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# **FOURTH ANNUAL REPORT**

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

**September 30, 2010**

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

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## List of Acronyms

<b>ACRONYM</b>	<b>NAME</b>
ADM	Archer, Daniels Midland Company/ADM Cocoa Sifca
AICD	Alliance Internationale pour la Coopération et le Développement Durable
AIECA	Assistance Internationale à l'Enfance Cœur et Action
ANADER	Agence Nationale à Appui au Développement Rural
ANPM	Assistant National Program Manager
ASA	Afrique Secours et Assistance
ATFS	American Tree Farming Systems
BBC	British Broadcasting Corporation
BCCCA	Biscuit, Cake, Chocolate and Confectionery Alliance
BGMEA	Bangladesh Garment Manufacturers' and Exporters' Association
CAOBISCO	Association of Chocolate, Biscuit & Confectionery Industries of the EU
CAP	Community Action Plan
CB	Certification Body
CBL	Ceylon Biscuits Limited
CCLM	Community-based Child Labor Monitoring
CCLMS	Community-based Child Labor Monitoring System
CCPC	Community Child Protection Committee
CDC	Child Development Club
CDM	Clean Development Mechanism
CEDEP	Center for the Development of People
CEN	European Committee for Standardization
CEO	Chief Executive Officer
CICG	Centre d'Information et de Communication du Gouvernement (Côte d'Ivoire)
CL	Child Labor
CLICS	Child Labor In the Cocoa Sector
CLM	Child Labor Monitoring
CLMS	Child Labor Monitoring System
CMA	Chocolate Manufacturers Association
CMA	Confectionery Manufacturers Australasia
CMAC	Confectionery Manufacturers Association of Canada
CNLTE	Comité National de Lutte contre le Travail des Enfants
CoC	Chain-of-Custody
COCOBOD	Ghana Cocoa Board
Codesult	Community Development Consult
CREM	Consultancy and Research for Environmental Management
CS Pro	Census and Survey Processing System
CSA	Canadian Standards Association's Sustainable Forest Management Standard
CSO	Community Service Organization
CSR	Corporate Social Responsibility
DA	District Assembly
DAP	District Action Plan
DCE	District Chief Executive
DCPC	District Child Protection Committee
DGT	Direction Générale du Travail
DoC	Department of Children
DQA	Data Quality Audits



ECA	European Cocoa Association
ECOWAS	Economic Community of West African States
EIB	Employment Information Bureau
EID	Enquête Initial de Diagnostic
EMAS	Eco Management and Audit Scheme
ENSEA	Ecole Nationale de Statistique et d'Economie Appliquée
EO	Executive Order
EUREGAP	Euro-Retailer Produce Working Group
FAL	Forced adult labor
FAO	Food and Agriculture Organization of the United Nations
FCC	Federation of Cocoa Commerce
FDA	Food and Drug Administration
FEMAD	Femme Action Developpment
FGD	Focus Group Discussion
FLO	Fairtrade Labelling Organizations International
FNV bondgenoten	The Netherlands Trade Union Confederation
FSC	Forest Stewardship Council
FURDEV	Future Resource Development Ltd.
GAP	Good Agricultural Practice
GES	Ghana Education Service
GIG	Global Issues Group
GIS	Geographic Information System
GLORI	Global Responses Initiative
GOG	Government of Ghana
GTZ	Gesellschaft fur Technische Zusammenarbeit
HACOG	Help Advance Community Opportunity Goals
HAF	Hazardous Child Labor Framework
ICCES	Integrated Community Centers for Employable Skills
ICI	International Cocoa Initiative
ICT	Information and Communication Technology
ICVB	International Cocoa Verification Board
ID	Intervention Database
IDH	Initiatief Duurzame Handel
IEC	International Electrotechnical Commission
IFESH	International Foundation for Education and Self Help
IFOAM	International Federation of Organic Agriculture Movements
IITA	International Institute of Tropical Agriculture
ILO	International Labor Organization
iMPACT	Mars Partnership for African Cocoa Communities of Tomorrow
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
IRB	Institutional Review Board
ISO	International Organization for Standardization
ISSER	Institute of Statistical, Social And Economic Research
ITUC	International Trade Union Confederation
IUF	International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations
JWG	Joint Working Group
LBC	Licensed Buying Company
LEAP	Livelihood Empowerment Against Poverty
LNV	Dutch Ministry of Agriculture, Nature and Food Quality

M&E	Monitoring and Evaluation
MDA	Ministries, Departments, and Agencies
MESW	Ministry of Employment and Social Welfare
MMYE	Ministry of Manpower, Youth and Employment
NCA	National Confectioners Association
NCL	National Consumers League
NGO	Non-governmental organization
NHIS	National Health Insurance Scheme (Ghana)
NPECLC	Ghana National Program for the Elimination of Worst Forms of Child Labor in Cocoa
NPM	National Program Manager
OCHA	Office for the Coordination of Humanitarian Affairs
ORAM	Ondernemersvereniging Regio Amsterdam
OSH	Occupational Safety and Health
PEFACI	Le Programme Ecoles Familiales Agricoles de Côte d'Ivoire
PEFC	Pan-European Forest Certification
PFTE	Pires Formes de Travail des Enfants
PLA	Participatory Learning and Action
PPDC	Projet de Production Durable de Cacao Certifié
PROMAG	Project Planning and Management Network
PSC	Partnership Steering Committee
PSI	Population Services International
PTA	Parent Teacher Association
RECA	Rural Environmental Care Association
RENFCAP	Renforcement de Capacité
REP	Rural Education Project
RFP	Request for Proposal
RGA	Revenue Generating Activities
SAA	Service Autonome d'Alphabétisation
SALTE	Service Autonome de Lutte contre le Travail des Enfants
SAN	Sustainable Agriculture Network
SCMPP	Support for Community Mobilization Project and Programme
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
SCSTE	Systèmes Commuautaires de Suivi du Travail des Enfants
SFI	Sustainable Forest Initiative
SLF	Save Life for All Foundation
SMC	School Management Committees
SPSS	Statistical Package for the Social Sciences
SSTE	Système de Suivi du Travail des Enfants
STCP	Sustainable Tree Crops Program
TBD	To Be Determined
TCC	Tropical Commodity Coalition
TFA	Travail Forcé des Adultes
TIP	Trafficking in Persons
TOT	Training of Trainers
TVPRA	Trafficking Victims Protection Reauthorization Act
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
US	United States
USAID	United States Agency for International Development
USDOL	United States Department of Labor
VBP	Vereniging Biologische Producenten
WACAP	West Africa Cocoa/Commercial Agriculture Program to Combat Hazardous and Exploitative Child Labor
WAHO	West African Health Organisation
WAO Afrique	World Association of Orphans - African Branch
WCF	World Cocoa Foundation
WFCL	Worst Forms of Child Labor
WFP	World Food Program
WHO	World Health Organization

## Foreword

In this fourth annual report on Tulane University's activities under the contract with the United States Department of Labor (USDOL), we present further analysis of data from the first three years, additional data collected in the fourth contract year, as well as the results of capacity building and information sharing conferences and trainings held in the U.S., Côte d'Ivoire and Ghana.

It is our observation that all stakeholders, particularly the Governments of Côte d'Ivoire and Ghana, continue to gain a better understanding of the complexities related to the problem of child labor and are more committed to ensuring cocoa production free of the Worst Forms of Child Labor (WFCL) and Forced Adult Labor (FAL). Stakeholders are looking for solutions and concerted action is expected now that the problems have been clearly identified and measured. The respective governments realize, however, that the ultimate beneficiaries of efforts to eliminate the WFCL and those who would potentially be the most harmed by continued bad press are the Ivorian and Ghanaian farmers and their families who are the intended beneficiaries of the Harkin-Engel Protocol.

We applaud public-private efforts from the United States, primarily the signing of the Protocol, which plainly states that the use of WFCL in the cocoa sector is "simply unacceptable." A renewed commitment to accomplish the objectives of the Protocol was made on September 13, 2010, when USDOL, Senator Harkin, Representative Engel, the Governments of Côte d'Ivoire, Ghana and representatives of the international cocoa/chocolate Industry signed a "Declaration of Joint Action to Support Implementation of the Harkin-Engel Protocol" which seeks to realize a "Framework of Action to Support Implementation of the Harkin-Engel Protocol." The overarching goal of the Framework is to reduce by 70% in aggregate WFCL as defined by *ILO Convention 182* by 2020.

