non-formal educational alternatives. The monitoring system must also ensure that children withdrawn are not replaced by other children in these plantations or that the children do not find work in another field. The child labour monitoring system should be directly linked with actions of prevention, education, training and support for income generating actions.

[34] The Départements of Abengourou, Adzopé, Daloa, Soubré, San Pedro were the first five.

4.3 Planning the child labour monitoring system

The National Agency for Rural Development (ANADER) was commissioned to develop a general framework for the child labour monitoring system. ANADER was to adapt monitoring tools and handbooks from WACAP-Ghana. Prior to this adaptation, ANADER first investigated how such a community-based monitoring system would work within the existing structure, operating at the departmental, regional and national level whilst complying with cost efficiency criteria. Interviews took place at many levels and included farm leaders, schoolteachers, cooperative representatives, children and women, as well as staff of administrative departments.

Some communities visited for the background study by ANADER showed a lack of knowledge on what was considered to be the worst forms of child labour, even though Côte d'Ivoire has ratified ILO Convention No.182. For the most part, childhood is not always viewed according to age, it can refer to physical appearance, the lack of responsibility or marriage status. Some communities were aware of the hazards faced by children working in plantations; however, parents believed their children also face hazards if they remain alone in the village while their parents are at work. It was generally believed that children go to the farms with their parents and do what is considered "light" work. However, it was also observed that some children are involved in all phases of cocoa production, exposing them to a wide array of hazards: machete wounds, exposure to pesticides, the carrying of heavy loads and diseases, sometimes resulting in death. ANADER noticed that some children involved in agriculture work had suffered work-related injuries.

Individuals in the community expressed concerns about the education system. There are limited opportunities for children's education and training. For various reasons secondary schools tend to exclude poor children and scholarships are few. The rigidity of the primary school system was also a problem. Neither the topic of agriculture nor the particular needs of children from farming families are integrated into the school curriculum. It was reported by some parents that schools do not take into account the realities of rural areas. Parents feel their children do not learn skills that will be useful for them for life. Most parents feared that if children were not taken to work on farms early enough and continued onto secondary school, their children would have no knowledge of farming. Education must link more to agriculture and the realities of rural life, they felt.

The question of who would substitute children's work was also problematic. It was suggested that if women had access to ploughing tools and other agricultural implements, this might reduce the involvement of their children in agriculture. ANADER's initial efforts at sensitizing the communities were faced with some resistance, as would be expected. However, as the discussions continued, the communities began to recognize the hazards involved in child labour and to see the value of community-based child labour monitoring.

ANADER concluded that the community-based child labour monitoring system must be set up with an understanding of the cultural and local traditional habits, along with an understanding of how local people view child labour in its worst forms. It was also suggested that the monitoring system should be adapted to agriculture production process. Cocoa-coffee producers' cooperatives, were reported to have an interest in eliminating the threat of commercial penalties. ANADER recommended that a child labour monitoring system should collaborate with the cocoa industry, producers' cooperatives, departmental authorities, schools, parents and children. Another important consideration in adapting the system from Ghana to the administrative and social context of Côte d'Ivoire was the administration in Côte d'Ivoire is not as decentralized as it is in Ghana.[35]

Training modules were prepared to guide all involved in the child labour monitoring process. The first module included an interview guide for community level for use during a first meeting. Community needs, including the

[35] Comments from Nadine Koffi Assemien (CPC, Côte d'Ivoire) 21.03.06.

needs of children, employers, informal and formal groupings, were emphasized. The objective was to identify needs and eventually develop an action plan. Another module included information on how to set up index cards of children engaged in child labour, documenting also their employers. Other modules covered the questionnaires, which were adapted to the Côte d'Ivoire context. A manual with instructions for those collecting the data is also available.

4.4 Levels and duties of the child labour monitoring system

As mentioned earlier, the Child Labour Unit at the Ministry of Labour and Employment oversees the child labour monitoring system. It was set-up in 24 villages of 12 sous-préfectures in the following six départements: Abengourou, Adzopé, Daloa, Oumé, San-Pedro and Soubré. The system operates at four levels: village, sous-préfecture, département, and national. Figure 2 outlines the structure of the child labour monitoring system in Côte d'Ivoire. Each level within the system has particular tasks and responsibilities as outlined below.

At the community level: village units and committees

The 24 monitoring units set up to monitor child labour were set up in the central villages, but also included nearby camps of migrant agricultural workers. A supervisor heads a team of four monitors and runs each unit. Supervisors develop and supervise the activities of the monitors, store data, provide information to village committees and analyse and validate data with these committees. Supervisors also are involved in sensitization activities, identifying grass-roots projects and facilitate the visits of other units in other levels.

Monitors collect data and get involved in sensitization activities, as well as identify projects for financing. Data collection underscores respect for confidentiality, and the processes are sensitive to the customs and traditions of the area. A coding system simplifies the consolidation process of the monitoring questionnaires.

Village committees were set up to monitor child labour. These committees are presided by the village chiefs and are comprised of different various groups, including representatives of employers' and workers' organizations and local government. Village committees help in the validation of data. They also contribute to awareness raising, identification of projects to be financed, supervision of child labour and data as well as manage basic resources. Village committee members attend meetings of the next administrative level, that is the sous-préfecture level committees.

Sous-préfecture level units and committees

Sous-préfecture units centralize all the data collected from the villages. The Sous-préfecture units implement training and sensitization programmes at the village level, plan missions for supervisors and data collection strategies, identify grass-roots projects and take corrective measures that are within their jurisdiction to make. They also monitor village committees.

Referral services decided by the sous-préfecture committee ensure a system of follow-up on child labour. Sous-préfecture committees are presided by sous-préfets and as with the village units, comprise different groups.

Département level units and committees

Département units consolidate and analyse all information from other levels. They make corrections to data or monitoring work that is within their jurisdiction to make and interact with département committees. Département committees are presided over by préfets or representatives of préfets and comprise of various groups including representatives from village committees. The main aim of département committee is to follow up on child labour issues, participate in the creation sous-préfectorial committees, be involved in sensitization activities, send data to and interact with the Child Labour National Steering Committee. Under the authority of the

préfet, (the local head office for civil service and employment) supervision of training programmes, sensitization activities and data collection are key tasks at the département level.

National level and coordination unit

The Child Labour Unit of the Ministry of Labour and Employment and a multidisciplinary team comprised of the project coordinator, a development sociologist, an economic statistician and a financial assistant coordinate the overall child labour monitoring process. Information collected at the different levels is received at the Child Labour Unit from the départements. The Child Labour Unit has in place a system of data verification. They oversee the overall monitoring and implementation of the child labour monitoring system and highlight problems encountered. The Unit interprets and analyses data and reports supplied by the départments. Recommendations are then made in reports, which are disseminated to the government and other partners.

Apart from general management of the entire process, the Child Labour Unit also interacts with the National Committee on Child Labour and the cocoa/commercial agriculture industry.

WACAP's Technical Consultative Committee coordinated WACAP's activities and ensured knowledge sharing between partners. Information and data generated by the monitoring system was made available to other stakeholders. The Committee was made up of WACAP staff and ILO's tripartite partners with other international organizations as observers.

4.5 Reports from the Côte d'Ivoire child labour monitoring system

By the end of the WACAP project period, the child labour monitoring system was running without major problems and the collection and processing of data was on going.[36] All the six departmental committees were installed and 24 community child labour monitoring committees were in place. The database managed by the Child Labour Unit at the Ministry of Labour had been simplified considerably. It is now fully operational and contains monitoring information on more than 6,000 children.

At the initial stage monitoring data was slow to arrive at the Child Labour Unit from the départmental levels. The first report on the child labour monitoring system was prepared in December 2005. This first report was related only to certain areas (in Daloa the villages of Allakoffikro, Bantykro, Bowaly and Grégbeu and for the Département of Soubré, the villages of Kipiri and Oureyo).

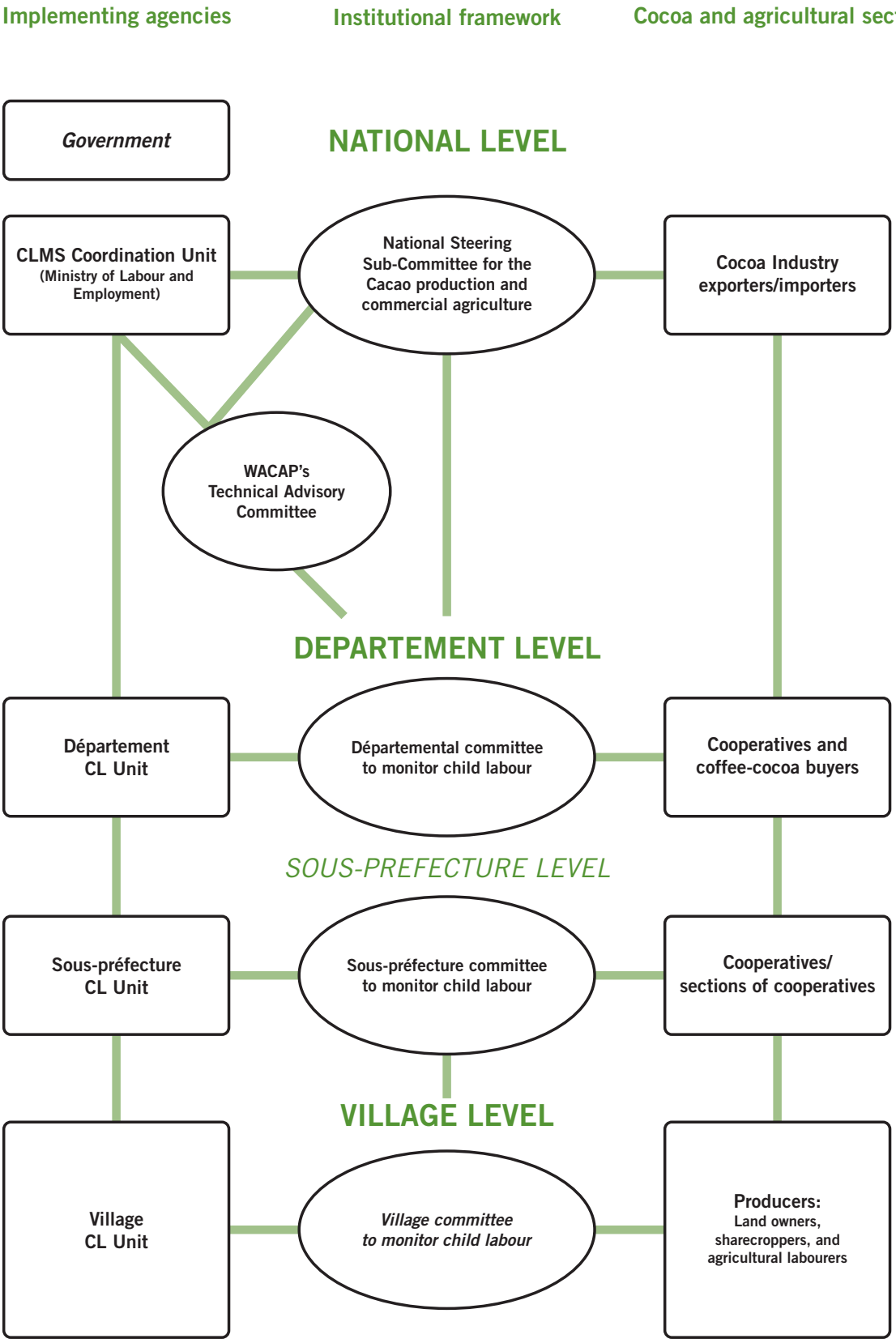
4.6 Learning from the child labour monitoring system in Côte d'Ivoire

Strengths

- **The child labour monitoring system is the first comprehensive data collection system on child labour in Côte d'Ivoire.** During a validation workshop of the monitoring system, many stakeholders, organizations and other ministries declared their satisfaction with it and expressed an interest in expanding it to other ministries or programmes.
- **The monitoring system involves many partners and links different administrative levels.** The wider involvement of different persons and groups contributes greatly to networking between villages and administrative authorities as well as with technical partner organizations. Such networking creates a forum for discussion on the issue of child labour in agriculture.
- **Community-wide responsibility for the child labour monitoring empowers people to take on the child labour problem in their villages.** Because local people link also with migrant agricultural workers and because the child labour committees are made up of a wider range of participants (young, old, men, women), a vitality is created at the village level. Local people are obliged to

[36] Comments from Nadine Koffi Assemien (CPC Côte d'Ivoire), 21.03.06.

Figure 2: The structure of the child labour monitoring system Côte d'Ivoire



discuss child labour with people from outside their community. The burden of child labour is no longer only the parents' or guardians' responsibility, but the community's. For instance, in one village, a teacher/parent group was set up to follow up on educating children withdrawn from child labour.

- **The child labour monitoring system has built the capacities of authorities at every level (under the project) to address the problem of child labour.** Those agencies that were trained under WACAP and were involved in implementing WACAP now have the capacity to work on other child labour initiatives as box 5 illustrates. The implementation of the child labour monitoring system by the community was seen as satisfactory.[37] The district level had taken the initiative to organize and set up child labour committees at both the district and community levels.

Box 5: Other child labour initiatives in Côte d'Ivoire

Apart from WACAP, the Government in Côte d'Ivoire supported a range of other relevant pilot projects including: the Sustainable Tree Crops Programme funded by the United States Agency for International Development and other donors; the pilot project on child labour monitoring in the district of Oumé; and the Primature pilot project on cocoa certification.

IPEC, through WACAP provided technical advice and training to staff and partners of these other initiatives. For example, WACAP staff trained the Primature project team on conducting ground surveys to identify child labour. Two of the child labour monitoring questionnaires were used to identify children and their employers in the Primature pilot project towards cocoa certification. Although an alternative system for data entry was developed in the Primature project (for the intermediate certification report). Children identified under the Primature project were assisted by two NGOs (RENFCAP and AICD) – implementing WACAP action programmes.

Challenges

To sustain the child labour monitoring programme beyond WACAP and to expand it to other districts, financial support is required. Small sums of money were paid to the monitors through WACAP. Without this, the monitors would not be able to continue their work. Financial support was also required for the district and sub-district levels for data inputting and analyses. District and sub-district levels report that they cannot follow up on the action plans in the villages without funds to support these plans.

The following difficulties were highlighted in the first child labour monitoring report from Côte d'Ivoire:

- More financial support for transport, such as bicycles, to optimize outreach was noted, particularly as monitors have to travel outside villages to camps where migrant workers live (transport is also required for moving between the district and village level.
- Sometimes even members of the community child labour committees who work largely on voluntary basis demand financial remuneration for their participation.
- Some households were reluctant to give information to the child labour monitors.
- More training on data processing is required for those inputting the monitoring information in the database.
- Sufficient printed questionnaires need to be available to the monitors.
- There is still a need to broaden the range of follow-up available to children withdrawn.
- The issue of extending the monitoring system to the other areas and zones not yet served by the project remains an uncertainty and challenge.