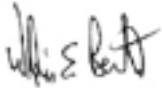
Another exemplary public-private collaboration culminated on March 5, 2010, when 25 retailers, chocolate producers and non-governmental organizations (NGOs) signed a Letter of Intent initiated by the Dutch Government (Dutch Sustainable Trade Initiative Web site 2010). This Letter of Intent aims to "achieve 100% guaranteed sustainable cocoa consumption by 2025" in The Netherlands and sets milestones for the interim to achieve this goal (Letter of Intent 2010). Such a commitment is indicative that in a conducive regulatory and market environment, ethical companies are willing to partner in an effort that seeks to revitalize cocoa production in West Africa and pave the way for the consumption of sustainably produced and certified chocolate.

We wish to particularly thank the representatives of the Government of Côte d'Ivoire as well as representatives of the International Cocoa Industry who provided comments and feedback on the enclosed document. As of the date of publication, Tulane University has not received comments on the Draft Fourth Annual Report from the Government of Ghana. As with previous reports, we have included all such comments as appendices to assure transparency and to reinforce the sense of close collaboration that has developed as a result of this project.

We believe that the necessary means and solutions are at hand to live up to the Protocol's vision of ensuring certified WFCL-free cocoa products, a view seemingly shared by leading representatives of Industry and the respective governments. Progress

toward the achievement of this important goal is in large part due to the hard work of individuals from a number of different sectors. We wish to extend our special gratitude to our colleagues within the United States Congress and Department of Labor for making this effort a reality and enabling our contributions. Our friends and colleagues representing Industry and NGO sectors are to be commended for providing invaluable input and structure to our quest and for working hard to bridge philosophical differences in the interests of the greater good of the affected children. It has been a pleasure to interact with the multiple stakeholders on this important endeavor. We hope that this work will serve to stimulate others to improve and expand their actions in order that we may indeed see the end of WFCL in the West African cocoa sector in the foreseeable future.

Sincerely,

A handwritten signature in black ink, appearing to read "William E. Bertrand". The signature is written in a cursive, somewhat stylized font.

Dr. William E. Bertrand  
Wisner Professor  
Tulane University

## Executive Summary

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

In 2006, the U.S. Department of Labor (USDOL) was charged with obtaining a qualified university-based contractor to oversee the public and private efforts to eliminate WFCL in the cocoa sector in Côte d’Ivoire and Ghana for the U.S. Congress. After a competitive bidding process, USDOL awarded a three-year, US\$ 4.3 million project to the Payson Center for International Development at Tulane University in New Orleans in September 2006. In 2009, a second US\$ 1.2 million contract was awarded to Tulane by USDOL in order to continue oversight activities with an expanded scope, through March 2011.

Without question the Harkin-Engel Protocol has been a catalyst for action – and to a degree, Industry is working towards fulfilling the Protocol’s terms. Industry, acting in collaboration with the Governments of Ghana and Côte d’Ivoire, initiated population-based surveys in each country. These surveys, independently validated in January 2010, shed light on the nature and extent of WFCL as well as forced adult labor (FAL) in the cocoa growing areas of Ghana and Côte d’Ivoire. In line with the Protocol, Industry also has established a foundation, the International Cocoa Initiative (ICI), which is conducting grassroots remedial action at the community level, and has undertaken the development of Community Action Plans (CAPs) as its principal remediation vehicle.

However, Industry is still far from achieving its target to have “*a sector-wide independently verified certification process fully in place across each country’s cocoa-growing sector by the end of 2010*” (Joint Statement 2008). Specifically, according to Tulane’s calculations, to meet this target in Côte d’Ivoire would require Industry and the Government to reach an additional estimated 3,655 cocoa growing communities (97.46%) with remediation activities. In Ghana, Industry and the Government would still need to reach an estimated 4,315 communities (86.3%) with remediation activities. In addition, while both Tulane and the governments’ surveys confirmed the presence of FAL in the cocoa sector, no FAL remediation interventions are in place in either country.

The government of Côte d’Ivoire, a signatory to the Protocol, has been constrained in its efforts to roll out effective measures due to the outbreak of civil war in 2002. Despite the crisis, the Ivorian government has initiated punctuated remediation activities including its “*self-help pack*” village initiative – which has reached 9 villages to date – a literacy program – which has reportedly led to the withdrawal of 2,599 children from cocoa farms – and a training program that has trained 669 security agents on techniques to identify child victims of trafficking and WFCL.

Ghana, which has enjoyed continued political stability, marked by a peaceful democratic transition of power in 2009, established the National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC) in 2006. To date, the government of Ghana through NPECLC has spearheaded CLMS and remediation activities using a two-pronged implementation approach of working through district assemblies and a cadre of NGOs. This approach is designed to initiate a multiplier effect whereby district-level government is leveraged to develop district action plans and oversee community-level remediation. NPECLC has furthermore equipped NGOs to carry out sensitization and has set up Community Child Protection Committees (CCPCs) in the cocoa growing regions of the country. 11,600 individual children, identified through Child Labor Monitoring (CLM) as child laborers, are being targeted with support in the form of school uniforms, shoes, school bags and exercise books. Ghana's remediation program has to date engaged 535 communities in 47 districts of the country.

On September 13, 2010, USDOL, Senator Harkin, Representative Engel, the Governments of Côte d'Ivoire and Ghana, and representatives of the international Cocoa/Chocolate Industry released a *Declaration of Joint Action to Support Implementation of the Harkin-Engel Protocol* as well as a *Framework of Action to Support Implementation of the Harkin-Engel Protocol* (USDOL Web site 2010 #1). By signing the Joint Declaration, the undersigned declared that they "will work with each other and the other major stakeholders to successfully execute projects in the spirit of the *Declaration*." They also expressed their commitment to "[r]ecall the pledge made to achieve the goals of the *Protocol*" and reaffirmed their commitment to financially support these efforts, including a USDOL commitment of US\$ 10 million in FY 2010 appropriated funds and the commitment by Industry to spend US\$ 7 million in new funding over 5 years (Joint Declaration 2010).

### **Migration and Trafficking of Children – Key Survey Findings**

Tulane University's representative household surveys of child labor in the cocoa growing areas identified Burkina Faso and Mali as the two most important countries of origin for cross-border migrant labor in the cocoa sector. At the same time, both countries have been cited as source countries for children trafficked to cocoa farms according to, among other accounts, the U.S. Department of State's Trafficking in Persons Report 2009 (U.S. Department of State 2009).

In the last quarter of 2009, Tulane University conducted survey research in Burkina Faso and Mali examining the migration and trafficking of children for work in cocoa production. Research activities included a representative household survey of children and caregivers living in agricultural households in Burkina Faso and Mali, a non-probability snowball sample of children and adults in Burkina Faso and Mali who have worked in the cocoa sector when they were between 5 and 17 years old, and supplementary interviews with border guards, police in border areas, and community leaders. Key findings from this survey research include:

- The survey research indicates that child trafficking for work in cocoa agriculture continues to be a problem in Burkina Faso and Mali. The snowball sample, while not representative, documents respondents with childhood work experience in cocoa that have been trafficked. In fact, a majority of respondents in the snowball sample – 75% in Burkina Faso and 63% in Mali – were identified as former victims of child trafficking.