4.7 Future directions – Côte d'Ivoire

During the workshop to validate the child labour monitoring database, key stakeholders expressed their wish to continue to use the child labour monitoring system after WACAP's

[37] Comments from Gnaly Alexis, Child Labour Unit, Ministry of Labour, Côte d'Ivoire (2006).

completion. At the time that the project closed, the Ministry of Labour, along with other national stakeholders, was looking for ways to extend the child labour monitoring system to cover 50 per cent of cocoa production.[38] The National Cocoa Certification project (which piloted the child labour monitoring system in Oumé) was also looking for ways to extend the monitoring system. To extend to other communities, awareness raising on the problems of child labour is a prerequisite in those communities. Financial resources would be required to extend the child labour monitoring system to other cocoa producing districts of Côte d'Ivoire and to do the awareness raising, group formation and put in place the system.

The Ministry of Labour had expressed the need to extend the monitoring system to cover all sectors where children were working, however their main challenge was obtaining financial resources to extend and expand it.[39]

Emerging lessons learned from CLMs in Côte d'Ivoire

- **The child labour monitoring system should be put in place as early as possible in the project life cycle.** Because of the political problems in Côte d'Ivoire, the child labour monitoring component of WACAP began later than other WACAP project activities. Action programmes were already underway in many villages of WACAP focus.
- **Begin with fewer districts.** An interesting observation from the experience in Côte d'Ivoire was that perhaps selecting only one or two districts for the project would be more effective. All villages in the chosen district could be covered by the project.

[38] Comments from Nadine Koffi Assemien, CPC Côte d'Ivoire, 21.03.06.

[39] Comments from Gnaly Alexis, Child Labour Unit, Ministry of Labour, Côte d'Ivoire, (2006).

5. Other countries participating in WACAP

WACAP personnel involved in setting up the child labour monitoring system in Ghana were instrumental in helping the other WACAP participating countries to set up similar systems. The systems were not as advanced in the other countries as in Ghana and Côte d'Ivoire, for which a number of reasons can be cited. One reason was that the more the WACAP project, particularly its community-based monitoring system, was correlated to the cocoa certification scheme, the more the other countries felt the need to distance themselves from the problem. Cameroon and Nigeria did not feel the international pressure as much as Ghana and Côte d'Ivoire and seemed relatively less pressed to move on with establishing the system. Staff time is of essence and the conflict and unstable situation in Côte d'Ivoire, the relocation of the project office as well as much of the programming focus to Accra from Abidjan at the very initial stages to some extent drew on time that was to be devoted to programming and implementation in the other countries.

At close of the project, in Cameroon, the Ministry of Labour and Social Security was advancing its efforts to put in place a child labour monitoring system. Monitors and supervisors had been identified and trained.

Workshops were organized for more in-depth training for the Ministry of Labour and other partners and implementing agencies[40]. Training on the system was also targeted at labour inspectors and other staff of the child labour unit at the Ministry of Labour and Social Security[41].

Boké was identified for the pilot project for child labour monitoring in Guinea. A district committee for child labour monitoring was established. By the end of the project, the child labour monitoring system was underway in Bitoumodia, Kolabougny, Koréra and Tamarassy. A child labour unit was set up in the Ministry of Labour to manage the child labour monitoring system and other child labour projects in the country.

Preparatory phases and structure had to be put in place by the Ministry of Labour and Productivity for the child labour monitoring system in Nigeria. By close of the project, the child labour monitors and supervisors were trained and a workshop organized.

If the governments or stakeholders in any of these countries wanted to take the process forward, they had the know-how and the tools. Resources would be needed, however

[40] IPEC: *WACAP Project Status Report, December 2005* (Geneva, ILO, 2005).

[41] IPEC: *WACAP Technical Progress Report, September 2005* (Geneva, ILO, 2005).

6. Concluding remarks based on the WACAP experience

The following concluding remarks highlight elements and issues that were critical to the lead-up, design, start-up and success of the community-based monitoring systems in Ghana and Côte d'Ivoire.

Identifying and understanding the purpose – the compelling reason

Designing, establishing and sustaining any child labour monitoring system is a major undertaking involving long-term commitment by government and other key stakeholders and resources to establish, maintain and sustain the system. Whether or not the conditions for long-term commitment and hence the necessary resources exist depends to a large degree on whether or not there is a compelling reason for the child labour monitoring system to be established in the first place. IPEC experience with WACAP shows that child labour monitoring systems that are initiated at the behest of private sector entities often have a clear purpose to verify the status of child labour in their production and to monitor compliance of established criteria or standards by their supplying entities. The financial resources provided for such systems make it possible to establish and sustain relatively more elaborate child labour monitoring systems than those that could be established and sustained by solely public financing.

When child monitoring systems are to be established primarily by governments, for instance for reporting on the implementation of the provisions of the ILO Worst Forms of Child Labour Convention, 1999 (No. 182)[42] or other international or regional treatises and obligations, the systems generally need not be too elaborate and rigorous, but they nonetheless need to be credible. Given the limited resources that many of these have, a more feasible alternative would seem to be the integration of child labour indicators into a country's mainstream social and education monitoring systems. However, such integrated systems tend to be area specific and would not necessarily provide in-depth information related to child labour in any particular sector. Child labour monitoring, whether set up primarily by governments or non-government entities, needs to involve or be linked with labour inspection systems for sustainability.

There also is emerging interest in monitoring models that monitor a wider range of core labour standards issues, including child labour. The ILO is already testing such a model in the formal sector[43].

If the purpose is to establish a simple child labour monitoring system that is to be run and maintained by the community for the purpose of making the community more vigilant about its child labour situation, then it is more a matter of grouping and training community committees rather than establishing an elaborate computerized system for data collection and reporting. Such informal systems can be remarkable in bringing change within the communities and in identifying working children and referring them to school or other services, but they are seldom able to provide or support systematic, credible and reliable information on a periodic basis on selected children or on the overall child labour situation in a specific area. Nonetheless, they can indicate changes in more general terms over a period of time.

Listening to and involving key stakeholders and beneficiary communities

Once the purpose is determined, it is critical to have the involvement and commitment of key stakeholders, including beneficiary communities, administrative units and the various agencies and individuals who will need

[42] Article 5: "Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention."

[43] ILO's Better Factories project in Cambodia.

to facilitate the work. For instance, in the case of Ghana, this included the village chiefs. Intense awareness raising had to be done at the community level to help the communities understand what constituted child labour, what the dangers were for their children, and why education was so very important. At the same time, the voices from the communities had to be heard and taken into serious consideration in the design of the system.

An inclusive and experienced team to lead the consultative process

To consult the various players to be involved and to design a feasible and workable system, it was important for IPEC to put together a team that would bring together, on the one hand, experience from similar programmes, and on the other, voices of the communities, the district and national level players and national, the employers' and workers' organizations, the cocoa industry, and local and international expertise. Together, the experience and the voices would unite to create a do-able model. It was important to utilize the learning from past experience – in this case from the COMAGRI project in Kenya, and to envision a design and system that would be well grounded and adapted to the local context.

Defining and capacitating institutional arrangements and roles

As with any other system, it was imperative that the community-based child labour monitoring system would have realistic and workable institutional arrangements that would provide for clear coordination and supervisory roles and responsibilities. Processes that facilitate the flow of work and communication, and interfaces between the various system components and levels were identified and targeted for strengthening. For instance, resources were provided to enable good communication and contact through visits between the district and communities, training was provided on functions to be performed at the various levels and by various people.

It is clear that the WACAP child labour monitoring system (although rational and logical in plan) depends entirely on the ability and motivation at the national, district and local levels for actual implementation. Capacities of government administrations vary widely within and across countries. Training and re-training programmes, checks and verifications are critical for strengthening capacities, as are means to undertake the work, including technical support, equipment and logistics. In Ghana, the public administration is comparatively closer to the village and rural level than in some other countries, which helps in inter-linkages between the different levels, (field, district and national). This, along with the fact that Ghana was the first country to implement the WACAP child labour monitoring system, might explain the satisfaction expressed by stakeholders involved in the monitoring system there.

Ensuring an adequate social protection system

It is logical and essential that a system be in place to refer child workers, once identified, to schools or other services they may need. In other words, wherever there is child labour monitoring, there must also be a social protection system. A coordination mechanism amongst different actors is also required and should be discussed and formalized prior to starting the actual monitoring of workplaces. Those monitoring child labourers must be able to immediately get the children into schools, vocational training, or skills training, and to link with social services, police and other institutions for special needs. The danger of not having well-coordinated child labour monitoring and social protection systems is that children withdrawn from child labour are left with neither income nor developmentally sound alternative activities.

Confronting the unique circumstances of child labour in agriculture

Much of the child labour in agriculture takes place on small family farms and is deeply embedded and culturally accepted in rural areas. Changing entrenched cultural perceptions about children working in agriculture takes time and requires a lot of sensitization activities at all levels. Moreover, agricultural work often takes place in remote

areas, with limited, if any, school facilities and social protection institutions. The low presence, if any, of governmental and non-governmental agencies, workers' and employers' groups, and service providers and the low capacity for implementing and sustaining action of those that exist present a major challenge.

It is therefore important to strengthen local institutional capacities to implement programmes and deliver services. A few sessions of training are not sufficient to provide the capacity needed. It is a long-term process. One way to overcome the capacity barrier is to encourage learning-by-doing, for instance by partnering the local agency or group with one that is more experienced. This transfer of know-how is important for sustained action in the rural areas and should be encouraged by governments and development agencies through supportive measures, including technical advisory services. To confront child labour in agriculture, it is also critical for governments to put in more resources towards rural infrastructure, education and income opportunities for adults.

Grounding a monitoring system at the community level

Where the majority of child labour takes place on family farms, it is very difficult, if not impossible, to have a child labour monitoring system that is not grounded at the community level. Such a system also becomes sustainable over the longer term when linked to the district and national agencies and resources which can offer vision, training, tools, and can enable them to contribute to national data systems.

Gathering information comprehensively at the start, does not exclude scaling down afterwards

The pilot monitoring systems set up under WACAP collected comprehensive information. The monitoring questionnaires covered children working, children withdrawn from work and receiving support through WACAP, educational establishments where children are placed or expected to be, and workplaces or employers. Starting with comprehensive questionnaires does not exclude the possibility of scaling them down afterwards. Decisions on which aspects are "essential to know" for a monitoring system at a particular period can be separated from those that are "useful/helpful to know" but not necessarily critical at that point in time. Scaling up and including more questions, once a monitoring system is in place, is more difficult.

Sustainability of an industry-based system

Although the CLMS was successful during its implementation, it is difficult to predict how sustainable the WACAP child labour monitoring system would be in West Africa because the project ended. The cocoa industry eventually did not commit to the system and was exploring other options of gathering information on child labour in the cocoa sector in Ghana and Côte d'Ivoire.

Extending the monitoring system to other areas

Extension of the system to cocoa or non-cocoa areas would bring into the fold more districts, covering more child labourers and gathering more information about child labour in rural areas. Each time the system is rolled out to new areas, there will be need for awareness raising, capacity building, linkages and interfaces with the rest of the system. More administrative staff will be required to input data at the district level. More personnel may also be required in the national units organizing and analysing data to produce meaningful results.

Moving beyond figures to planning and response

Collecting data on child labour in agriculture is not an end in itself. Analysing data should go beyond the simple indication of differences in percentages of children engaged in child labour and become a starting point for further discussions and decisions to improve the effectiveness of national efforts against child labour. The next steps in data analyses are for the causes, consequences, patterns and extent of child labour to be analysed, along with highlighting differences between the participating and non-participating districts.

Monitoring data must be used for strategic planning that leads to the provision of services, facilities and opportunities to the children and families in the cocoa producing areas so that children are no longer involved in child labour. If there are particular successes in some districts in comparison to other districts, it is be important to analyse the reasons for the success. Over time, some of the questions that the monitoring data can respond to are:

- What do these indicators on child labour tell us and how do they compare to neighbouring areas, or even countries?
- What can we conclude from the differences between various districts?
- What are the implications of the numbers of children withdrawn for the employers/farmers from the perspective of losing workers, for the schools and other services in gaining students, and for the families in terms of loss of income?
- Who actually avails of child labour programmes and responds to anti-child labour campaigns? Older children? Boys? Girls? Children from larger farms? Children living with both parents? Orphans? Parents? Employers? Workers organizations? Cooperatives?
- Are there any reasons why in one region children have more access to education than another? (Is it the availability of schools? The quality of schools? The age of children withdrawn? Gender related issues?)
- Which regions require more educational services for children?
- Has the timing of the monitoring any impact on the numbers of children engaged in child labour (harvest time)?
- How is information about the ill effects of child labour communicated in the community? Does this have any effect on the child labour figures?

In conclusion, experience illustrates that community-based child labour monitoring can work. It can be as simple and informal or as elaborate and formal as called for by the purpose or reason for establishing it. Child labour monitoring does not replace labour inspection, but it can support it. Therefore, linkages with labour inspection or with other local authority are important from the standpoint of giving credence to the monitoring, providing sanctions if necessary, but most of all for sustaining or even expanding the work once the pilot phase has finished. The implementation of the child labour monitoring system in Ghana has shown that a comprehensive and effective system can be implemented, given sufficient time, capacity building and financial resources. The initiatives undertaken in Côte d'Ivoire showed that, given the political will, it was possible to adapt the community-based child labour monitoring system to its context, even at a time when the country was dealing with challenges arising from the political situation. There is no one system for all situations, but there is sufficient learning to provide guidance as to how such systems can be tailored to specific needs, purposes, and contexts. By the end of WACAP one thing was certain beyond doubt: change for the better had started to take place. In the future, if parents send their children to work on farms, they would do so with serious misgivings and under the watchful eye of the community. Where available, school would be the best option.

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Annex 1: Child labour monitoring tools – Ghana

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT

(CHILD LABOUR UNIT)

CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

BASELINE QUESTIONNAIRE

CLMS Tool No. 1: Child Labourers/ Children at Risk

*[**Note:** The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]*

[NOTE: To be filled during the first monitoring mission ONLY]

EMPLOYMENT INFORMATION BUREAU

November 2005

1

Section A: Personal Details

A1: Name of child. _____

A2: Date __/__/____

A3: Address of place of interview:

_____

District. _____ District code. ☐☐☐☐

Region. _____ Region code. ☐☐

Town/Village._____ Community/Locality_____

Community code ☐☐☐☐☐☐

A4: Age of Child. ☐☐ (years)

A5: Sex of child: 1 = Male 2 = Female ☐

A6: Hometown of Parents:

Father: Town/.village. _____ District. ☐☐☐☐ Region: ☐☐

Mother: Town/.village. _____ District. ☐☐☐☐ Region: ☐☐

2

(*Tick (✓)* the appropriate answer given by *the child*)

A7: Who does child live with currently?

1 = Both parents 2 = Father alone 3 = Mother alone
4 = Foster parent 5 = Relative 6 = Friends 7 = lives alone
8=Others, (Specify) _____

A8: Who provides for most of child's needs?

1 = Both parents 2 = Father alone 3 = Mother alone
4 = Foster parent 5 = Relative 6 = Friends 7 = Self
8=Employer (not parents or relatives)
9 = Others, (Specify)_____

A9: If not living with parent (father/mother), name of guardian:

_____

A10: Have you ever been to school: 1 = Yes 2 = No **(IF 2, GO TO SECTION B)**

A11: If yes, highest level attained:

1 = Nursery/KG 2 = Primary 3 = Middle/JSS 4 = SSS/Technical
5 = Vocational 6=Commercial 7= Post Secondary 8= Polytechnic
9= Tertiary education 10= Others, (Specify) _____

A12: Highest class/stage completed (In words): _____

Class/Stage No. ☐☐

A13: If dropped out of school, why?

1 = Parents could not afford cost 2 = Parents sent me to work
3 = Sickness/injury 4 = Not doing well in class 5 = Parents died
6 = Wanted to learn a trade 7 = Teenage pregnancy 8 = Others, (Specify) _____

3

Section B: Family Information

B1: List the names and the following details of immediate family members of the child.

No.	(a) Name	(b) Relationship to the child	(c) Age relative to child	(d) Life status	(e) Employment status
		1 = Father 2 = Mother 3 = Brother 4 = Sister	1 = Younger than the Child 2 = Older than the child	1 = Alive 2 = Deceased (If 2 end here)	1 = Working 2 = Attending school 3 = Not working and not attending School 4 = Too young to work or attend School 5 = Others, (Specify)
1		☐	☐	☐	☐ _____
2		☐	☐	☐	☐ _____
3		☐	☐	☐	☐ _____
4		☐	☐	☐	☐ _____
5		☐	☐	☐	☐ _____
6		☐	☐	☐	☐ _____
7		☐	☐	☐	☐ _____
8		☐	☐	☐	☐ _____
9		☐	☐	☐	☐ _____
10		☐	☐	☐	☐ _____

4

Section C: Child's Employment Information

Tick (✓) the appropriate answer given by the child)

C1: Which of the following categories does the child belong to?

1= Works on cocoa farm 2= Works on rice farm 3= Not attending school and accompanies friends/relatives to cocoa farm

4= Not attending school and accompanies friends/relatives to rice farm **(If 3 or 4, End Interview Here)**

C2: If the answer to QC1 is 1 or 2, then complete the following table below for the working child.

(Child may have multiple working places)

(a) Workplace	(b) Type of work (refer to codes below)	(c) Time that child often works: 1. During school hours 2. After school (daily) 3. Weekends 4. School holidays 5. Peak season	(d)Number of Hours usually worked per day by child:	(e) Number of Days usually worked per week by child	(f) Mode of payment: 1. Cash 2. Kind 3. Cash & kind 4. Not paid
Parents'/Guardian's Cocoa Farm	☐	☐	☐☐	☐	☐
Parents'/Guardian's Rice Farm	☐	☐	☐☐	☐	☐
Other People's Cocoa Farm	☐	☐	☐☐	☐	☐
Other People's Rice Farm	☐	☐	☐☐	☐	☐
Parents'/Guardians' House/workplace i.e. Other jobs	☐	☐	☐☐	☐	☐
Other People's Houses/Workplace i.e. Other jobs	☐	☐	☐☐	☐	☐

Choose the type of work that the child does very often from the following:

1 = Cocoa Farm labourer 2 = Rice Farm labourer 3 = Fishing 4 = Mining/Quarrying

5 = Livestock 6 = Selling 7 = Truck pushing/Kayayo 8 = House chores 9 = Others, (Specify) _____

5

C3: If Child is a Cocoa/Rice farm labourer, which of the following activities is child often engaged in?

Type of activities

1) Weeding of Cocoa farms	☐	8) Pods Plucking	☐
2) Cultivation/Planting of cocoa pods/beans	☐	9) Pods gathering	☐
3) Shelling of Cocoa	☐	10) Pods Breaking	☐
4) Loading and transportation of Cocoa	☐	11) Beans Stirring	☐
5) Spraying of Cocoa farm	☐	12)Scooping of beans	☐
6) Fertilizer Application on Cocoa farm	☐	13) Others, (Specify) _____	☐
7) Warding birds and pests off	☐		

C4: How long have you been doing this work?

1 = Under one year 2 = One year 3 = Two years 4 = Three years
5 = Four years 6=Five years 7=Above 5 years

C5: Why are you working?

1. Supplement family income 2. Earn own income 3. My friends are working
4. My parents demand that I work 5. No access to school/Vocation
6. Others (Specify) _____

C6: How did you come to work here?

1 = Sent by parent(s)/guardian 2 = Trafficking/Abducted 3 = Came by myself 4 = Others, (Specify) _____

C7: If trafficked/Abducted, explain how it happened_____

_____

_____

6

C8: Check C2 (f) and ask, if paid in cash, how much does child receive?

Time unit codes: 1 = Weekly 2 = Fortnightly 3 = Monthly 4 = Quarterly 5 = Half yearly
6 = Yearly 7 = Daily 8 = Others, (Specify) _____

Amount: ¢☐☐,☐☐☐,☐☐☐

C9: Who receives the money?

1 = Child him/herself 2 = Father alone 3 = Mother alone 4 = Both parents
5 = Guardian 6 = Relative 7 = Recruiter 8 = Others, (Specify) _____

C10: Check C1 (f) and ask, if paid in kind, what are you given/promised?

1 = Take care of schooling 2 = Taking care of me/Upkeep
3 = Sponsor me for a trade 4 = Family assistance
5 = Others, Specify) _____

7

Section D: Child Labour Impact

D1: Do you encounter any problems in working on the cocoa farms?
1 = Yes 2 = No (End Interview Here)

D2: Do you encounter any problems in working on the rice a farm?
1 = Yes 2 = No **(End Interview Here)**

D3: If yes, what kind of problems/risks have you experienced or are experiencing?
(Tick (✓) appropriate answer mentioned by the child, but leave blank if not mentioned))

No.	Problem	Yes/No	Explain the nature of the Problem
A	Problems due to carrying of heavy loads of cocoa	☐	
B	Problems due to carrying of heavy loads of rice	☐	
C	Problems due to working for long hours on cocoa farm	☐	
D	Problems due to working for long hours on rice farm	☐	
E	Injury from working machines/tools in the process of cocoa cultivation	☐	
F	Injury from working machines/tools in the process of rice cultivation	☐	
G	Problems due to Spraying of cocoa farms	☐	
H	Problems due to Spraying of rice farms	☐	
I	Problems due to fertilizer application on cocoa farm	☐	
J	Problems due to fertilizer application on rice farm	☐	
K	Others, (specify) _____	☐	

8

D4: If yes to any one in QD3, has any step or action been taken to address the Problem?
1 = Yes 2 = No (If Yes, GO TO QD5; If No, End Here)

D5: What steps or actions were taken, and by whom?

Problem letter (e.g. A) Write the letter of the work problem of the child below, if ticked in D2	Action taken 1 = Provided protective work attire 2 = Treated at hospital/Clinic 3 = Refused to work again 4 = Reported to chief/police 5 = Herbal Treatment 6 =Others, (specify)	Action taken by whom 1 = Myself 2 = Parent/guardian 3 = Employer 4 = Recruiter 5 = Friends/Work Colleagues 6 = Others, (Specify)
	☐	☐
	☐	☐
	☐	☐
	☐	☐

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Name of Supervisor_____

Signature of Supervisor: _____ Date: _____

Name and Signature of District Editor _____Date_____

9

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT

(CHILD LABOUR UNIT)

CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

MONITORING QUESTIONNAIRE

CLMS Tool No. 1A: Child Labourers/ Children at Risk

*[**Note:** The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]*

[NOTE: To be filled during all follow-up monitoring missions]

EMPLOYMENT INFORMATION BRANCH

November 2005

1

1: Name of child. _____

2: Date. __ __/__ __/__ __ __ __

3: Address of place of interview:

_____

District. _____ District **code.** ☐☐☐☐

Region. _____ **Region code.** ☐☐

Town/Village._____ **Community/Locality**_____

Community code ☐☐☐☐☐☐

4: Age of Child. ☐☐ (Years)

5: Sex of child: 1 = Male 2 = Female ☐

6: Hometown of Parents:

Father: Town/village. _____ District. ☐☐☐☐ Region: ☐☐

Mother: Town/.village. _____ District. ☐☐☐☐ Region:☐☐

2

7: Are you currently working? 1= Yes 2= No

8: Which of the following categories does the child belong to?

1= Works on cocoa farm 2= Works on rice farm 3= Not attending school and accompanying friends/relatives to cocoa farm

4= Not attending school and accompanying friends/relatives to rice farm

5= Others, (Specify)_____ **(If 3 or 4, End Interview Here)**

9: If the answer to Q8 is 1 or 2, then complete the following table below for the working child.

(Child may have multiple working places)

(a) Workplace	(b) Type of work (refer to codes below)	(c) Time that child often works: 1. During school hours 2. After school (daily) 3. Weekends 4. School holidays 5. Peak season	(d)Number of Hours usually worked per day by child:	(e) Number of Days usually worked per week by child	(f) Mode of payment: 1. Cash 2. Kind 3. Cash & kind 4. Not paid
Parents'/Guardian's Cocoa Farm	☐	☐	☐☐	☐	☐
Parents'/Guardian's Rice Farm	☐	☐	☐☐	☐	☐
Other People's Cocoa Farm	☐	☐	☐☐	☐	☐
Other People's Rice Farm	☐	☐	☐☐	☐	☐
Parents'/Guardians' House/workplace i.e. Other jobs	☐	☐	☐☐	☐	☐
Other People's Houses/Workplace i.e. Other jobs	☐	☐	☐☐	☐	☐

Choose the type of work that the child does very often from the following:

1 = Cocoa Farm labourer 2 = Rice Farm labourer 3 = Fishing 4 = Mining/Quarrying

5 = Livestock 6 = Selling 7 = Truck pushing/Kayayo 8 = House chores 9 = Others, (Specify) _____

3

10: If you (child) work on Cocoa or Rice farm, which of the following activities below are you often engaged in?

Type of activities

1) Weeding of Cocoa farms ☐	8) Pods Plucking ☐
2) Cultivation/Planting of cocoa pods/beans ☐	9) Pods gathering ☐
3)Shelling of Cocoa ☐	10) Pods Breaking ☐
4) Loading and transportation of Cocoa ☐	11) Beans Stirring ☐
5) Spraying of Cocoa farm ☐	12)Scooping of beans ☐
6) Fertilizer Application on Cocoa farm ☐	13) Others, (Specify) _____ ☐
7) Warding birds and pests off ☐	

11: Do you encounter any problems in relation to the work you do?

1 = Yes 2 = No ☐ **(If No, Go to Q15)**

4

12: If yes, what kind of problems/risks have you experienced or are experiencing?
(Tick (✓) appropriate answer mentioned by the child, but leave blank if not mentioned))

No.	Problem	Yes/No	Explain the nature of the Problem
A	Problems due to carrying of heavy loads of cocoa	☐	
B	Problems due to carrying of heavy loads of rice	☐	
C	Problems due to working for long hours on cocoa farm	☐	
D	Problems due to working for long hours on rice farm	☐	
E	Injury from working machines/tools in the process of cocoa cultivation	☐	
F	Injury from working machines/tools in the process of rice cultivation	☐	
G	Problems due to Spraying cocoa farms	☐	
H	Problems due to Spraying rice farms	☐	
I	Problems due to fertilizer application on cocoa farm	☐	
J	Problems due to fertilizer application on rice farm	☐	
K	Others, (specify) _____	☐	

13: If yes to any one in Q12, has any step or action been taken to address the problem since the last monitoring period?
1 = Yes 2 = No (**If Yes, GO TO Q14; If No, end here**)

5

14: If yes to Q13, what steps or actions were taken, and by whom?

Problem letter (e.g. A) Write the letter of the work problem of the child below, if ticked in Q12	Action taken 1 = Provided protective work attire 2 = Treated at hospital/Clinic 3 = Refused to work again 4 = Reported to chief/police 5 = Herbal Treatment 6 =Others, (specify)	Action taken by whom 1 = Myself 2 = Parent/guardian 3 = Employer 4 = Recruiter 5 = Friends/Work Colleagues 6 = Others, (Specify)
	☐	☐
	☐	☐
	☐	☐
	☐	☐

15: Why do you continue to work?

1 = Supplement family income

2 = Earn own income 3 = My age mates are also working 4 = My parents demand that I work

5 = Others, (Specify) _____ ☐

(End here if child is working on Cocoa/Rice farm)

16: If NOT working (check Q7), what are you doing currently?

1 = Schooling 2 = At home 3. Not Well (Sick)

4. No work available 5.Others, (Specify)_____ ☐

6

17: Why did you stop working?

1 = Work too Difficult 2 = Have been Sacked ☐ 3 = Due to awareness creation and sensitization programmes ☐
4=Others, (Specify) ☐ _____

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Supervisors Name and Signature: _____

Date: _____

District Editor's Name and Signature _____

7

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT

(CHILD LABOUR UNIT)

CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

BASELINE QUESTIONNAIRE

CLMS Tool No. 2: Children Receiving Support Identification Information

[NOTE: To be filled during the first monitoring mission ONLY]

*[**Note:** The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]*

EMPLOYMENT INFORMATION BRANCH

November 2005

Section A: Personal Details

(Tick (✓) all that are mentioned by the Child where appropriate)

A1: Name of child. _____

A2: Date. __ __/__ __/__ __ __ __

A3: Address of place of interview:

_____

District _____ **District code** ☐☐☐☐

Region _____ **Region code** ☐☐

Town/Village_____**Community/Locality**_____

Community code ☐☐☐☐☐☐

A4: Age of Child. ☐☐ (years)

A5: Sex of child: 1 = Male 2 = Female

A6: Hometown of Parents:

Father: Town/village. _____ District. ☐☐☐☐

Region: ☐☐

Mother: Town/village. _____ District ☐☐☐☐

Region:☐☐

A7: Child's Ethnic group (Tribe):

1 = Akan 2 = Ga Adangbe 3 = Ewe 4 = Guan 5 = Gurma

6 = Mole-Dagbani 7 = Hausa 8 = Grusi 9 = Mande

10 = Others, (Specify)_____

A8: Who does child live with currently?