- The respondents with work experience in cocoa interviewed as part of the snowball sample overwhelmingly worked in Côte d'Ivoire (>95%) including all respondents identified as victims of child trafficking. This population was most often male (>80%), had left as teenagers (average age: 15 years) and stayed on the cocoa farm for several years (average length of stay: 3-5 years). Respondents with child trafficking experience were slightly more often male, started working in cocoa at a slightly older age, and their overall stay on the cocoa farm was slightly shorter compared to migrant children without trafficking experience. Children with trafficking experience also were more likely to report having searched for work at the time of recruitment and they were more frequently promised payment for working on the cocoa farm compared to the overall sample. Trafficked children were less likely to attend school prior to leaving for the cocoa-growing areas.
- The household survey findings indicate that child trafficking for work in cocoa agriculture is uncommon in the overall population in Burkina Faso and Mali. However, in the household sample 16 children reported work experience in cocoa agriculture and two of these children were identified as former victims of child trafficking, one child in each the Burkinabe and the Malian sample. If projected to the total population, this suggests that a minority of children with child trafficking experience to the cocoa growing areas exists in both Burkina Faso and Mali, as evidenced by Tulane's household survey (and the snowball sampling survey).
- Based on the interviews, police and border guards in Burkina Faso and Mali are not able to respond effectively to the problem of child trafficking and victims of child trafficking are not reached by interventions. The majority of respondents with experience of child trafficking - 75% of respondents in Burkina Faso and more than 80% in Mali - had not interacted with the police at any point of time. At the same time, most respondents reported no outside assistance with returning from the cocoa farm, and only 2 out of 413 respondents with trafficking experience report any contact with NGOs, government agencies and/or other institutions that provide social services.

### **Interventions Targeting Forced Adult Labor (FAL) – Key Survey Findings**

Tulane's representative population survey findings of 2008/09 as well as findings from survey research carried out by the Governments of Côte d'Ivoire and Ghana provide some evidence of FAL in the cocoa sector in both countries. In 2010, Tulane carried out research in Côte d'Ivoire and Ghana to determine whether there were national programs, interventions or other activities addressing FAL in the cocoa sector carried out by public or private stakeholders. The survey found that no national programs – or any interventions for that matter – are addressing FAL in either country. The fact that both governments are willing to study and launch targeted programs on the issue of FAL, but for a lack of funding are unable to do so, suggests that Industry is insufficiently engaging the matter.



## Summary of Progress

It is our observation that all stakeholders, particularly the governments of Côte d'Ivoire and Ghana, continued to gain a better understanding of the complexities related to the problem of child labor in the fourth contract year and are committed to ensuring cocoa production free of the WFCL. However, despite the concerted efforts of the various stakeholders, it is evident that much more work is required and the majority of children exposed to the WFCL remains unreached by the remediation activities currently in place. Overall, implementation of the Protocol has been uneven and remains incomplete. While notable efforts have been made and significant progress has been achieved to date, the Protocol will not be considered fully implemented until the growing and processing of cocoa beans and their derivative products complies with ILO Convention 182. However, with proper execution, the necessary means and solutions are at hand to live up to the Protocol's vision of ensuring certified WFCL-free cocoa products.

Over the course of the past four years, Tulane team members have worked with the governments of Côte d'Ivoire and Ghana, Industry, local NGOs and international stakeholders on a comprehensive and transparent review of Industry-sponsored and national research and remediation activities. As the project comes to a close, Tulane has also been working to help governments and NGOs build local capacity to carry on the activities and maintain the partnerships that were initiated during the project. As part of this work, we have experienced increased cooperation and consultation among all of the major stakeholders. It is our hope that this atmosphere of collaboration can be maintained and that it will ensure the sustainability and allow for the expansion of current efforts to address the WFCL and FAL in the cocoa sector of Côte d'Ivoire and Ghana and the full implementation of the Harkin-Engel Protocol.

## Recommendations

### **Status of Certification Systems**

#### Cocoa/Chocolate Industry

- In order “*to enforce the internationally-recognized and mutually agreed standards*” – as called for in the Protocol – more direct company action with regard to **ethical sourcing** and supply chain management is necessary.
- Product certification is ethical, sustainable and constitutes a vehicle that would allow Industry to live up to commitments made in the Harkin-Engel Protocol. Industry would do well to scale up its consumption – and publically commit to new procurement targets – of product certified cocoa specifically in the U.S. market.
- Practicing traceability and Chain-of-Custody enables the enforcement of standards at the producer level and is a requirement of product certification. These practices should be mainstreamed “industry-wide.”
- In order to fulfill the commitment of “*formulating appropriate remedies,*” Industry should support research that employs the following methods:
  - Longitudinal impact-oriented studies examining the impact of promising

- interventions to counter WFCL and FAL,
  - Baseline studies and M&E before and after interventions,
  - Community-based CLMS, and
  - In addition, case studies of communities that are able to overcome WFCL in cocoa could provide evidence of positive deviance.
- Industry and Government should support increased efforts in developing appropriate tools for “remediation” of WFCL and FAL, including those practiced by ICI and provide sufficient financial support to reach stated targets.
- The Protocol calls for the *“the need to identify positive developmental alternatives for the children removed from the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.”* Industry might issue a subsequent statement witnessed by the ILO with a focus on fulfilling this requirement.
- Develop an electronic system that will enable consumers to look up what certified products are being produced without – or with reduced – WFCL and FAL and how these product certifiers score on different criteria.
- With the development of the Intervention Database, Tulane has demonstrated that it is possible to obtain an aggregated view of the various actions in place. In order to demonstrate that its remediation activities have reached 50% or 100% of cocoa growing areas of Ghana and Côte d’Ivoire, it is advisable for Industry to develop its own Intervention Database or adapt Tulane’s ID reflecting up-to-date Industry and government-sponsored interventions targeting WFCL and FAL in both countries.

#### Cocoa/Chocolate Industry, Government of Côte d’Ivoire, Government of Ghana

- The endogenous approach of the CAP development – a distinct strength in that the community owns the problem and the solutions – also presents a weakness in that innovation is not necessarily shared between communities. A *meta-analysis of CAPs* may yield a CAP framework that e.g. facilitators could internalize in order to better guide the target community in their CAP development.
- Linking ICI’s CAP implementation with Child Labor Monitoring (CLM) would shed more light on the precise impact of ICI’s actions at the community level.
- Conduct impact evaluations to determine the outcome of ICI’s work, i.e. its effect on the reduction of WFCL and FAL in the cocoa sector of Côte d’Ivoire and Ghana, including an evaluation methodology that employs the of principles of case control, random selection of respondents, and longitudinal research to determine attribution.
- Explore additional opportunities for public-private partnerships as exemplified in the Netherlands.

## **Status of Verification Systems**

### Cocoa/Chocolate Industry

- Continue to scale up *product certification* as its 4<sup>th</sup>-party farm audits provides location-specific, independent verification of the absence of WFCL and FAL in the certified cocoa farms and plantations of Côte d'Ivoire and Ghana.

### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Firmly support and establish CLMS with the support of ILO in both countries and scale-up to sector-wide level, which would allow Industry and governments alike to verify the impact of remediation activities at the community-level.
- Support further data analysis including meta-analysis of Governments' and Tulane's surveys to compare the data and findings concerning WFCL and FAL in the cocoa sector and increase understanding of all aspects of the WFCL.
- Continue to improve the methodology and acceptable approaches for independent verification to avoid the patchwork and post hoc pattern applied to date. Work with all parties to establish a true "gold standard" for independent verification.

## **Status of Child Labor Monitoring Systems**

### Government of Côte d'Ivoire, Cocoa/Chocolate Industry

- "*Independent means of monitoring and public reporting on compliance with those standards*" – as called for in Article 4 of the Protocol – More effort needs to be directed towards a viable Child Labor Monitoring System (CLMS).
- Build on the current relationship with ILO on the development of a CLM model given their extensive experience in this domain.
- Embed any technical effort to pilot and roll out a CLMS in the newly mandated *Service Autonome de Lutte Contre le Travail des Enfants*, whose personnel have WACAP experience.

### Government of Ghana, Cocoa/Chocolate Industry

The Government of Ghana's vision to roll out a CLMS across all cocoa growing districts might consider the following suggestions:

- Standardize indicators and monitoring procedure,
- Enhance district-level engagement of target communities with regard to training, supervision and data quality control,
- Link the data aggregated at the district level to the national level,

- Triangulate CCLMS and school attendance data,
- Introduce technology to community-based data collection and reporting,
- Sufficiently Motivate Data Collectors,
- Add periphery indicators to the set of core indicators on WFCL and FAL, and
- Explore potential synergies between CLMS, agricultural extension services, CAPs and product certification.