1 = Both parents 2 = Father alone 3 = Mother alone

4 = Foster parent 5 = Relative 6 = Friends 7 = lives alone

8=Others, (Specify) _____

A9: Who provides for most of child's needs?

1 = Both parents 2 = Father alone 3 = Mother alone

4 = Foster parent 5 = Relative 6 = Friends 7 = Self

8 = Employer (not parents or relatives)

9= Others, (Specify)_____

2

A10: If not living with parent (father/mother), name of guardian:

_____

SECTION B: CHILD'S EDUCATIONAL INFORMATION

(Tick (✓) all that are mentioned by the child)

B1: Are you in School or Vocational Skills Training? 1 = Yes 2 = No

B2: If child is not in school, why?

1= Fees/levies not yet paid 2=Uniforms/shoes not ready 3=Not interested in school/vocational institution

4= Others, (Specify)_____

B3: If yes, which of the following are you in?

1 = Nursery/KG 2 = Primary 3 = JSS 4 = SSS/Technical

5 = Vocational 6=Commercial 7= Post Secondary 8= Polytechnic

9= Tertiary education 10=Others (Specify) _____

B4: Class/stage /year of School/Vocational Training (In words):

_____

Class/Stage No. ☐☐

B5: How often do you go to school?

1 = Regularly 2 = Irregularly 3 = Rarely 4 = Dropped out

B6: If not regular in school, why?

1 = Parents could not afford cost

2 = Child works (on Cocoa farm) on school days/during school hours

3 =Child works (on Rice farm) on school days/during school hours 4=Sickness/injury

5 = Not doing well in class

6 = learning a trade 7 = Teenage pregnancy

8 = Others, (Specify) _____

B7: Performance

Area	
1 = Class work – overall assessment in class, latest test/exam (see report form)	Position/Grade:
2 = Number of times punished	Number:
3 = Games, sports and interest	Type:
4 = Number of close friends in school	Number:

3

B8: Are you experiencing any problems (Affecting your health or education)?

Problem location		Answer (Yes/No)	If yes, what is the problem	How can the problem be solved
At school/education/Institution				
At home				
Personal				

SECTION C: Child's Rehabilitation Information

(Information for this section should be provided by the project official/government official or other official involved in the data collection after withdrawal of the child)
(Tick: (✓) all that are mentioned by the child)

C1: Date of withdrawal? __ __/__ __/__ __ __ __

C2: Place of withdrawal Region_____ Code: ☐☐
District_____ Code: ☐☐☐☐
Community_____ Code: ☐☐☐☐☐☐

C3: Which of these categories does child belong to?
1 = Withdrawn from child labour activity 2 = Prevented from Child labour activity

C4: What benefits is the child receiving?
1=Rehabilitation (School/Vocational training) **2** = Social protection (to family)
3 = Reintegration 4 = Others, (Specify) _____

C5: If child has been rehabilitated, what type of intervention/rehabilitation is the child receiving?
1 = Formal school 2 = Non formal school/Basic literacy 3 = Vocational training
4 = Others, (Specify) _____

C6: If the child is in a formal school/vocational training institution, what type of school/institution is child registered in?
1 = Government/Public 2 = Private/NGO 3 = Quasi (Both)
4 = Others, Specify _____

C7: Name and address of Institution _____
_____
_____

C8: What was the date of registration? __ __/__ __/__ __ __ __

4

C9: What type of direct assistance or support has child received so far?

1 = Uniforms 2 = Shoes 3 = School bags 4 = Learning Materials
5 = Extra classes 6 = School levies/fees 7= Sewing machine
8= Others, (Specify) _____

C10: If in vocational school/trade what type of skill is he/she receiving?

1=Sewing 2= Carpentry 3=Auto mechanics/fitting 4=catering
5= Others (Specify) _____

C11: Check QC4, if reintegration, who is child reunited with?

1 = Both parents 2 = Father alone 3 = Mother alone 4 = Foster parent
5 = Relative 6 = Others, (Specify) _____

C12: Check QC4, if social protection for family, what kind of social protection is given to parents/guardian of the child?

1 = Skill development 2 = Tools e.g. push truck, machine 3 = Raw material
4 = Financial support e.g. seed money 5 = Counselling e.g. Health, Legal
6 = Others, (Specify) _____

C13: What kind of trade area is the social protection targeted for?

1 = Cocoa Farming 2 = Rice Farming 3= Oil making 3 = Catering
5 = Livestock 6 = Trading 7 = Sewing 8 = Hairdressing
9 = Others, (Specify) _____

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Name and Signature of Monitoring Supervisor: _____

Date: _____

Name and signature of District Editor_____ **Date**_____

5

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT

(CHILD LABOUR UNIT)

CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

MONITORING QUESTIONNAIRE

CLMS Tool No. 2A: Children Receiving WACAP Support Identification Information

[NOTE: To be filled during all follow-up monitoring missions]

*[**Note:** The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]*

EMPLOYMENT INFORMATION BRANCH
November, 2005

1

PERSONAL DETAILS

(Tick (✓) all that are mentioned by the Child where appropriate)

1: Name of child. _____

2: Date. __ __/__ __/__ __ __ __

3: Address of place of interview:

_____

District. _____ **District code.** ☐☐☐☐

Region. _____ Region **code.** ☐☐

Town/Village._____**Community/Locality**_____

Community code ☐☐☐☐☐☐

4: Age of Child. ☐☐ (Years)

5: Sex of child: 1 = Male 2 = Female

6: Who does child live with currently?

1 = Both parents 2 = Father alone 3 = Mother alone
4 = Foster parent 5 = Relative 6 = Friends 7 = lives alone
8=Others, specify)_____

7: Who provides for most of child's needs?

1 = Both parents 2 = Father alone 3 = Mother alone
4 = Foster parent 5 = Relative 6 = Friends 7 = Self
8 = Employer (not parents or relatives)
9= Others, (specify)_____

EDUCATIONAL INFORMATION

(Tick (✓) all that are mentioned by the Child where appropriate)

8: Are you in School or Vocational Skills Training Institution? 1 = Yes
2 = No (If Yes, Go To Q10)

9: If child is not in school, why?

1= Fees/levies not yet paid 2=Uniforms/shoes not ready 3=Not interested in school/vocational institution
4= Others, (Specify)_____

10: If yes, which of the following are you in?

1 = Nursery/KG 2 = Primary 3 = JSS 4 = SSS/Technical
5 = Vocational 6=Commercial 7= Post Secondary 8= Polytechnic
9= Tertiary education 10=Others, (Specify) _____

11: Class/stage /year of School/Vocational Training (In words):

_____

Class/Stage No. ☐☐

12: How often do you go to school?

1 = Regularly 2 = Irregularly 3 = Rarely 4 = Dropped out

2

13: If not regular in school, why?

1 = Parents could not afford cost 2 = Child works (on Cocoa farm) on school days/during school hours 3 =Child works (on Rice farm) on school days/during school hours 4=Sickness/injury 5 = Not doing well in class
6 = learning a trade 7 = Teenage pregnancy
8 = Others, (Specify) _____

14: Performance

Area	
1 = Class work – overall assessment in class, latest test/exam (see report form)	Position/Grade:
2 = Number of times punished since last monitoring mission	Number:
3 = Games, sports and interest	Type:
4 = Number of close friends in school	Number:

INTERVENTION INFORMATION
(Tick (✓) all that are mentioned by the Child where appropriate)

15: Which of these categories does child belong to?

1 = Withdrawn from child labour activity 2 = Prevented from Child labour activity

16: What benefits is the child receiving?

1=Rehabilitation (School/Vocational training) **2** = Social protection (to family)
3 = Reintegration 4 = Others, (Specify) _____

17: If child has been rehabilitated, what type of intervention/rehabilitation is the child receiving?

1 = Formal school 2 = Non formal school/Basic literacy 3 = Vocational training
4 = Others, (Specify) _____

18: If the child is in a formal school/vocational training institution, what type of school/institution is child registered in?

1 = Government/Public 2 = Private/NGO 3 = Quasi (Both)
4 = Others, Specify _____

19: What type of direct assistance or support has child received so far?

1 = Uniforms 2 = Shoes 3 = School bags 4 = Learning Materials
5 = Extra classes 6 = School levies/fees 7= Sewing machine
8= Others, (Specify) _____

3

20: If in vocational school/trade what type of skill is he/she receiving?

1=Sewing 2= Carpentry 3=Auto mechanics/fitting 4=catering
5= Others, (Specify) _____

21: Check Q16, if reintegration, who is child reunited with?

1 = Both parents 2 = Father alone 3 = Mother alone 4 = Foster parent
5 = Relative 6 = Others, (specify) _____

22: If not in school or not regular, why?

1 = Parents could not afford cost
2 = Child works on cocoa farm on school days/hours
3 = Child works on rice farm on school days/hours
4 = Sickness/injury 5 = Not doing well in class
6 = Wanted to learn a trade 7 = Teenage pregnancy
8 = Others, Specify _____

23: Are you experiencing any problem?

Problem location	**Answer (Yes/No)**	**If yes what is the problem**	**How can the problem be solved**
At school/education/Institution			
At home			
Personal			

24: What benefits has child received so far?

1=Rehabilitation (School/skill development) 3 = Social protection (to family)
4 = Reintegration 5 = Others, Specify _____

25: What is the state of the support that the child is receiving, since the last monitoring visit?

1=Support for child Improved
2=Support for child not changed since last visit
3= Support for child worsen since last period
If 3 explain _____

4

SECTION B

(Information for this section should be provided by the project official/government official or other official involved in the data collection after withdrawal of the child)

(*Tick: (✓)* **the** *appropriate answer*)

27: If child is receiving family support, what kind of social protection is being given to parents/guardian of the child?

1 = Skill development 2 = Tools e.g. push truck, machine 3 = Raw material
4 = Financial support e.g. seed money 5 = Counselling e.g. Health, Legal
6 = Others, Specify_____

28: What kind of trade area is the assistance being given to parents/guardian targeted towards?

1 = Farming 2 = Food Processing 3 = Spraying
3 = Livestock Rearing 6 = Trading 7 = Sewing 8 = Hairdressing
9 = Others, specify _____

29: What is the state of the support that the child's parent(s)/guardian is/are receiving since the last monitoring visit?

1=Support for child's parent(s)/guardian Improved
2=Support for child's parent(s)/guardian not changed since last visit
3= Support for child's parent(s)/guardian worsen since last period
If 3 explain _____

THANK YOU VERY MUCH
END OF INTERVIEW

****

Name of monitor _____
Name and Signature of Monitoring Supervisor: _____
Date: _____
Name and Signature of District Editor _____ **Date** _____

5

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT
(CHILD LABOUR UNIT)
CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

BASELINE QUESTIONNAIRE

CLMS Tool No. 3: Education/Training Institution Information
(Information for this section should be provided by a higher Authority of the school or training institution in which the child is registered or to be registered)

[NOTE: To be filled during the first monitoring mission ONLY]

[Note: The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]

EMPLOYMENT INFORMATION BRANCH
November, 2005

Section A: Identification of Institution

A1: Name of Institution:

_____

A2: District. _____ **District code.** ☐☐

A3: Region. _____ **Region code.** ☐☐

A4: Postal Address_____

Town/Village._____

Community/**Locality**_____

Telephone_____

Email_____

Section B: Details of Contact Person / Institution

B1. Name of contact person:

_____

B2. Title of contact person:

1 = Teacher 2 = Administrator 3 = Head teacher/Head of Institution

4 = Others, Specify _____

B3. Type of institution?

1 = Nursery/KG 2 = Primary School 3 = JSS 4 = SSS / Technical

5 = Vocational training 6 = Commercial 7 = Non Formal Education

8 = Polytechnic 9 = Tertiary

10 = Others, (Specify) _____

2

B4: School/Training institution's enrollment for current year

Class/Grade / Form/Year	No. of withdrawn/prevented children			Total No. of children enrolled in school/institution		
	Male	Female	Total	Male	Female	Total
1	☐	☐	☐☐	☐	☐	☐☐
2	☐	☐	☐☐	☐	☐	☐☐
3	☐	☐	☐☐	☐	☐	☐☐
4	☐	☐	☐☐	☐	☐	☐☐
5	☐	☐	☐☐	☐	☐	☐☐
6	☐	☐	☐☐	☐	☐	☐☐
7	☐	☐	☐☐	☐	☐	☐☐
8	☐	☐	☐☐	☐	☐	☐☐
9	☐	☐	☐☐	☐	☐	☐☐
Total	☐☐☐	☐☐☐	☐☐☐	☐☐ ☐	☐☐ ☐	☐☐☐

B5: Last month's school/training institution's attendance

Attendance regularity	No. withdrawn/ prevention children		Whole school/institution	
	Males	Females	Males	Females
Regular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Irregular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Total absenteeism	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐

B6: Last month's school/training institution's attendance

Attendance regularity	No. withdrawn/ prevention children		Whole school/institution	
	Males %	Females %	Males %	Females %
Regular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Irregular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Total absenteeism	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐

3

B7: Check QB5, for the "irregular" and "total absenteeism" cases, give reasons?

No.	Reason(s)	(Tick (✓) all that apply)
1	Gone to work	☐
2	Caring for other family members	☐
3	Truancy	☐
4	Illness	☐
5	Dropped out	☐
6	Dismissed	☐
7	Others,(Specify)_____	☐

Section C: Attributes of Ex-Working Children

C1: How do you rate the performance of ex-child workers against other pupils/trainees students in the following areas?

Attribute	Scale: 1 = Better 2 = No difference/same 3 = Worse	If 3, what action do you recommend for addressing the situation?
Class work		
Discipline/ Socialization		
Extra curriculum activities		

C2: Do you have children who have left school purposely to work?
1 = Yes 2 = No 3 = Don't know

4

C3: If yes, please give the following details.

	Name of Child	Age	Class or grade left	Date left	Where the child can be contacted currently	Nature of work the child is engaged in, if known
1		☐				
2		☐				
3		☐				
4		☐				
5		☐				
6		☐				
7		☐				
8		☐				
9		☐				
10		☐				

C4: Is there any Organisation/Project (apart from WACAP) assisting the school
/Institution in combating child labour in this community?
1 = Yes 2 = No

C:5 If Yes, give the following information below:

Activity/Project	Partners	Number of students involved	
		Males	Females

C6: What support is the school/institution receiving from WACAP towards combating child labour?

No.	Support (s)/Assistance	(Tick (✓) all that apply)
1	Income Generating Activity	☐
2	School Infrastructure	☐
3	Desks	☐
4	Stationery	☐
5	Sanitation	☐
6	Capacity Building	☐
7	Counselling	☐
8	Others Specify)_____	☐

5

C7: If the school/training institution has an income generating activity (IGA) state the following

a) Type of IGA_____

b) Number of children benefiting from the IGA

_____

c) Form of assistance to the beneficiaries

_____

C8: How do you rate the level of child labour awareness in this community/area?

1 = High 2 = Average 3 = Low 4 = Other (specify)_____ ☐

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Name and Signature of Monitoring Supervisor _____

Date: _____

Name and Signature of District Editor_____**Date**_____

6

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT

(CHILD LABOUR UNIT)

CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

MONITORING QUESTIONNAIRE

CLMS Tool No. 3A: Education/Training Institution Information

(Information for this section should be provided by a higher Authority of the school or training institution in which the child is registered or to be registered)

[NOTE: To be filled during all follow-up monitoring missions]

[Note: The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]

EMPLOYMENT INFORMATION BRANCH

November, 2005

Date of Monitoring: _____

Section A: Identification of Institution

A1: Name of Institution: _____

A2: District. _____ **District code.** ☐☐☐☐

A3: Region. _____ **Region code.** ☐☐☐☐

A4: Postal Address_____

Town/Village. _____ Community/**Locality**_____

Telephone_____ **Email**_____

Section B: Details of Contact Person / Institution

B1. Name of contact person: _____

B2. Title of contact person:

1 = Teacher 2 = Administrator 3 = Head teacher/Head of Institution

4 = Other specify _____ ☐

B3. Type of institution?

1 = Nursery/KG 2 = Primary school 3 = JSS 4 = SSS / Technical

5 = Vocational training 6 = Commercial 7 = Non Formal Education

8 = Polytechnic 9 = Tertiary 10 = Other (specify) _____ ☐

B4: School/Training institution's enrollment for current year

Class/Grade/ Form/Year	No. of withdrawn/prevented children			Total No. of children enrolled in school/institution		
	Male	Female	Total	Male	Female	Total
1	☐	☐	☐☐	☐	☐	☐☐
2	☐	☐	☐☐	☐	☐	☐☐
3	☐	☐	☐☐	☐	☐	☐☐
4	☐	☐	☐☐	☐	☐	☐☐
5	☐	☐	☐☐	☐	☐	☐☐
6	☐	☐	☐☐	☐	☐	☐☐
7	☐	☐	☐☐	☐	☐	☐☐
8	☐	☐	☐☐	☐	☐	☐☐
9	☐	☐	☐☐	☐	☐	☐☐
10	☐	☐	☐☐	☐	☐	☐☐
Total	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

B5: Last month's school/training institution's attendance

Attendance regularity	No. withdrawn/ prevention children		Whole school/institution	
	Males	Females	Males	Females
Regular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Irregular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Total absenteeism	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐

2

B6: Last month's school/training institution's attendance

Attendance regularity	No. withdrawn/ prevention children		Whole school/institution	
	Males %	Females %	Males %	Females %
Regular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Irregular	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐
Total absenteeism	☐☐.☐	☐☐.☐	☐☐.☐	☐☐.☐

B7: Check QB5, for the "irregular" and "total absenteeism" cases, give reasons?

No.	Reason(s)	(Tick (✓) all that apply)
1	Gone to work	☐
2	Caring for other family members	☐
3	Truancy	☐
4	Illness	☐
5	Dropped out	☐
6	Dismissed	☐
7	Others (Specify)_____	☐

Section C: Attributes of Ex-Working Children

C1: How has the rating of ex-child labourers compared to other pupils/students changed since the last monitoring mission?

Attribute	Scale: 1 = Improved 2 = Not changed/same 3 = Worsened	If 3, what action do you recommend for addressing the situation?
Class work		
Discipline/ Socialization		
Extra curriculum activities		

C2: Do you have children who have left school purposely to work?

1 = Yes 2 = No **(GO TO QC4)** 3 =Don't know

C3: If yes, please give the following details.

	Name of Child	Age	Class or grade left	Date left	Where the child can be contacted currently	Nature of work the child is engaged in, if known
1		☐				
2		☐				
3		☐				
4		☐				
5		☐				
6		☐				
7		☐				
8		☐				
9		☐				
10		☐				

3

C4: Is there any Organisation/Project (apart from WACAP) assisting the school /Institution in combating child labour in this community since the last monitoring mission? 1 = Yes 2 = No

C: 5 If yes give the following information below:

Activity/Project	Partners	Number of students involved	
		Males	Females

C6: What support is the school/institution receiving from WACAP towards? Combating child labour since the last monitoring mission?

No.	Support (s)/Assistance	(Tick (✓) all that apply)
1	Income Generating Activity	☐
2	School Infrastructure	☐
3	Desks /Stationery	☐
4	Sanitation	☐
5	Capacity Building	☐
6	Counselling	☐
7	Others, Specify)_____	☐

C7: If the school/training institution has an income generating activity (IGA) state the following

a) Type of IGA_____

b) Number of children benefiting from the IGA

_____

c) Form of assistance to the beneficiaries _____

C8: How do you rate the level of child labour situation in this community/area since the last monitoring mission?

1 = Increased 2 = Same 3 = Declined

4 = Other, (specify) _____ ☐

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Name and Signature of Monitoring_____ Date: _____

Name and Signature of District Editor_____Date_____

4

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT
AND EMPLOYMENT
(CHILD LABOUR UNIT)
CHILD LABOUR MONITORING SYSTEM IN
COCOA/COMMERCIAL AGRICULTURE IN GHANA

BASELINE QUESTIONNAIRE

CLMS Tool No. 4: The Employer/Farm

[NOTE: To be filled during the first monitoring mission ONLY]

[The information for this section should be provided by the child's employer or his representative who is well informed about the organisation and the child]

[NOTE: To be filled during the first monitoring mission ONLY]

EMPLOYMENT INFORMATION BRANCH
November, 2005

Section A: Work place Identification

A1: Name of Establishment: _____

A2. District. _____ **District code.** ☐☐

A3. Region. _____ **Region code.** ☐☐

A4. Postal/Physical Address_____

Town/Village._____ **Community/Locality**_____

Telephone _____ **Email** _____

Section B: Respondent's Details
(Tick the appropriate answers where applicable)

B1. Name of respondent

_____

B2. Respondent's relationship with the Establishment:
1 = Owner 2 = Manager/Director 3 = Administrator/Secretary
4 = caretaker 5=Labourer 6= Tenants
7 = Others (specify) _____

Section C: Details of the Farm
(Tick the appropriate answers where applicable)

C1. What is the main commodity produced by this farm?
1 = Cocoa 2 = Rice 3 = Maize 4 = Palm Oil 5 = Soya Beans
6 = Horticulture 7 = Yams 8= Cassava/Plantains 9 = Livestock
10 = Fruits e.g. Pineapple 11 = Vegetables e.g. Onions 12 = Selling
13 = Others, (Specify) _____

C2. If Cocoa/Rice farm, how large is the farm? (*Take best estimate*).
1 = Below 10 acres 2 = 10 to 50 acres 3 = Above 50 acres but below 100 acres 4 = Above 100 acres

C3. Do you engage children (i.e. below 18 years) on your Cocoa farm?
(For only the Cocoa growing Districts)
1=Yes 2=No

C4. Do you engage children (i.e. below 18 years) on your rice farm?
(Only for Kassena Nankana District)
1=Yes 2=No

C5. What is the current number of employees?

Age group	Males	Females	Total
Below 12 years	☐	☐	☐
From 12 years to 14 years	☐	☐	☐
15 years to 17years	☐	☐	☐
18 years and above	☐	☐	☐
Total	☐	☐	☐

Section D: Working environment

(Tick the appropriate answers where applicable)

D1: Are trade union activities allowed/existing in the farm?

1 = Yes 2. = No 3 = Don't know

D2: What is the main level of engagement of children, i.e. for workers aged less than 18 years?

1 = Full time 2 = Peak season hire 3 = Holidays/weekends
4 = After school, daily 5=Before school, daily
6 = Others, Specify) _____

D3. What type of work is assigned to children, i.e. for workers below 18years?

Type of activities	Tick (✓) all that are applicable	
	Males	Females
1) Weeding of Cocoa farms	☐	☐
2) Cultivation/Planting of cocoa pods/beans	☐	☐
3)Shelling of Cocoa	☐	☐
4) Loading and transportation of Cocoa	☐	☐
5) Spraying of Cocoa farm	☐	☐
6) Fertilizer Application on Cocoa farm	☐	☐
7) Warding birds and pests off	☐	☐
8) Pods Plucking	☐	☐
9) Pods gathering	☐	☐
10) Pods Breaking	☐	☐
11) Beans Stirring	☐	☐
12)Scooping of beans	☐	☐
13) Others, (Specify) _____	☐	☐

D4. Which of the following hazards have been experienced by children engaged?
(Please Tick (✓) when answer is yes, If No leave box blank)

No.	Problem	Yes/No	Explain the nature of the Problem
A	Problems due to carrying of heavy loads of cocoa	☐	
B	Problems due to carrying of heavy loads of rice		
C	Problems due to working for long hours on cocoa farm	☐	
D	Problems due to working for long hours on rice farm	☐	
E	Injury from working machines/tools in the process of cocoa cultivation	☐	
F	Injury from working machines/tools in the process of rice cultivation	☐	
G	Problems due to Spraying cocoa farms	☐	
H	Problems due to Spraying rice farms	☐	
I	Problems due to fertilizer application on cocoa farm	☐	
J	Problems due to fertilizer application on rice farm	☐	
K	Others, (specify) _____	☐	

D5: If yes to any of the problems in D4, have steps been taken to address the risk?
1 = Yes ☐ 2 = No ☐ **(If No, Go To D7)**
D6: What steps or actions were taken, and by whom?

Problem letter (e.g. A)	Action taken 1 = Provided protective work attire 2 = Treated at hospital/Clinic 3 = The children have refused to work again 4 = Reported to chief 5 = Herbal Treatment 6 =Other (specify)	Action taken by whom 1 = Child 2 = Parent/guardian 3 = Employer 4 = Recruiter 5 = Friends/Work Colleagues 6 = Other (Specify)
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

4

D7: In your opinion what could be done to avoid/ minimize such work place hazards?

1= Community farm assistance 2= Provision of Push trucks 3=Provision of Protective equipments to older children

4=Others, (Specify)_____

D8. Which protective equipments/safety measures are used in this farm?.

1 = Mask/Nose guard 2 = Wellington boots 3 = Sun shades

4 = Overalls/Raincoats 5 = Gloves 6 =Helmet 7=First Aid Box

8= Others, (Specify) _____

D9: What is/are the main reason(s) for using persons aged below 18 years on the farm?

Reason	Tick (✓) all that are applicable
1. Assist children to pay school fees or other training	☐
2. To occupy children during school holidays	☐
3. They accept lower wages/salaries	☐
4. They adapt more easily to training	☐
5. They accept to work longer/odd hours	☐
6. They are suitable for certain jobs/duties	☐
7. They do not involve in labour disputes, are easy to control	☐
8. To help child and/or his/her family	☐
9. Children accompany parents to work place to help	☐
10. There are no alternatives to child labour (i.e. schools/training institutions are not easily accessible/affordable for children)	☐
11. High cost of Labour	☐
12. Others, (Specify) _____	☐

THANK YOU VERY MUCH

END OF INTERVIEW

****

Name of monitor _____

Signature of monitoring Supervisor: _____

Date: _____

Name and Signature of District Editor_____

Date_____

5

Questionnaire/Form No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Monitoring Mission No. ☐☐

MINISTRY OF MANPOWER DEVELOPMENT
AND EMPLOYMENT
(CHILD LABOUR UNIT)
CHILD LABOUR MONITORING SYSTEM IN
COCOA/COMMERCIAL AGRICULTURE IN GHANA

MONITORING QUESTIONNAIRE

CLMS Tool No. 4A: The Employer/Farm
[NOTE: To be filled during all follow-up monitoring missions]

[The information for this section should be provided by the child's employer or his representative who is well informed about the organisation and the child]

EMPLOYMENT INFORMATION BRANCH
November, 2005

Section A: Farm Identification

Monitoring Date: _____

A1: Name of Farm _____

A2. District. _____ **District code.** ☐☐

A3. Region. _____**Region code.** ☐☐

A4. Postal/Physical Address_____

Town/Village_____
Community/Locality_____

Telephone _____ **Email**_____

Section B: Respondent's Details

B1. Name of respondent:

_____

B2. Respondent's relationship with the Farm:

1 = Owner 2 = Manager/Director 3 = Administrator/Secretary
4 = caretaker 5=Labourer 6= Tenants
7 = Others, (Specify) _____

Section C: Details of the Farm

(Tick the appropriate answers)

C1. What is the main commodity produced by this Farm?
(If Cocoa or Rice then Go To C2, otherwise End Here)

1 = Cocoa 2 = Rice 3 = Maize 4 = Palm Oil 5 = Soya Beans
6 = Horticulture 7 = Yams 8= Cassava/Plantains
9 = Livestock 10 = Fruits e.g. Pineapple 11 = Vegetables e.g. Onions
12 = Others, (Specify) _____

2

C2. How large is the farm? (*Take best estimate).*

1 = Below 10 acres 2 = 10 to 50 acres 3 = Above 50 acres but below 100 acres 4 = Above 100 acres

C3. Have you engaged the services of children on your cocoa or rice farm since the last monitoring period? 1=Yes 2=No

C4. What is the current number of employees?

Age group	Males	Females	Total
Below 12 years	☐	☐	☐
From 12 years to 14 years	☐	☐	☐
15 years to 17years	☐	☐	☐
18 years and above	☐	☐	☐
Total	☐	☐	☐

Section D: Working environment

(Tick the appropriate answers)

D1: Are trade union activities allowed/existing in the farm?

1 = Yes 2. = No 3 = Don't know

D2: If Yes to C3, what is the main level of engagement of children, i.e. for workers aged less than 18 years?

1 = Full time 2 = Peak season hire 3 = Holidays/weekends
4 = After school, daily 5=Before school, daily
5 = Others, Specify) _____

3

D3. If Yes to C3, what type of work is assigned to children, i.e. for workers below 18 years?

Type of activities	Tick (✓) all that are applicable	
	Males	Females
1) Weeding of Cocoa farms	☐	☐
2) Cultivation/Planting of cocoa pods/beans	☐	☐
3)Shelling of Cocoa	☐	☐
4) Loading and transportation of Cocoa	☐	☐
5) Spraying of Cocoa farm	☐	☐
6) Fertilizer Application on Cocoa farm	☐	☐
7) Warding birds and pests off	☐	☐
8) Pods Plucking	☐	☐
9) Pods gathering	☐	☐
10) Pods Breaking	☐	☐
11) Beans Stirring	☐	☐
12)Scooping of beans	☐	☐
13) Others, (Specify) _____	☐	☐

D4. If Yes to C3, which of the following hazards have been experienced by children engaged?