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

#### Cocoa/Chocolate Industry, Governments of Côte d'Ivoire, Ghana, Burkina Faso and Mali

The survey of child migration and trafficking indicates that child trafficking is insufficiently addressed by the current initiatives. Remediation activities in response to the survey's findings should be targeted at improving law enforcement as well as directly targeting impacted children. The primary focus of international efforts should be on Côte d'Ivoire, where the vast majority of cases of child trafficking cases in cocoa agriculture can be found, as well as the countries of origin of trafficked children including both Burkina Faso and Mali.

Program intervention activities targeted at improving law enforcement to more effectively fight the trafficking of children should include:

- Training of police and border guards in countries of origin and of destination to more effectively identify trafficked children and respond to cases of child trafficking,
- Investments that provide law enforcement with the minimum resources needed to identify and intercept the trafficking of children, prosecute traffickers and assist victims, and
- Sector-wide activities targeted at fighting corruption, inefficiency and indifference in the police force regarding the problem of child trafficking.

Activities targeted at children that have been trafficked or are at risk of being trafficked should include the following:

- Sensitization campaigns in Burkina Faso and Mali for children, in and out of school, and their caregivers informing them about the risks associated with cross-border migration to cocoa farms and the tactics of intermediaries,
- Activities providing children at risk with opportunities in their communities of origin including access to education, skills training and paid employment, and
- Community-based interventions to identify trafficked children in the cocoa sector linked with access to education and rehabilitation services.

## **Research on Interventions Addressing Forced Adult Labor (FAL) in the Cocoa Sector**

In order to establish a solid evidence-base on FAL in the cocoa sector and start addressing the cases of adults exposed to or at risk of abusive labor, the following activities may be undertaken:

### Government of Côte d'Ivoire, Government of Ghana

- Government-led research targeted at identifying, describing and quantifying FAL in the cocoa sector of Côte d'Ivoire and Ghana.

### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Concerted efforts by governments and international stakeholders to arrive at an accepted and standardized operational definition of FAL in the cocoa sector and corresponding survey instruments.
- Remediation programs targeted at identifying and withdrawing victims of FAL based on the research findings, carried out by the governments of Côte d'Ivoire and Ghana, with Industry support.

## **Remediation Activities Addressing the WFCL in the Cocoa Sector**

### Government of Ghana, Cocoa/Chocolate Industry

- Increasingly base remedial action on CAPs and CLMS, tailoring the type of remediation to the specific needs of the community and children on a case-by-case basis.

### Government of Côte d'Ivoire, Cocoa/Chocolate Industry

- Base remedial action on CAPs and CLMS, tailoring the type of remediation to the specific needs of the community and children on a case-by-case basis.
- Perform independent audits – recently executed on the national program in Ghana – on the national program of Côte d'Ivoire (*SSTE-Certification*).
- Support the new *Service Autonome de Lutte Contre le Travail des Enfants* in Côte d'Ivoire in its mission to:
  - Develop, monitor and implement the national policies concerning the fight against WFCL,
  - Coordinate all activities implemented in response to WFCL, and
  - Represent Côte d'Ivoire in national and international meetings and conferences that address the WFCL.
- Hold stakeholder meetings in Côte d'Ivoire on a quarterly basis.

Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Target regions, districts (*départements* in Côte d'Ivoire) and communities based on high prevalence of WFCL and FAL.
- Perform independent evaluations of national programs to determine impact.
- Effectively coordinate and document stakeholder activities with methodologies similar to those Tulane applied in its Intervention Database.

## **I. Introduction**

In 2006, the U.S. Department of Labor (USDOL) was charged with obtaining a qualified university-based contractor to oversee public and private efforts to eliminate the worst forms of child labor (WFCL) in the cocoa sector in Côte d'Ivoire and Ghana. After a competitive bidding process, USDOL awarded a three-year, US\$ 4.3 million project to the Payson Center for International Development at Tulane University in New Orleans in September 2006. In 2009, a second US\$ 1.2 million contract was awarded to Tulane in order to continue oversight activities with an expanded scope, through March 2011.

### **Project Organization and Management**

As part of Tulane University, the Payson Center for International Development and Technology Transfer is an international, interdisciplinary center with a mission of fostering social and economic development. Established in 1997 by the Tulane Board of Administrators, the Payson Center focuses on the development of innovative solutions using knowledge management and information technology as an engine for social sector management, capacity building, and monitoring and evaluation (M&E). In 2009, the Payson Center was formally adopted into the Tulane University Law School where it will reside permanently.

Dr. William Bertrand serves as the Principal Investigator on the USDOL-Tulane contract and overall architect of the project. Dr. Elke de Buhr is the monitoring/data collection specialist and has concentrated on survey-related activities and other research and monitoring tasks. Administrative activities at Tulane are currently distributed amongst Ms. Jonathan Johnson, Ms. Joanna Baisier, and Ms. Kady Weingart. Ms. Joy Jones and Ms. Marlene Vera provide specific support in report development and documentation. This year we have had the assistance of Mr. Chris Bayer who has assisted with project activities mostly based in Abidjan, Côte d'Ivoire and Ms. Sarah Grossman-Greene has provided editorial and research assistant support from Ghana.

In keeping with our wish that all of the skills and competencies developed during the last four years are transferred to Ghana and Côte d'Ivoire to carry on the initiatives started, we have contracted with local institutions that represent the very best in regional and national research expertise. On the national scene, our two major partners are the premier research institutions for survey and related social science research in their respective countries.

In Ghana, we have worked with the Institute of Statistical, Social and Economic Research (ISSER). ISSER is a University of Ghana research institute established in 1962. The professional staff includes investigators with excellent academic credentials and extensive research experience. ISSER has a strong record of quality policy research in the arena of social science and related issues. The Institute also operates a training program that specializes in issues related to public service statistics. With specific reference to the national surveys, we have been fortunate to benefit from the professional input of Clement Ahiadeke, Ph.D., Full Professor & Deputy Director; John Anarfi, Ph.D., Associate Professor; Isaac Osei-Akoto, Ph.D., Research Fellow; George Adayi-Nwoza Adiah, M.Phil., Principal Research Assistant; and Ane Maria-Goretti, Research Assistant.

In Côte d'Ivoire, we have partnered with the Ecole Nationale de Statistique et d'Economie Appliquée (ENSEA). Established in 1961, ENSEA provides graduate degrees in statistics and applied economics. The professional staff has expertise and experience in research design, methodology, field studies, related statistical analyses and data presentation. Their record of prior research studies in collaboration with multiple organizations includes the World Health Organization (WHO), United Nations Population Fund (UNFPA), Office for the Coordination of Humanitarian Assistance (OCHA), International Organization for Migration (IOM), United Nations Development Programme (UNDP), United Nations Children's Fund (UNICEF), United Nations High Commission for Refugees (UNHCR), World Food Program (WFP), Food and Agriculture Organization of the United Nations (FAO), and Population Services International (PSI). In addition, ENSEA has a record of training government officials in various aspects of public policy-related statistical issues, which we believe to be particularly useful in the transfer of methods and skills acquired during this research to national government officials. Specifically, we have enjoyed the professional input of Dr. N'Guessan Koffi, Démographe, Directeur de l'ENSEA; Dr. Jean Marc Kouadjo, Ingénieur Statisticien Economiste, Enseignant-Chercheur à l'ENSEA; Jean Arnaud Kouakou, Ingénieur Statisticien Economiste, Enseignant-Chercheur à l'ENSEA; Ange Carlin Ama, Ingénieur des Travaux Statistiques; and Diyomon Bertin Soro, Analyste Statisticien, Assistant de Recherche à l'ENSEA. Our activities during the third and fourth years of this project effort have been closely coordinated with ENSEA in that they not only participated in executing the Trafficking Survey in Burkina Faso and Mali but also have been the key organization supporting in-country training and capacity building. These partners have continued to play an important role in organizing and executing both national and regional assistance. Our valuable colleagues have demonstrated a continued commitment to the principles and practice of WFCL-free cocoa in the region.

Continued activity on the Intervention Database research was supported by two research assistants in each country, Mr. Landry Niava and Ms. Zitkoum Assetou in Côte d'Ivoire and Mr. Richard Attibu and Mrs. Comfort Barke Bonney Arku in Ghana. In addition, this year we have expanded our team to include the efforts of aWhere, Inc. and its Chief Executive Officer (CEO), John Corbett, to experiment with geographic information systems (GIS) applications for developing the knowledge database.