No.	Problem	Yes/No	Explain the nature of the Problem
A	Problems due to carrying of heavy loads of cocoa	☐	
B	Problems due to carrying of heavy loads of rice		
C	Problems due to working for long hours on cocoa farm	☐	
D	Problems due to working for long hours on rice farm	☐	
E	Injury from working machines/tools in the process of cocoa cultivation	☐	
F	Injury from working machines/tools in the process of rice cultivation	☐	
G	Problems due to Spraying cocoa farms	☐	
H	Problems due to Spraying rice farms	☐	
I	Problems due to fertilizer application on cocoa farm	☐	
J	Problems due to fertilizer application on rice farm	☐	
K	Others, (specify) _____	☐	

4

D5: If exposed, have steps been taken to address the risk?
1 = Yes☐ 2 = No ☐ **(If No, Go To D7)**

D6: What steps or actions were taken, and by whom?

Problem letter (e.g. A)	**Action taken** 1 = Provided protective work attire 2 = Treated at hospital/Clinic 3 = The children have refused to work again 4 = Reported to chief 5 = Herbal Treatment 6 =Others, (Specify)	**Action taken by whom** 1 = Child 2 = Parent/guardian 3 = Employer 4 = Recruiter 5 = Friends/Work Colleagues 6 = Others, (Specify)
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

D7: In your opinion what could be done to avoid/ minimize such work place hazards?

1= Community farm assistance 2= Provision of Push trucks 3=Provision of Protective equipments to older children
4=Others, (Specify) _____

D8. Which protective equipments/safety measures are used in this farm?.

1 = Mask/Nose guard 2 = Wellington boots 3 = Sun shades
4 = Overalls/Raincoats 5 = Gloves 6 =Helmet 7=First Aid Box
8= Others, (Specify) _____

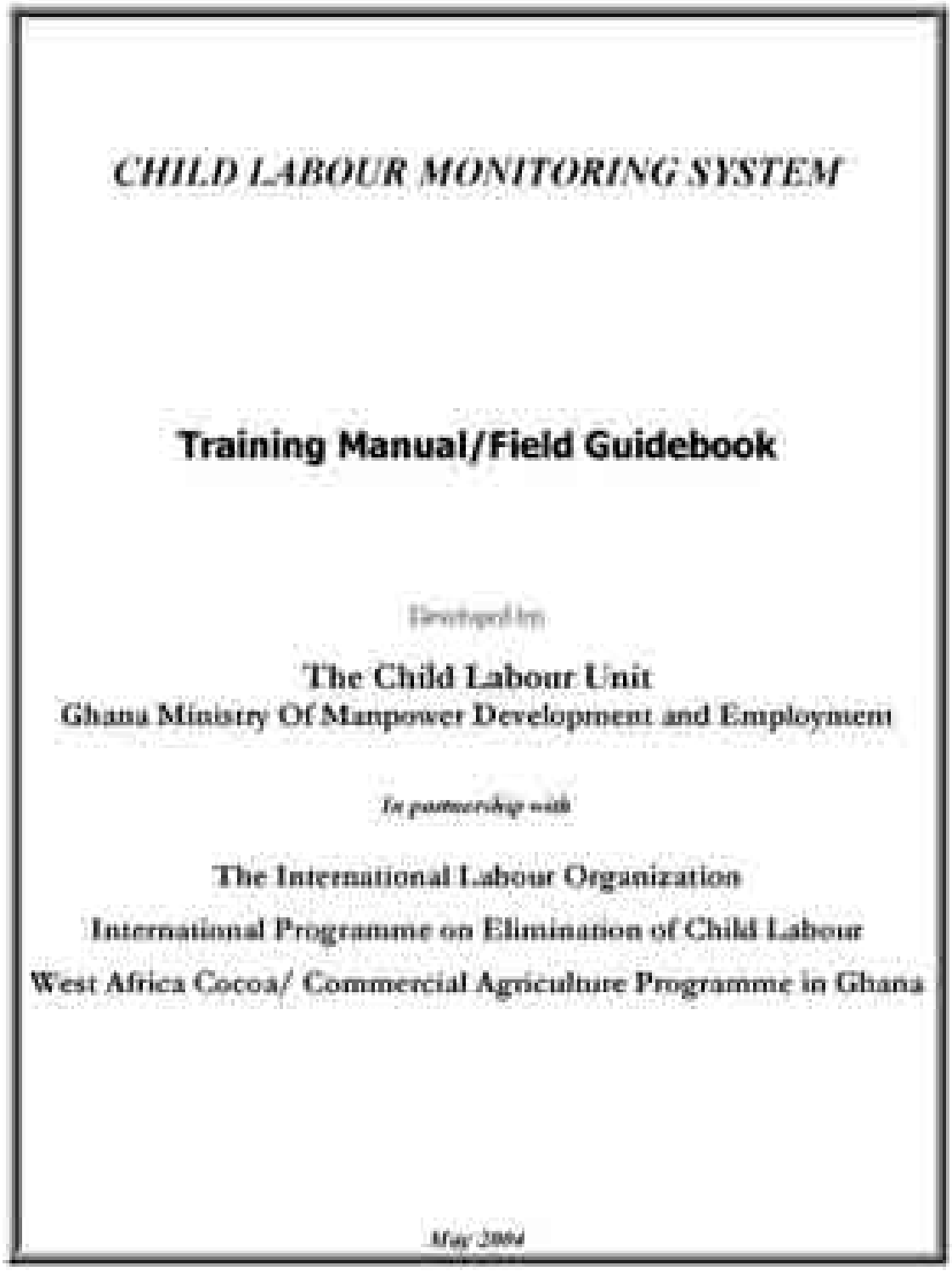
THANK YOU VERY MUCH
END OF INTERVIEW

****

Name of monitor _____
Name of Monitoring Supervisor and Signature: _____
Name and Signature of District Editor_____**Date**_____

5

Annex 2: CLMS training manual – Ghana



CHILD LABOUR MONITORING SYSTEM

Training Manual/Field Guidebook

Developed by:

The Child Labour Unit
Ghana Ministry Of Manpower Development and Employment

In partnership with

The International Labour Organization
International Programme on Elimination of Child Labour
West Africa Cocoa/ Commercial Agriculture Programme in Ghana

May 2004

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LIST OF ACRONYMS AND ABBREVIATIONS

CBOs	Community Based Organizations
CCLC	Community Child Labour Committee
CLMS	Child Labour Monitoring System
CLU	Child Labour Unit
DCLC	District Child Labour Committee
EIP	Employment Information Bureau
FCUBE	Free and Compulsory Basic Education
GNCC	Ghana National Commission on Children
IA	Implementing Agency
IGAs	Income Generating Activities
ILO	International Labour Organization
IPEC	International Programme on Elimination of Child Labour
JSS	Junior Secondary School
MMDE	Ministry of Manpower Development and employment
NFED	National Formal Education Division
NGOs	Non-Governmental Organizations.
WACAP-G	West Africa Cocoa/Commercial Agriculture Project - Ghana
WFCL	Worst Forms of Child Labour

1.0 INTRODUCTION

Ghana is one of the countries in West Africa implementing a programme on prevention, withdrawal and rehabilitation of children engaged in hazardous and/or exploitative work in cocoa/commercial farming. One of the immediate objectives of the programme is to put in place a Child Labour Monitoring System (CLMS). This system is geared towards establishing permanent institutional child labour monitoring that enables tracking, reviewing and reporting on progress achieved and setbacks encountered in the struggle to eliminate the worst forms of child labour (WFCL). The system verifies the child labour situation in cocoa and commercial agriculture farms, and related sub sectors with regard to compliance as determined in the programme; and thereby provides evidence on progress and impediments in the efforts to eradicate WFCL. This will be the basis on which empirical evidence will be used in drawing useful conclusions and lessons learnt from the programme. The system may also be used in monitoring in similar programmes and projects in future.

Since the monitoring exercise will be implemented at different levels (community, district and national) and involve multiple players, it is helpful to prepare a manual that will guide in the understanding of concepts and terminology and set standard in the collection of information through the tools that have been in place. The manual is, therefore, an important source of reference for data/information collectors as well as training guide for trainers. In addition, the manual gives procedures to be followed in completing each section of the questionnaire/tools and coding.

1.1 PURPOSE OF CHILD LABOUR MONITORING

Child Labour Monitoring serves the following main purposes:

- Identify child labourers engaged in cocoa and commercial agriculture farming and determine the risks they are exposed to;
- Verify that the children so engaged are removed from the labour situation or that the risk has been managed (for those children who are legally allowed to work);
- Track children receiving ILO/IPEC support through WACAP to ensure they are receiving satisfactory alternatives, and that workplaces that engage children are progressively freed of the practice;
- Make the system available to partners and stakeholders working on child protection issues who desire to carry out CLM; and
- Ensure compliance with the Project's Terms of Reference for monitoring.

2.0 PRINCIPLES OF INTERVIEWING

2.1 INTRODUCTION

The success of personal interview in the collection of information depends on the role played by those involved in collecting information. Within the central role entrusted to the interviewer, it is important to explain what is expected. This section gives a summary of some important points to be observed and kept in mind when conducting personal interview for child labour monitoring in cocoa/commercial agriculture in Ghana.

2.2 ROLE OF THE MONITOR

For the purposes of the child labour monitoring in cocoa/commercial agriculture in Ghana, community-based monitors will play the role of the interviewer. The monitor plays a central role in the system, particularly because most of the information will be obtained from children. As an information target group, children are delicate to handle but their responses are normally accurate to the best of their knowledge. The outcome of the CLM process will, therefore, depend on how the monitor conducts himself/herself during the interviews.

The responsibility of the monitor will include:

a) Identifying the providers of information i.e. respondents or interviewees;
b) Conducting the interviews;
c) Filling the various questionnaires/tools;
d) Checking the completed questionnaires/tools to ensure that all questions were asked and responses recorded accurately, neatly and legibly;
e) Returning to the respondents for appointments or to finish uncompleted interviews;
f) Reporting to the Community Child Labour Committee (CCLC);
g) Synthesizing action points for the CCLC;
h) Preparing briefing notes for the supervisor on the problems encountered, and
i) Forwarding to the supervisors all completed questionnaires.

2.3 GAINING ACCESS TO THE RESPONDENT

The first task of the monitor is to establish rapport with the respondent. The monitor must try to influence the willingness of the respondents to co-operate. The monitor should begin by introducing himself/herself. Then he/she introduces the subject matter to the respondent and request for some time for an interview. The monitor should inform the respondent about the purpose for which information is being sought and benefits to the respondent and other individuals (including children), community and the country.

The monitor should make sure that his/her appearance is neat and his/her manners are friendly during introduction. The first impression determines everything else!

Regarding entry into the farms, it helps for the monitor to seek prior appointment with the owner or management. In the event that the management/owner is unwilling to provide the needed information, an informed respondent such as an employee or a trade union representative may be approached as the respondent.

Sample introduction:

"Good morning/afternoon, I am Ms. Philomena Owuor, from Kinde Community Child Labour Committee. I am visiting you this morning/afternoon on a child labour monitoring mission. Child labour monitoring will enable the tracking, reviewing and reporting on progress achieved and setbacks encountered in the struggle to eliminate the worst forms of child labour (WFCL) in our community and country. The information I get from you will be treated in confidence. It will be put together with information from other persons and farms and used by the Government to improve implementation of project activities and understanding the country status in its endeavours to eliminate the Worst Forms of Child Labour".

NOTE: The process should become easier in follow-up visits as the monitor and the respondent become familiar with each other.

2.4 CONFIDENTIALITY

The monitor should always stress the confidentiality of responses obtained. If the respondent is hesitant about responding to the interview or asks what the information will be used for, explain how the information will be used and stress that such information will be treated in confidence. The interview should not be conducted in the presence of visitors or other respondents, unless the respondent so requests.

2.5 NEUTRALITY

It is extremely important that the monitor remains absolutely neutral towards the subject matter of the interview. Thus he/she should not show surprise, approval, or disapproval of the respondent's answer in any way.

2.6 PROBING

The monitor should phrase questions/issues as they appear in the tools. If the monitor realizes that an answer is not consistent with other responses, then he/she should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called ***probing***.

However, probes must be worded so that they are neutral and do not lead the respondent in a particular direction. In probing, it should be ensured that the meaning of the original question is not changed.

Note: Sometimes, the respondent may be evasive and give unsatisfactory answer even after probing. It is safer to skip the question and come back to it later rather than engage in a debate with the respondent.

2.7 RECORDING ANSWERS

The right tool should be used during the interviews. The tools should be used to guide questions preferably following the order the questions/issues are listed. Answers should be recorded in the correct space provided in the questionnaire/tool. Taking answers in a notebook for transferring to the questionnaire later should not be relied on or practiced. What the respondents say is what should be recorded and not the interpretation of the monitor or his/her feelings. If a respondent gives an answer that contradicts an earlier response, a confirmation of the true position should be done through probing.

A ballpoint pen should be used to record answers. The letters and figures recorded must be legible and each digit must be in its rights place to avoid confusion or errors during editing and data entry. As far as possible, answers should be recorded in capital letters i.e. in the upper case.

2.8 MONITOR'S REVIEW OF TOOLS

Before leaving the respondent, the monitor must check over the tool carefully to see that all the questions/issues have been answered or addressed. In some cases, it may be necessary to revisit some of the questions/issues that had been skipped for more complete information at this point.

2.9 CALL-BACK AND APPOINTMENTS PROCEDURES

Appropriate arrangements should be made for the purposes of carrying out interviews. It is important to work towards completion of the interviews during the first visits to the premises or respondent. However, occasions and needs may arise for further visits especially when those concerned are busy or absent. In that case, appointments are needed for suitable time for interviews. Appointments should never be forced on respondents and ***punctuality*** must be observed for made appointments.

2.10 LANGUAGE TRANSLATION

It is important to interview the respondent in the language in which she/he feels most comfortable. If he/she prefers English, then the interview should be conducted in

English. If the respondent can only speak a local/vernacular language the monitor does not understand, translation is necessary. In translating from other languages to English, the same meaning of the original question/issue should be retained.

2.11 RELUCTANT RESPONDENTS

It is expected that actual refusals will be rare, therefore the monitor will talk to such respondents nicely, use tact, and eventually gain co-operation from them. It is always important to be honest in approach and inform the respondent the time that the visit will take. If the respondent does not have time, an appointment to return later should be made.

In the event that a respondent is unwilling to cooperate in spite of the monitor's best effort, the monitor should fill in the relevant tool and record the refusal fact accordingly. The monitor must not attempt to replace unwilling respondent with a more compliant one, especially if selection had been done on the basis of random sampling. The monitor may seek the support of the Community Child Labour Committee to convince reluctant respondents to cooperate.

2.12 ENDING AN INTERVIEW

After completing the interview, the monitor should thank the respondent for his/her time and co-operation and inform him/her of a future/follow-up interview. It is important to work out an appointment for the next monitoring mission as per the schedule provided during training. Even if the respondent is very friendly, over-staying the welcome extended must be avoided.

2.13 COLLECTING ADDITIONAL INFORMATION

It is not possible to collect all information, data, and experiences using the tool. The monitor should record additional responses and observations either in a separate notebook or the back of the questionnaire.

3.0 CONCEPTS AND DEFINITIONS

For information/data collection exercise to serve its intended purpose and avoid data misinterpretation, it is important that information collected refer to the same items of the universe. To achieve this end, this section explains concepts and unfamiliar terms used in the tools so that they are understood uniformly and used consistently during training, data collection, and analysis stages. There are also concepts commonly used and which those involved in monitoring child labour situation come across. Below are some concepts that are used and their corresponding definitions for the purposes of the child labour monitoring system.

Benefits

Benefits include bonuses and gratuities, housing allowances, travel expenses, the cost of special clothing or footwear, social insurance payments, etc paid by the employer to employees, either directly or indirectly.

Business/Enterprise/Firm

The terms are used interchangeably and commonly refer to *an economic unit* producing goods or providing services. They are entities under whose umbrella an establishment operates. Examples include factories, banks, kiosks, agricultural farms or holdings, taxis, hawking, etc.

Child Labour

The concept of child labour refers to work undertaken by children aged between 5 and 17 years that prevents them from attending school, is exploitative, hazardous, or inappropriate for their age in terms of legal, moral, psychological, and physical growth and development.

Child work

This refers to certain types of light work undertaken by children such as helping in household duties and in farms outside schools hours, but which does not interfere with their schooling or compromise their growth and development in any other way.

Children "at risk"

These are children who are:

(a) Siblings of ex-child labourers that are not yet in labour situation, or

(b) Those children that are not yet working but are at high probability of entering exploitative labour relationship due to the prevailing environmental conditions

such as poverty, proximity to business/enterprises/firms prone to employing children, etc.

Interventions for children at risk include:

- Removing the child from a risky labour environment; or
- Removing the risk from the child's working environment

Commercial agriculture

Commercial agriculture produces for the market either in large plantations/estates, medium scale or smallholder farms while subsistence agriculture produces for household consumption. The main products of commercial agriculture are cocoa, palm oil, horticulture, plantains, rice, yams, etc.

Direct support

The child labour project provides ***direct material, financial and technical*** support to facilitate withdrawal of children. The support is meant to facilitate the child who is abandoning work to join an alternative situation, normally a school or non-formal education institution. Types of assistance received include uniforms, shoes, school bags, learning materials, examination fees, school levies/fees, feeding, and medications.

Employment/Job/Occupation

The terms are used interchangeably to refer to performance of work. These terms are used to measure the number of persons employed, including persons at work during a short reference period, and also persons temporarily absent from work but holding a job. There are different types of employment based on what is referred to as *Status in Employment*.

Establishment

An establishment is defined as *a specific location in which a clearly defined economic activity is undertaken.* It is generally at a single location and engaged predominantly in one type of economic activity. Thus, a large factory or enterprise with branches would have one of such branches referred to as an establishment because of its unique location and economic activity undertaken in that location. Examples of establishments are a farm (producing cocoa, rice or palm oil in a specific farm unit), and a school providing educational services at a given site. Where a single location (work site) encompasses two or more distinct activities, these are treated as separate establishments.

9

Formal education

This refers to the pursuit of knowledge in an established school/institution, and on the basis of the established curriculum. Formal education is also structured in terms of the period of the day it takes place and when a particular term begins and ends. In formal education, the trainee has to adjust to the set training programme. Formal education ends with the issuance of performance certificates.

Hazardous work (see worst forms of child labour)

This involves:
1) Work which exposes children to physical, psychological or sexual abuse;
2) Work performed underground, under water, at dangerous heights, or in confined spaces;
3) Work involving use of dangerous machinery or tools, or which involves heavy loads;
4) Work in unhealthy environment which may expose children to hazardous substances, extreme temperatures (either too hot or too cold), noise, or vibrations; and
5) Work under particularly difficult conditions, such as long hours, during the night, or where a child is confined to the premises of the employer.

Head of Household

This is the key decision-maker whose authority is acknowledged by other members of the household. Mostly, the head must be a usual resident in the compound or, though residing elsewhere, must be returning to the household compound at frequent intervals.

Hours of Work

Hours of work can be categorized in into two types (a) *usual/normal hours of work and (b) actual hours worked.* The former refers to hours of work fixed by or in pursuance of laws or regulations, collective agreements or arbitral awards. Where not fixed in this manner, normal hours of work should be taken to mean the number of hours per day or week in excess of which any time worked is remunerated at overtime rates or forms an exception to the rules or customs.

Household

This is a group of persons residing in the same compound, answerable to the same head and pooling and sharing resources for common provisions such as food and house rent.

10

Income Generating Activities (IGAs)

These are activities that are established to generate incomes that benefit the persons who invest in them. In order for the activities to make commercial sense, the proceeds should be higher than the cost of doing the activities. In child labour project, schools and families have been assisted to start IGAs. For the families that harbor child labour, the IGAs are expected to compensate for the income lost when the child laborer is withdrawal where the child was contributing to household income. For the school, the IGAs are meant to cater for the cost of preventing children who are at risk of dropping out to join child labour. Common IGAs include rearing of sheep and cattle, keeping of bees and poultry, farming, and petty trade.

Indirect support

A child labour project generally can provide ***material, financial and technical*** support to families of withdrawn children to compensate for income or benefits that may be lost by the family because of withdrawing the child from labour. Commonly, families are supported to start income generating activities. Similarly, schools and non-formal education institutions which host children at risk are supported to start income generating and/or other supportive activities (such as growing food and fruits or keeping dairy cows, text books, sanitary facilities, etc) so as to better cope with the demands of such children.

Non-formal education

Non-formal education (NFE) refers to special education programmes that are designed to suit the circumstances of the trainees. NFE follows In NFE, acquisition of knowledge and life skills is more important than performance certificates. Efforts are made to link the NFE to the regular school system. In general, they are used as a transitional mean to provide provide education to younger children who can then be integrated in formal schools if available, or for older children who can transition to work at the right age. In may rural areas formal schools are not easily available and then NFEs are used to bridge the gap.

Prevention

Prevention refers to the act of stopping children who are in school from dropping out in order to be engaged in labour or from stopping children (especially younger) who have not yet started child labour from starting it It is also the effort of ensuring that those children who have been withdrawn do not revert back to labour situation.

Respondent

Any person targeted to provide information to a monitor is called a respondent. For the purposes of the CLMS, they include:

- Children receiving support;
- Institution enrolling children who are receiving support;
- Workplaces engaging child labour; and
- Working children
-

The Worst Forms of Child Labour

According to the ILO Convention 182, Worst Forms of Child Labour (WFCL) includes:

1) All forms of slavery and practices similar to slavery, such as the sale of children, debt bondage, and serfdom and forced or compulsory labour including forced or compulsory recruitment of children for use in armed conflict.
2) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances.
3) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and
4) Work, which by its very nature or circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. These include works that exposes the child to chemical, physical, and moral hazards as well as work that affects the physical and mental advancement of the child, and the pursuit of better life.

Types of training

Vocational training

The training aims at improving the performance of the beneficiary within his/her chosen vocation. Training emphasis is, therefore, determined by the nature of the vocation of the trainee and the market opportunities.

Skills training

This training provides the trainee with the art of producing goods. Since the training is designed for persons who have not advanced very highly in the formal education system, it has a heavy practical content and its delivery is on the basis of instructions. It is also for younger children who are not yet going into a full-time vocation.

Apprenticeship

This training is aimed at giving the trainee the opportunity to practically apply the skills and knowledge acquired in other training settings. The trainee may be directly engaged in producing goods and services or may simply be learning by observation and doing small tasks without actually performing any significant productive tasks. The trainee may be paid a wage or salary under written or oral contract. Others may be given

meals or living quarters or special tuition, in compensation for the work done or as an allowance unrelated to the work performed. Still others may not be paid at all and, in some cases, may actually be paying a fee in return for the acquired skill or knowledge. Yet there are situation where the master craftsman, under whose instructions the apprentice is placed, may be provided with training tools as an incentive. It is important to ensure that apprenticeship does not become child labour, that even if it is informal it is somewhat structured in what skills the child will learn and that there is a timeframe to it so it does not continue for many years.

Unemployed

Unemployed persons generally include those who, *during the reference period, were without work but currently available for work and actively seeking work.* However, if available for work, persons without work who had made arrangements to take up paid employment or to undertake self-employment activity at a date subsequent to the reference period would not be considered as unemployed.

Withdrawal of children

This is the act of removing children from a labour situation to a more favorable alternative that gives opportunities for a better future. These include:

1. Children who are working are stopped from working;
2. The children are provided with an alternative, normally education; and
3. Children working in hazardous conditions are moved to safer work environment.

Work

The concept of work covers the undertaking of economic activities either for pay, profit or family gain. The concept of economic activity includes all market production and certain types of non-market production. The types of non-market production include:

(a) The production of primary products for own consumption;
(b) The processing of primary commodities for own consumption by the producers of these items;
(c) The production of fixed assets for own use; and
(d) Production for own-consumption of commodities by persons who also produce them for the market.

In commercial agriculture, both concepts apply.

Working children

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Working children are defined as persons aged 5 – 17 years who are engaged in non-schooling activities, either for pay, profit or family gain.

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4.0 COMPLETING THE MONITORING TOOLS

The following instructions are aimed at assisting in directing and recording questions necessary for child labor monitoring. The instructions target:

(a) Data management and programme officers working with the Child Labor Unit, Employment Information Bureau or any other agency carrying out coordination of child labour monitoring at the national level. At this level, the instructions would be useful in training district-based users of the Child Labour Monitoring System, and deepening understandings of the issues that will emerge from the monitoring exercise, that will be captured in the monitoring report.

(b) Child Labour Monitoring System instructors, inspectors and supervisors of monitors. These are normally based at the sub-national (regional or districts) levels. At this level, the instructions are also useful for "downstream training", guiding supervision, and deepening understandings of the issues that will emerge from the monitoring exercise that will be captured in the monitoring report.

(c) Monitors and data collectors based at the community or grassroots level. At this level, the instructions will assist as reference material to guide field monitoring.

*** Questions marked with asterisk will only be asked during the initial baseline visit and not the monitoring visits**

4.1 TOOLS NOs. 1 AND 1A: THE CHILD

This tool targets children who have been withdrawn from child labour in cocoa/commercial agriculture and provided with a better alternative in schools or non-formal education institution.

Questionnaire number:

This is a four-digit number, used for referencing the specific questionnaire/tool. This number assists in filing and retrieval of the questionnaire. It should be pre-printed on the questionnaire to avoid the possibility of two questionnaires bearing the same number. Numbers for questionnaires used for the child should start with **"1".**

Section A: Personal details

Respondent's identity

Name

Write the full name of the respondent. Take care not to record nicknames, assumed names, etc.

Reference number

On the first monitoring visit, assign a reference number to the respondent. The number should bear the district (three digits)/school (three digits)/ respondent (three digits) codes. For the district code, see appendix 1. The school's and respondent's code will be assigned after the screening of monitoring sites and communicated to the monitors during training.

*Address**

Record the name of the district, town (nearest to where the respondent lives), and the community the respondent belongs to in the space provided. Take care to use the official name as appropriate.

Age*

Write in the appropriate box, the age in complete years of the respondent. This should be the respondent's age at his/her last birthday. Use two digits in recording age e.g. 07, 10, 08, etc. Be careful not to round up ages to the next birthday. A person aged seven years and eleven months should, for example, be recorded as 07 and **not** 08.

Sex*

Write the sex of the respondent and the appropriate code. If the respondent is a male, tick inside the box after "Male" or write code 1 inside the box.

Origin of the parents*

Write the name of the original hometown and district where the respondent's parents came from in the table.

Section B: Family Information

This section is meant to capture information relating to the household the respondent belongs.

Information on relatives*

Ask the respondent the names of persons who are from his/her immediate family. These should be listed by order of seniority by age, starting with parents. Additional

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information include: relationship with the respondent, indication of age as compared with the respondent, whether living or dead, and respective occupation. Use the code indicated against each option. **Remember** the relationship is the blood relationship to the respondent i.e. if the first person is the biological father of the respondent, write code 1 in the first row under the "relationship to the child" column.

Determine the person's occupation e.g. carpenter, doctor, shopkeeper, etc.

Living with parents*

Find out if the respondent is presently living with his/her parents and tick or enter code in the appropriate (Yes or No) box.

Respondents under the care of guardian*

A ***Guardian*** is a person other than a member of the household who has offered to take care of the respondent either because the blood parents are absent or cannot afford to provide for the respondent. Guardians may include:

- A member of the extended family,
- A kind, non-family member who could be a neighbor or stranger,
- A caretaker, etc.

Write in the space provided the full name of the guardian and how he/she is related to the respondent.

Section C: Respondent's current status

This section seeks to establish the current status of the respondent with regards to participation in the WACAP.

Type of project target*

Establish and record in the appropriate box whether the respondent has been targeted for withdrawal, prevention or social protection (**Note:** social protection support is given to the family of the child).

Type of support

For respondents who have benefited from WACAP, tick in the appropriate box the type of support he/she is receiving. (**Note:** the child could be receiving many types of support. Tick all those that the respondent confirms that he/she is receiving).

Type of assistance

Tick or enter the code of the actual "goods" or "services" the respondent is receiving. (**Note**: take the respondent through the list and tick as the respondent confirms that he/she is receiving the item).

Level of satisfaction with assistance provided

Establish whether or not the respondent is happy with the assistance provided and record yes or no, as appropriate.

For those respondents who are not satisfied with the assistance provided

Establish and record why the respondent is not satisfied with the assistance using a maximum of six words.

School attendance

Regularity of attendance

Enquire, and tick in the appropriate box, whether the respondent attends school: Always, Sometimes, or Rarely.

Follow-up on absenteeism

If the respondent attends school "Sometimes" or "Rarely", ask the reason why and record appropriately.

Education level

Indicate the present class/grade e.g. Basic Education 4, JSS 2, carpentry un-graded artisans year 1, etc.

Performance in school

Class work

Ask the respondent how he/she rates his/her performance in comparison with the others in his/her class/grade (**Note:** The monitor may ask for the report card to assess performance). Record the response in the appropriate row under "response".