### **Project Overview**

Tulane University was contracted by USDOL to undertake applied research to generate the information needed to measure progress towards the objectives outlined in the Harkin-Engel Protocol. As part of this contract, Tulane University prepares annual reports for USDOL and the U.S. Congress in an effort to validate progress being made toward implementation of "credible, mutually-acceptable, voluntary, industry-wide standards of public certification," covering at least 50% of the cocoa-growing areas by July of 2008 and 100% by the end of 2010 as well as other remediation, monitoring and evaluation activities carried out by Industry and the governments of Côte d'Ivoire and Ghana under the Protocol.

The Tulane annual reports, of which this document is the fourth, cover efforts to establish certification, child labor monitoring and verification systems. In 2009, USDOL awarded Tulane a second contract of US\$ 1.2 million to cover activities through March 2011. Under the terms of this contract, Tulane is (1) continuing oversight activities with an expanded scope and (2) continually assessing progress made toward meeting



obligations under the Protocol. In the fourth year of project activities, Tulane continued the research and information reporting functions of the first three years, and adds a new emphasis on remediation efforts, information sharing, and capacity building. In addition to the continued assessment of progress made by Industry and the local governments toward meeting obligations under the Protocol, funding for the fourth year of activity has enabled Tulane University to carry out an information sharing conference in New Orleans and multiple rounds of capacity building activities in collaboration with the governments of Côte d'Ivoire and Ghana.

Over the course of four years, Tulane team members have worked with country, Industry, NGO and regional political representatives to facilitate a comprehensive and transparent review of Industry-sponsored and national data collection and remediation activities. As part of this process, Tulane has concentrated on developing and refining baseline indicators to measure the complex and contextually defined outcome indicator, WFCL, based on the approach put forward by the International Labor Organization (ILO). From a practical perspective, the Tulane methodological approach continues to use a convergence of evidence perspective, which synthesizes data from multiple sources to validate findings. The combining of information from survey research, observational case study material as well as secondary observational and survey material provides a stronger evidentiary approach by minimizing dependence on any single source of data.

Our first year of project activity was primarily dedicated to collecting and reviewing existing research, establishing partnerships and carrying out pilot research activities on the ground. The second year activities were dominated by survey data collection in the field, including nationally representative household surveys of child labor in the cocoa-growing areas in Côte d'Ivoire and Ghana. In the third year, a second round of representative household surveys was implemented. In addition, project efforts largely focused on intensive data collection activities for monitoring and assessment of remediation activities as well as increased consultation with stakeholders regarding certification and verification systems. A major emphasis was on the establishment of an "Intervention Database" (ID) that provides a baseline inventory of projects intended to combat exploitive child labor in the cocoa sectors of both countries. Finally, the fourth year activities have centered on in-country capacity building, reaching out to experts from other sectors through an information-sharing meeting held at Tulane University, research on the migration and trafficking of children, including representative survey research in Burkina Faso and Mali, updating and refining the Intervention Database as well as developing a Knowledge Database that will make data collected under the contract available to a larger audience.

The arena of child labor and child health, politically and culturally charged as it is, presents a challenge to us all to redouble our efforts to ensure transparency and measurable results. Tulane remains committed to make public and share the data we collect with all stakeholders and to call for continued transparency in moving toward results on this important international issue. We have high expectations that this evidence-based approach will be a part of the Joint Working Group (JWG) established between the two governments and Industry. Our assessment is that this is a positive development and we hope that there will be continued rapid movement to encourage collaboration that will result in a better knowledge base for action.

## **Background**

West Africa represents the world's major source for cocoa production, together accounting for almost exactly 50% of the world's supply of cocoa in 2006 (FAOSTAT 2006). Cocoa farming is labor intensive, and, as part of a centuries old custom of children working in agricultural household environments, hundreds of thousands of children are involved in work on cocoa farms, including tasks today considered to be among the WFCL. For some of these children, working in the cocoa sector may deprive them from other opportunities, such as the chance to attend school. An ILO report entitled *Global child labour developments: Measuring trends from 2004 – 2008*, observes that in Sub-Saharan Africa, the number of children in employment between the ages of 5 and 14 had risen from US\$ 49.3 to US\$ 58.2 million over the period and the incidence had risen by 2% (Diallo 2010).

In Ghana, the cocoa industry began in the mid- to late 19<sup>th</sup> century and by 1910, Ghana had become the largest cocoa producer in the world (Leiter & Harding 2004). From the beginning, the majority of Ghanaian cocoa farms have been small, individual or family owned plots rarely exceeding three acres, which encouraged pawn and family labor – whereby dependents were forcibly put to work or used as collateral for land acquisition or other loans (Grier 1992).

In Côte d'Ivoire, cocoa farming began in the southeast in the early 20<sup>th</sup> century and over time cocoa plantations spread throughout the country, moving from east to west. By 1978, Côte d'Ivoire had overtaken Ghana to become the world's largest producer of cocoa, comprising 40% of the market (Hecht 1983). As in Ghana, cocoa farms in Côte d'Ivoire are characterized as mostly smallholder farms. Family members including children are expected to participate in the cocoa production process.

By 2000, the use of child labor in the cocoa sector in West Africa had come under increased international scrutiny. In October 2000, the British Broadcasting Corporation (BBC) aired a documentary entitled, *Slavery: A Global Investigation*, which shocked the public<sup>1</sup> with its revelations of WFCL in Côte d'Ivoire's cocoa sector (Off 2006). A few months later, Knight Ridder news agency published what Carol Off, author of *Bitter Chocolate* termed, "the most explosive series yet on child exploitation in cocoa." In a series of articles written by Sumana Chatterjee and Sudarsan Raghavan, the authors interviewed victims of child trafficking in Côte d'Ivoire's cocoa-producing areas and revealed WFCL practices, including the existence of child trafficking, in cocoa farming.

Based on these media reports, the cocoa and chocolate Industry was accused of profiting from the use of trafficked child labor and forced labor on cocoa farms in West Africa. The reports described hazardous work and other WFCL performed by children in the cocoa sector, including work of children below the legal minimum age of employment. The Industry's European Cocoa Association (ECA) rejected some early media reports as "false and excessive" (ECA undated). However, facing the potential risk of boycotts and sanctions, Industry reluctantly acknowledged that working conditions in the cocoa fields were sometimes unsatisfactory and the rights of children were

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<sup>1</sup> According to Datamonitor Industry Market Research, from 1996-2002, the compound annual growth rate of the United Kingdom chocolate confectionary market was 2.3%. However, the only fall in the market was recorded in 2001, the financial year after the release of the BBC documentary, when the market shrank by 2% (Datamonitor 2002).

sometimes violated. In 2000, the United Kingdom (U.K.) Biscuit, Cake, Chocolate and Confectionery Alliance (BCCCA) released a statement about the BBC documentary that read, “*we do not believe that the farms visited by the programme are in the least representative of cocoa farming in Côte d’Ivoire although the claims cannot be ignored*” (BBC News 2000).

Shortly thereafter, according to a Library of Congress publication: “in 2001, Congress passed H.Amdt. 142 to P.L. 107-76, *FY2002 Agriculture, Rural Development and Food and Drug Administration (FDA) Appropriations*, which would have provided US\$ 250,000 to the FDA to develop a label for chocolate products indicating that no child slave labor had been used in the growing and harvesting of cocoa in a product so labeled” (Salaam-Blyther et al. 2005). A Senate companion bill was never introduced, in part because after the House of Representatives passed the bill, representatives of the cocoa/chocolate Industry and stakeholders including U.S. Senator Tom Harkin, U.S. Representative Eliot Engel, U.S. Senator Herb Kohl, the ILO, labor unions, consumer rights organizations and other civil society organizations negotiated “a comprehensive, six-point problem-solving” protocol aimed at ending the “use of abusive child labor in cocoa growing” (Harkin 2001). The discussions resulted in the “Protocol for the Growing and Processing of Cocoa Beans and their Derivative Products in a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor” – the Harkin-Engel Protocol – signed on September 19, 2001.