Discipline

Ask the respondent the number of time he/she has been punished by his/her teacher/instructor during the term. Record the response in the appropriate row under "response".

Extra curriculum activities

Ask the respondent the games, sports, clubs and interests he/she is active in. Record the response in the appropriate row under "response".

Social integration

Ask the respondent the number of close friends he has made in school/training institution. Record the response in the appropriate row under "response"

Note: The above questions are aimed at establishing how well the respondent has integrated within the school/training institution.

Personal experiences

Ask if there are any problems that the respondent is experiencing at school/training institution, at home or of a personal nature. Record response (yes or no) and record concisely the nature of the problem and the solutions the respondent proposes. (**Note:** These are problems that prevent or make it difficult for the respondent to pursue schooling like other children. Also **note** that girls may be experiencing biological difficulties that are extra-ordinary, e.g. girls who have attained puberty require sanitary pads, without which they may miss school at times).

Section D: Respondent's working history

This section covers the working history of the respondent who has been withdrawn/prevented from child labour situation and is attending school/training institution.

Current working status

Ask the respondent if he/she is working at the time of the visit. Record the "Yes" or "No" answer in the box, as appropriate. (**Note:** for type of work, refer to appendix 3).

Working details

If the answer to the question above is yes, follow-up and record the answers to the following issues in the appropriate boxes:

- Where he/she works;
- Type of work (refer to appendix 3);
- Time he/she works;

- Hours worked per week; and
- Mode of payment.

Exposure to risks and hazards

Type of risks and hazards

Go through the list of risks and hazards with the respondent who is currently working and tick or enter the code for those that apply. (**Note:** The listed risks and hazards listed in the question constitute some of the worst forms of child labour in accordance with ILO Convention 182).

Addressing the risks and hazards

If the respondent has been exposed to any of the risk, ask if the employer, labour officer or parent has taken any step to remove the risk or remove the respondent from the risk. Record the Yes or No answer in the box using a tick or entering the code.

Action taken

If action has been taken, record the details of the risk or hazard, the action taken and the person who took the action.

Work status before action by WACAP*

Working history

Establish the work the respondent was doing before WACAP intervened by way of withdrawal, prevention or social support. If the respondent was not engaged in labour, enter "not employed", "was searching for a job" or "helping parents at home", etc. (**Note:** for type of work, refer to appendix 3).

Working period before WACAP intervention

Establish how long the respondent had been working (total period) before he/she started to receive support from WACAP. Use the codes given to record the answer.

Reasons for engaging in Child Labour

Ask the respondent why he/she continues to work or why he worked (as the case may be). Tick the options listed.

4.2 CLMS TOOLS NOs 2 AND 2A: EDUCATIONAL /TRAINING INSTITUTIONS

The information sought from schools and training institutions, which have enrolled children from child labour situations, is meant to track the extent to which the support given to ex-child laborers and those receiving prevention support is realizing the desired benefits.

Questionnaire number

This is a four-digit number, used for referencing the specific questionnaire/tool. This number assists in filing and retrieval of the questionnaire. It should be pre-printed on the questionnaire to avoid the possibility of two questionnaires bearing the same number. Numbers for questionnaires used for education/training institutions should start with **"2".**

Section A: Profile

Identity

Name of the school/training institute

Write the full name of the school/ training institution

Reference No.

Reference No. is a fixed number that will be used in referring to all matters regarding the school or training institution. It is a six-digit number constructed as __ __ __/__ __ __. The code is design as follows:

> The first three digits refer to the district in which the school is located (see appendix 1).
> The second three digits refers to the school codes within the districts[1]

Contact details*

Record the contact of the school/training institution. These should include: postal address, telephone, email and physical address (i.e. District, Town and community) of the institution in the appropriate space provided.

Contact person*

Record the full name of the person providing you with information and his/her job title (headmaster, principal, child labour project manager, etc). (**Note:** As much as

[1] Schools will be assigned codes after screening of monitoring sites and communicated to monitors during training.

possible, the contact person should be retained as the principle respondent during the entire CLM exercise).

Type of institution*

Ask and record the type of school or training institution it is e.g. primary school, junior secondary school, senior secondary school, vocational training, technical training, commercial college, non-formal education institution, etc.

Enrolment

Inquire and record the levels of enrolment of the school for the following categories:

> Number of male students withdrawn/prevented per class/grade/form/year/level
> Number of female students withdrawn/prevented per class/grade/form/year/level
> Total number of male students per class/grade/form/year/level
> Total number of female students per class/grade/form/year/level
> Total number of students in the school/training institution/level

School/training institution's attendance

Attendance in the last one month

Enquire, and record appropriately, the school's/training institution's attendance by withdrawn/protected children and for the entire school in the last one month. The enquiry should be framed as follows: Out of every ten boys in this school/institution, how many attended school every day in the last one month? Out of every ten boys in the withdrawal or prevention category, how many attended school every day in the last one month? Repeat the same question for girls. Work out the percentages by multiplying every figure given by ten (10).

Then repeat the same question for "**sometimes**", and "**did not attend**" cases.

Follow-up on absenteeism

Ask, and record appropriately, the reasons for absenteeism (i.e. the "sometimes" and "did not attend" cases). Go through the list of possible reasons and tick those that apply.

Performance

Ask the respondent how the performance of ex-child labourers compares with that of other pupils/students in the following areas:
> Class work

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> Discipline/socialization
> Extra Curricular activities i.e. sports, clubs, interests, etc. that the ex-child labourers are active in.

The respondent should be asked to propose actions for improving the situation, especially where the ex-child labourers are performing poorer than the rest. The proposed actions should be recorded in the last column.

Dropouts

Enquire whether there are children who have left school to go to work. Record the details of such children in the table.

Commitment of the school to fighting child labour

Ask and record all the activities/projects that the school is implementing that are aimed at combating child labour. The activities could include both direct (such as provision of learning materials, uniforms, etc) and indirect (such as awareness creation, formation of peer groups, counseling, etc) actions.

Support by the WACAP Project*

Ask and indicate the support the school is receiving from WACAP by ticking in the appropriate box. Follow-up and record the issues raised specifically for the income generating activities (IGAs).

Experience sharing

Ask and record the experience of the school/training institution in implementing the WACAP project. Also enquire and record comments/observations on the general state of child labor in the area/community.

4.3 CLMS TOOLS NOs. 3 AND 3A- THE WORKPLACE

The information sought from farms/workplaces is meant to track whether the workplaces are becoming free of child-labour. If this is the case, then it can be taken that progress is being achieved in the fight against child labour.

Questionnaire number

This is a four-digit number, used for referencing the specific questionnaire. This number assists in filing and retrieval of the questionnaire. It should be pre-printed on the questionnaire to avoid the possibility of two questionnaires bearing the same

number. Numbers for questionnaires used for workplaces should start with the digit **"3".**

Section A: Identification

District

Write the geographical code for the district in which the farm/workplace is located (refer to the CLMS districts codes appendix 1 of this manual).

Workplace identity

Name

Record the full name of the farm/workplace.

Reference No.

The reference No. is a fixed number that will be used in referring to all matters regarding the farm/workplace. It is a six-digit number constructed as __ __ __/__ __ __. The code is design as follows:
> The first three digits refer to the district in which the farm/workplace is located (see appendix 1).
> The second three digits refer to the farm/workplace within the district[2]

Contacts*

Record the exact location of the farm/workplace in terms of the following details:

- Postal address
- Telephone and facsimile (fax)
- E-mail
- District
- Town (or nearest town)
- Community.

Section B: Details of the respondent

Identity of the respondent*

Record the full name of the respondent

[2] Workplaces will be assigned codes when the withdrawal/prevention has taken place (see footnote 1).

Respondent's relationship with the farm/workplace*

Ask the relationship between the respondent and the farm/workplace and record the answer by ticking in the correct box.

Section C: Details of the farm/workplace

Activities of the farm/workplace*

Write the main activities undertaken in the farm/workplace i.e. commodities produced in the farm. Record the answer by ticking in the appropriate box.

Farm size*

Assess the size of the farm/workplace and record by ticking in the appropriate box

Employment profile

Ask the total number of regular employees in the farm/workplace and record in the appropriate box. The numbers should be asked for the separate sexes and age categories. This question should be asked as follows: "how many male employees does this farm have who are in the age category 5 to 17 years?"; Repeat for men in the age category "above 18 years"; and then for women of 5-17 and over 18 years.

Section D: Work Environment

Trade union activities*

Ask if any trade union activities are allowed/exist in the farm/workplace.

Work assigned to children

Ask the type of work assigned to male and female children in the farm/workplace. Record the answer by ticking in the table provided: (Note: More options of assignments are provided in appendix 3).

Terms of engaging children

Ask the periods when the farm/workplace engage children and record the response by ticking in the correct box.

Justification for engaging children*

Ask the main reasons why the farm/workplace engages children aged below 18 years. Record the answer by ticking against the options provided in the table.

4.4 TOOLS Nos. 4 AND 4A: CHILD LABOURERS

This set of tools target children who are engaged in labour situation in cocoa/commercial agriculture sector. Responses from these tools would also be an important pointer to the progress achieved in the fight against child labour.

Questionnaire number

This is a four-digit number, used for referencing the specific questionnaire. This number assists in filing and retrieval of the questionnaire. It should be pre-printed on the questionnaire to avoid the possibility of two questionnaires bearing the same number. Numbers for questionnaires used for the child labourers should start with **"4".**

Section A: Personal details

Respondent's identity

Name

Write the full name of the respondent. Take care not to record nicknames, assumed names, etc.

Reference number

On the first monitoring visit, assign a reference number to the respondent. This is a fixed number that will be used in referring to all matters regarding the respondent. It is a nine-digit number with the following characteristics:

- The district (three digits - refer to see appendix 1);
- The workplace (three digits - **Note:** These should be the same as those in tools Nos. 3 and3A); and
- The respondent (three digits) codes. This number will be assigned by the monitoring team during the first monitoring visit.

*Contact address**

Enter the name of the district, town (nearest to where the respondent lives), and the community the respondent belongs to in the space provided. Take care to use the official name, as appropriate.

Age*

Write in the appropriate box, the age in complete years of the respondent. This should be the respondent's age at his/her last birthday. Use two digits in recording age e.g. 07, 10, 08, etc. Be careful not to round up ages to the next birthday. A person aged seven years and eleven months should, for example, be recorded as 07 and **not** 08.

Sex*

Write the sex of the respondent and the appropriate code. If the respondent is male, tick inside the box after "Male" or write code 1 inside the box.

Education of the respondent*

Ask, and record, whether the respondent has ever attended school or any other learning institution. If he/she has been to school, record the highest level reached, e.g. JSS year 2, artisan grade 3, etc. Follow-up and ask why he/she left school and record by ticking in the correct box.

Section B: Family information

This section is meant to capture information relating to the household the respondent belongs.

Origin of the parent*

Write the name of the original hometown and district where the respondent's parents came from in the table.

Information on relatives*

Ask the respondent the names of persons who are from his/her immediate family. This should be listed by order of seniority by age starting with parents. Additional information include: relationship with the respondent, indication of age as compared with the respondent, whether living or dead, and respective occupation. Use the code indicated against each option. **Remember** the relationship is the blood relation to respondent i.e. if the first person is the biological father of the respondent, then write code 1 in the first row under the "relationship to the child" column.

Determine the person's occupation e.g. carpenter, doctor, shopkeeper etc.

Living with parents*

Find out if the respondent is presently living with his/her parents and tick or enter code in the appropriate (yes of No) box.

Respondents under the care of guardian*

A ***Guardian*** is a person other than a member of the household who has offered to take care of the respondent either because the blood parents are absent or cannot afford to provide for the respondent. Guardians may include:

- A member of the extended family,
- A kind, non-family member who could be a neighbor or stranger,
- A caretaker, etc.

Write in the space provided the full name of the guardian and how he/she is related to the respondent.

Personal experiences

Ask if there are any problems that the respondent is experiencing at the farm/workplace; at home or of a personal nature. Record response (yes or no) and record concisely the nature of the problem and the solutions the respondent proposes..

Section C: Respondent's working history

This section covers the working history of the respondent who is actively engaged in child labour situation and is not attending school/training institution.

Current status

Ask whether the respondent is currently working and record the answer by ticking in the correct box.

Occupation, nature of work and working mode

If the respondent is currently working, enquire and record the following:

- Where he/she works (i.e. the name of the farm/workplace);
- Type of work (refer to appendix 3);
- Time/period of work;
- Hours worked per week; and
- Mode of payment

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Exposure to risks and hazards*

Go through the list of risks and hazards with the respondent who is currently working and tick or enter the code for those that apply. (**Note:** The listed risks and hazards constitute some of the worst forms of child labour in accordance with ILO Convention 182).

Working history*

Ask and record the following appropriately:

- Where the respondent worked before the current job;
- How long the respondent has been working; and
- Reasons that led to the respondent working instead of going to school (record by ticking in the appropriate box).

*** Questions marked with asterisk will only be asked during the initial baseline visit and not during monitoring visits.**

APPENDICES

APPENDIX 1: CLMS DISTRICTS CODES

Name of District	Geographical code
Sefwi Wiawso	110
Suhum/Kroboa/Coaltar	505
Atwima	601
Amansie West	602
Kassena/Nankana	902

APPENDIX 2: ETHNIC GROUPS

Code	Ethnic group	Code	Ethnic group
1	Akan	2	Ga-Adagbe
3	Ewe	4	Guan
5	Gurma	6	Mole-Dagbani
7	Grusi	8	Mande
9	All other tribes	88	Non-Ghanaian

APPENDIX 3: CLMS CODES FOR TYPES OF WORK PERFORMED BY CHILDREN IN COCOA/COMMERCIAL AGRICULTURE AREAS

Type of work	Code
Agriculture	
Cultivation / weeding by hand	001
Land preparation	002
Ploughing	003
Planting	004
Application of fertilizers	005
Spraying/application of chemicals	006
Crop protection from birds, animals etc	007
Picking, harvesting and shelling	008
Grading	009
Transporting/carrying loads	010
Herding livestock	011
Fetching animal feed	012
Milking	013
Delivery of produce to the marketing point	014
Domestic Work	
Household chores	100
Baby minding	101

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Type of work	**Code**
Fetching firewood/water	102
Informal work	
Petty trade	200
Hawking	201
Car wash	202
Loading (Turn boys)	203
Push cart	204
Truck pushing	205
Head portage	206
Bicycle/ Motorcycle taxis	207
Scavenging	208
Informal sector Garage/shed (dealing with motor vehicle repairs, carpentry, blacksmith, etc).	209
Illicit Activities	
Selling illicit brews / drugs	300
Prostitution (commercial sex work)	301

CLM Mission, Accra, Ghana, April/May, 2004

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For further information:

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