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

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

products and to establish independent means of monitoring and public reporting on compliance with those standards;”

- Establishment of Joint Foundation – “industry will establish a joint international foundation to oversee and sustain efforts to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products...The foundation’s purposes will include field projects and a clearinghouse on best practices to eliminate the worst forms of child labor;” and
- Building Toward Credible Standards – “the industry in partnership with other major stakeholders will develop and implement credible, mutually acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law, that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor” (The Protocol 2001).

In the following years, Industry experimented with approaches to certification, monitoring and verification and a foundation was created, the International Cocoa Initiative (ICI). Pilot projects and a number of project activities supported by Industry were also initiated in the cocoa-growing regions. Following the signing of the Protocol, the International Institute of Tropical Agriculture (IITA) was tasked with implementing surveys in the cocoa-growing regions in Ghana, Côte d’Ivoire and other cocoa producing countries (IITA 2002). Other quantitative and qualitative studies followed. However, in part due to the complexity of the subject and in part due to methodological problems with the initial surveys, it remained controversial how many children were impacted by WFCL in the cocoa sector. It also remained unclear if the situation on the ground was evolving, and the extent to which Industry-supported and other intervention and remediation activities were having an impact. At the same time, the implementing environment in Côte d’Ivoire was complicated by the political crisis, and progress on the ground was slower than hoped for by Senator Harkin, Congressman Engel, and many other stakeholders.

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

Executive Order (EO) 13126 on the "Prohibition of Acquisition of Products Produced by Forced or Indentured Child Labor," was signed by President Clinton on June 12, 1999. The EO is intended to ensure

*that federal agencies enforce laws relating to forced or indentured child labor in the procurement process. It requires the Department of Labor, in consultation with the Departments of State and Homeland Security, to publish and maintain a list of products, by country of origin, which the three Departments have a reasonable basis to believe, might have been mined, produced or manufactured by forced or indentured child labor (USDOL Web site 2010 #2).*

Pursuant to Executive Order 13126, in May 2004, the USDOL published a notice and request for information regarding forced child labor in the cocoa industry in Côte d'Ivoire in response to a public submission by Kevin Bales of Anti-Slavery International. Upon review, USDOL concluded that:

*Although the Government of Côte d'Ivoire has made some recent, credible efforts to address forced child labor in the cocoa sector, the Departments of Labor, State, Treasury and Homeland Security remain concerned about this problem and about the lack of an adequate legal framework to address forced child labor in the non-industrial farm sector. For this reason, the Departments have decided to continue to keep this Executive Order submission under review in order to monitor the government's efforts to address the forced child labor problem in the cocoa industry...* (US Federal Register 2004).

On July 20, 2009 the Department of Labor released a final determination in the *Federal Register* updating the EO 13126 list. Ivorian cocoa was included on this EO list in addition to Nigerian cocoa. Thus, under the procurement regulations implementing the EO, federal contractors who supply cocoa products with cocoa originating from Côte d'Ivoire or Nigeria must certify that they have made a good faith effort to determine whether forced or indentured child labor was used to produce the item (USDOL Web site 2010 #2).

Also in 2009, the U.S. State Department placed Ghana and Côte d'Ivoire on the *Tier 2 Watch List* in the Trafficking in Persons (TIP) Report 2009, citing trafficking for work in the cocoa sector as a factor for both country's inclusion. According to TIP, the government of Côte d'Ivoire is making significant strides to comply with the minimum standards for the elimination of trafficking. However, "despite these efforts, the government did not demonstrate progress over the last year in prosecuting traffickers of children for prostitution or forced labor; therefore, Côte d'Ivoire is placed on Tier 2 Watch List" (U.S. Dept. of State 2009). Ghana was placed on the Watch List because despite its work, "the government demonstrated weak efforts in prosecuting and punishing trafficking offenders or ensuring that victims receive adequate care" (U.S. Dept. of State 2009).

On March 29, 2010, a public meeting was held at the U.S. Department of Agriculture related to the Food, Conservation, and Energy Act of June 18, 2008 ("Farm Bill"). Section 3205 (b) of the Farm Bill had established a Consultative Group to Eliminate the Use of Child Labor and Forced Labor in Imported Agricultural Products. This group, composed of 13 members and chaired by the U.S. Department of Agriculture (USDA) has a mandate to "develop recommendations relating to guidelines to reduce the likelihood that agricultural products or commodities imported into the United States are produced with the use of forced labor and child labor" (USDOL Web site 2010 #3).

On September 13, 2010, USDOL, Senator Harkin, Representative Engel, the Governments of Côte d'Ivoire and Ghana, and representatives of the international Cocoa/Chocolate Industry released a *Declaration of Joint Action to Support Implementation of the Harkin-Engel Protocol* as well as a *Framework of Action to Support Implementation of the Harkin-Engel Protocol*. By signing the Joint Declaration, the undersigned declared that they "will work with each other and the other major stakeholders to successfully execute projects in the spirit of the *Declaration*." They also expressed their commitment to "[r]ecall the pledge made to achieve the goals of the

*Protocol* and reaffirmed their commitment to financially support these efforts, including a USDOL commitment of US\$ 10 million in FY 2010 appropriated funds and the commitment by Industry to spend US\$ 7 million in new funding over 5 years (Joint Declaration 2010).

Overall, implementation of the Harkin-Engel Protocol has been uneven and remains incomplete. Despite the concerted efforts of the various stakeholders, it is evident that much more work is required to meet even the 2005 agreement of reaching 50% of the cocoa growing sectors. While notable efforts have been made and significant progress has been achieved to date, the Protocol will not be considered fully implemented until the growing and processing of cocoa beans and their derivative products complies with ILO Convention 182.

As the project comes to a close, Tulane has been working to help the governments of Côte d'Ivoire and Ghana and local NGOs build capacity to carry on the activities and maintain the partnerships that were initiated during the project. In fact, in this fourth year of the USDOL contract with Tulane, we are experiencing increased cooperation and consultation among all of the major stakeholders as we work to ensure the sustainability of efforts to address the problem. It is in this positive light of collaboration and cooperation with Governments of Côte d'Ivoire and Ghana, NGOs and U.S. Government officials, and the multiple Industry representatives that we present this Fourth Annual Report to the U.S. Congress.

## II. Status of Certification Systems

### A. Methodology

Monitoring and assessment activities on various aspects of Industry-led certification efforts began under the USDOL-Tulane contract in October 2006 and have continued to date. Our research methodology for assessing Industry efforts is primarily based on a review of documents – publically available as well as those submitted by Industry – and key informant interviews. During the 2009/10 project year, Tulane interviewed:

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

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

### B. Key Terms and Definitions

For the purposes of clarity, Tulane operationally defines key terms as follows.

*Industry*: the national and international cocoa/chocolate actors that either directly or through representation signed the Harkin-Engel Protocol of 2001. Hereafter referred to as “Industry.”

*Global Issues Group (GIG)*: an ad-hoc, pre-competitive association of cocoa Industry participants formed in response to agreements as spelled out in the Harkin-Engel Protocol of 2001. They include:

- (1) Manufacturing and Retail Members: (a) Cadbury, (b) Ferrero, (c) The Hershey Company, (d) Kraft Foods, (e) Mars Incorporated, (f) Nestlé;
- (2) Cocoa Processing Members: (a) Archer Daniels Midland Company (ADM) Cocoa, (b) Barry Callebaut, (c) Cargill;
- (3) Affiliated Organizations: (a) Association of the Chocolate, Biscuit, and Confectionery Industries of the EU (CAOBISCO), (b) Confectionery Manufacturers of Australasia (CMA), (c) Confectionery Manufacturers Association of Canada (CMAC) - now the International Confectionery Association, (d) European Cocoa Association (ECA), (e) Federation of Cocoa Commerce (FCC), (f) National Confectioners Association of the U.S. (NCA), (g) World Cocoa Foundation (WCF) (Morgan 2010 #1).

*Pre-competitive action*: companies, who usually find themselves in the context of a competitive marketplace, seeking agreement on initiatives in their common interest such as exemplified by the formation of the GIG.

*4<sup>th</sup>-party audit*: the practice of an independent party (e.g. not the producer, buyer or standards setter) auditing the producer according to the specified standards in order to verify compliance.

*Community*: a group of people who live in a rural setting comprising a village and hamlets (*campements* in French) around the periphery.

*Remediation*: in this context, any action thought to eradicate WFCL and FAL in the cocoa sectors of Côte d'Ivoire and Ghana.

*Certification*: a formal procedure through an independent 4<sup>th</sup>-party audit to verify that a (potential) certificate holder has met a set of predetermined requirements (the standards) as stipulated by the standards setting organization.

*Audit*: a “systematic, independent and documented process for obtaining evidence and evaluating it objectively to determine the extent to which specified requirements are fulfilled” by the (potential) certificate holder (ISEAL Alliance).

*Certification body (CB)*: an independent 4<sup>th</sup>-party (not the producer, buyer or standard setting organization) that carries out the audit.

*Certificate holder*: the entity responsible for implementing and monitoring the requirements of the standard setting organization.

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

Article 6 of the Harkin-Engel Protocol states that:

*Industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law that cocoa beans and their derivative products have been grown and/or processed without any of the [WFCL] (The Protocol 2001).*

Thus, according to the Protocol, the standards must be (1) *credible*, (2) *mutually-acceptable*, (3) *voluntary*, and (4) *industry-wide*, which together would comprise “*public certification*.”

Furthermore, Article 4 of the Protocol calls for the establishment of a *joint action program* of:

- 1) “*research*”
- 2) “*information exchange*”
- 3) “*action to enforce the internationally-recognized and mutually agreed standards to eliminate WFCL in the cocoa sector*”
- 4) “*independent means of monitoring and public reporting on compliance with those standards*”



The second and third deliverables of Article 4 are important to certification insofar as the *joint action program* would enforce the implemented standards as well as independently monitor and report on the compliance of these standards.

According to the Harkin-Engel – Industry Joint Statement of July 1, 2005 (hereafter referred to as Joint Statement 2005), the original Protocol deadline of July 1, 2005 was not met. The statement reads:

*While the July 1, 2005 deadline will not be fully met, industry has assured Sen. Harkin and Rep. Engel that it is fully committed to achieving a certification system, which can be expanded across the cocoa-growing areas of West Africa and will cover 50% of the cocoa growing areas of Côte d'Ivoire and Ghana within three years (Joint Statement 2005).*

The statement further reads:

*Rollout of the certification system – including monitoring, data analysis, reporting and activities to address the worst forms of child labor – as aggressively as possible in Côte d'Ivoire and Ghana, with a goal of covering 50 percent of the two countries' cocoa-producing areas by July 2008. This is a milestone on the way towards the ultimate goal of 100 percent coverage in the two countries (Joint Statement 2005).*

As this deadline was not met, on June 16, 2008, U.S. Senator Harkin, Representative Engel and the cocoa/chocolate Industry agreed to extend and scale-up the “certification” system and issued another joint statement (hereafter referred to as Joint Statement 2008) stipulating that: “Industry will work with the governments of Côte d'Ivoire and Ghana to have a sector-wide independently verified certification process fully in place across each country’s cocoa-growing sector by the end of 2010” (Joint Statement 2008).

#### **D. Task 1 of the USDOL-Tulane Contract**

Task 1 of Tulane’s extended contract with USDOL charges the university to:

*Assess progress made by the cocoa industry and the Governments of Côte d'Ivoire and Ghana towards implementation of an industry-wide, transparent child labor-free cocoa certification system, covering 100 percent of the cocoa growing areas in Côte d'Ivoire and Ghana (USDOL-Tulane Contract 2008).*

The obligation to cover “100 percent of the cocoa growing areas in Côte d'Ivoire and Ghana” is based on language from the Joint Statement 2008 to have a “sector-wide independently verified certification process fully in place...by the end of 2010.” The term “fully in place” implies that the “certification” system would be implemented and operational in “100 percent” of the cocoa producing areas in both countries, as announced in the Joint Statement 2005.

#### **E. Industry Operationalization of Certification**

As submitted to Tulane in 2007, Industry defines its “certification” concept is as follows:

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

At Tulane's Data Collection Conference on April 29, 2010, Industry presented "slightly revised definition" of its "certification" concept entitled "Sector Wide Certification." This "slightly revised definition" is as follows:

*A transparent, credible and progressive process that reports, on a country-to-country basis, the incidence of the worst forms of child labor (WFCL) and forced adult labor (FAL) in a producing country's cocoa sector as a whole and on progress in reducing this incidence, with the goal of eliminating WFCL and FAL from the sector (Morgan 2010 #1).*

This "slightly revised definition" noticeably differs from the 2007 definition on the following points:

- The 2010 "slightly revised definition" more specifically defines the 2007 "labor conditions" as "worst forms of child labor (WFCL) and forced adult labor (FAL)."
- The 2010 "slightly revised definition" does not include a time dimension (i.e. on an annual basis) as does the 2007 definition.
- The 2010 "slightly revised definition" differs from the 2007 definition in that it does not state that "certification" "measures the success of efforts to address labor problems and supports the economic and social development of cocoa farming communities."
- The 2010 "slightly revised definition" omits the phrase of the 2007 definition: "It uses this information to identify both problem areas and the actions required to address them," thereby not making provision for the identification of problem areas and required action.
- The 2010 "slightly revised definition" specifically mentions "the incidence of [WFCL] and [FAL]" whereas the 2007 definition addresses "labor conditions" in general.
- The 2010 "slightly revised definition" includes mention of "transparent, credible, and progressive process that reports," as well as specifying "the goal of eliminating WFCL and FAL from the sector."

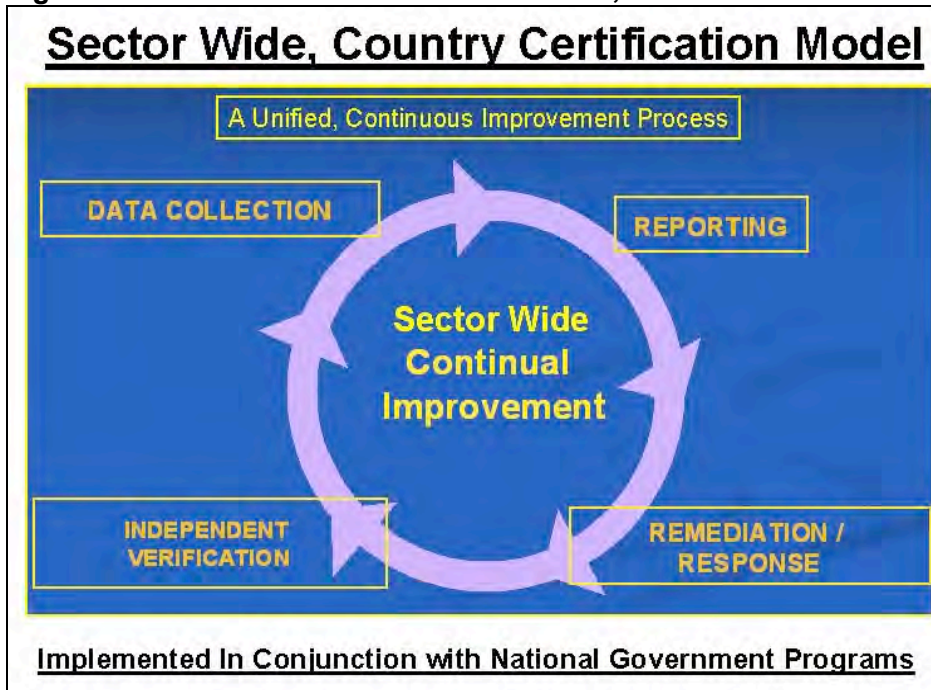
In sum, while Industry's "slightly revised definition" is overall less comprehensive and time bound than the 2007 definition, it does emphasize "the goal of eliminating WFCL and FAL from the sector."

Stating the need for this "slightly revised definition," according to Industry, GIG realized internally "that the definition should be refined and then did so with the input and agreement of [the] GIG team." Industry continued: "we developed this slightly revised definition to be more clear on the intention of 'sector wide certification' – especially with respect to the definitions or broad understanding of 'product certification.'" With respect to the status of its understanding of certification, according to Industry "the 'definition' could need further clarification in the future as it is more of a description of the activity

rather than a definition – but there is no consideration of a change at this point in time” (Morgan 2010 #3).

Industry’s current “certification” model, unchanged since first introduced in 2005, is illustrated below in Figure 1. Both the governments of Côte d’Ivoire and Ghana have also publically endorsed and implemented activities based on this model.

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



Source: Industry submission to Tulane, 2008

## **F. Industry Action to Implement its Certification Model**

### **1. “Data collection,” “Independent Verification,” and “Reporting”**

Industry’s first step, as a part of its “certification” cycle, involved data collection pertinent to the problem. To this end, Industry collaborated with the governments of Côte d’Ivoire and Ghana to conduct “certification studies.” A chronological summary of the main “certification”-related events follows:

**Nov-Dec 2006:** Ghana’s Ministry of Manpower, Youth and Employment (MMYE) (now the Ministry of Employment and Social Welfare, MESW) conducts a pilot cocoa labor survey covering 24 communities from six districts in four cocoa producing regions (MMYE 2008).

**Apr 2007:** Ghana releases the results of its pilot survey, “Labour Practices in Cocoa Production in Ghana” (MMYE 2007).

- Apr-Jul 2007:* Côte d'Ivoire's *SSTE-Certification* conducts a pilot cocoa labor survey covering 120 households from six villages in three cocoa growing districts (SSTE-Certification undated).
- Jun 2007:* Verité, "an international not-for-profit social auditing, training, consulting and research organization," is selected by Industry "to design the road map that would lead to credible, independent and transparent verification" (ICVB Web site 2010 #1).
- Nov 2007:* Côte d'Ivoire releases the results of its "Initial Diagnostic Survey in Agnibilekrou, Tiassale and Soubre" (SSTE-Certification 2007).
- Dec 2007:* The central outcome of Verité's "road map" is the creation of the International Cocoa Verification Board (ICVB) "to ensure that certification efforts to evaluate the occurrence of child or forced adult labor in cocoa producing areas in Côte d'Ivoire and Ghana are independently verified." Verité currently serves as the secretariat of the ICVB (ICVB Web site 2010 #1).
- Nov-Dec 2007:* Ghana begins data collection for its scaled-up survey in all six cocoa growing regions of the country to cover areas "that together produced 60 percent of the total cocoa output in Ghana in the year 2004/2005 cocoa season" (MMYE 2008). From the six cocoa growing regions, a total of 15 districts are selected. From those selected districts, a total of 15 households in 120 Enumeration Areas are selected for the study (Faf0 & Khulisa undated #1).
- Dec 07-Feb 08:* Côte d'Ivoire begins data collection for its scaled-up survey in 36 villages within 18 districts (SSTE-Certification 2008).
- Apr 2008:* ICVB selects Khulisa Management Services and Faf0 Institute for Applied International Studies as "the agencies charged with carrying out the verification of certification surveys in Côte d'Ivoire and Ghana." Khulisa Management Services is a research and monitoring and evaluation firm based in Johannesburg, South Africa and Faf0 is an independent and multidisciplinary research foundation focusing on social welfare and trade policy, labor and living conditions, public health, migration and integration, and transnational security and development issues based in Norway (Verité 2008).
- Jun 2008:* Ghana and Côte d'Ivoire release initial survey results to the ICVB:
  - Ghana issues a report entitled, "Cocoa Labour Survey in Ghana – 2007/2008" (MMYE 2008);
  - Côte d'Ivoire issues a report entitled, "Enquête Initiale de Diagnostic Nationale" (SSTE-Certification 2008).
- Oct 2008:* As part of the Independent Verification, verifiers collect their own data in Côte d'Ivoire and Ghana as part of their sub-sample study which entails re-surveying a select number of communities and households of each country's sample (Faf0 & Khulisa undated #1 & #2).

*End 2008:*<sup>2</sup>

Fafo and Khulisa publish “Final Verification Report: Ghana” in which they rate the overall quality of the certification study as “average” suggesting “that the study achieved its objectives, albeit with some limitations.” They recommend the ICVB “accept the Ghana certification scaled-up study,” however, they note that while the findings were valid for the selected samples, they could not be generalized to all cocoa growing areas and therefore recommend that appropriate statistical weights be computed and applied to the data (Fafo & Khulisa undated #1).

Fafo and Khulisa publish “Final Verification Report: Côte d’Ivoire” in which they rate the overall quality of the certification study as “below average,” suggesting “that additional work is needed to ensure the study achieves its objectives in a credible manner.” They recommend the ICVB accept Côte d’Ivoire’s certification study contingent on two points. That the study:

- “address its major drawback: the estimation of the number of children working in cocoa production;
- provide better estimates of all the reported results by using appropriate sample weights so that the results can be representative for the general population” (Fafo & Khulisa undated #2).

*Aug 2009:*

Ghana and Côte d’Ivoire apply sample weights to the data and publish reports:

- Ghana’s report is entitled, “Report on Weighted Data on Cocoa Labour Survey in Ghana (Scale-up Study, 2007/2008) (MESW Aug 2009);
- Côte d’Ivoire’s report is entitled, “Supplemental Study on the Initial Diagnostic Survey” (SSTE-Certification Aug 2009).

*Sep 2009:*

In the “Review of Statistical Weighting Report: Ghana,” Fafo finds that Ghana’s August 2009 report contained incorrect formulas and it is therefore rejected by Fafo (Fafo Sept 2009 #1).

In the “Review of Statistical Weighting Report: Côte d’Ivoire,” Fafo finds that Côte d’Ivoire’s August 2009 report contained incorrect formulas and it is therefore rejected by Fafo (Fafo Sept 2009 #2).

*Dec 2009:*

Côte d’Ivoire and Ghana release revised reports, adjusted according to Fafo’s recommendations with the corrected formulas re-applied to the original data:

- Côte d’Ivoire’s report is entitled, “Supplemental Study on the Initial Diagnostic Survey” (SSTE-Certification Dec 2009).
- Ghana’s report is entitled, “Report on Weighted Data on Cocoa Labour Survey in Ghana (Scale-up Study, 2007/2008)” (MESW Dec 2009).

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<sup>2</sup> Dates not provided on reports. However, a footnote in the Strategy Report (Fafo & Khulisa Jan 2009) indicates that the documents may have been published around November/December 2008

Jan 2010: Fafo issues “Review of Statistical Weighting Report: Côte d’Ivoire” indicating that the results of the study were valid and that the data accurately predicted conditions across the cocoa producing areas of Côte d’Ivoire (Fafo Jan 2010 #1).

Fafo issued a “Review of Statistical Weighting Report: Ghana” indicating that the results of the study were valid and that the data accurately predicted conditions across the cocoa producing areas of Ghana (Fafo Jan 2010 #2).

In sum, (1) Industry did collaborate with governments to conduct population-based surveys in both Côte d’Ivoire and Ghana. Both government studies were completed three years after the 2005 Protocol deadline and the independent verification of those surveys was completed four and a half years after the 2005 Protocol deadline. (2) Industry did commission Verité, which in turn established the ICVB, which subsequently contracted independent research institutions – Fafo and Khulisa – to perform Independent Verification on the government surveys. (3) Following multiple reviews and statistically weighting their results, the governments completed the surveys to the satisfaction of the verifiers and ICVB. Finally, (4) this research was publically “reported”.

Industry’s understanding and application of “verification” is further discussed in section III. *Status of the Verification Systems.*

## 2. “Remediation/Response”

In Article 5 of the Protocol, Industry commits to establishing “a joint international foundation to oversee and sustain efforts to eliminate” WFCL in the cocoa sector by July 1, 2002. The foundation’s purposes include delivery of:

- (1) “field projects,” and
- (2) “clearinghouse on best practices to eliminate [WFCL]” (The Protocol 2001).

In line with this commitment, Industry established the ICI as a foundation registered in Switzerland, meeting the July 1, 2002 deadline. Governed by a foundation board<sup>3</sup> comprised of members of labor unions, civil society, and Industry, ICI is primarily funded by contributions from Industry board members. ICI’s secretariat is based in Geneva, from where it executes its work. The ICI’s approach involves building the capacity of a

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<sup>3</sup> ICI’s 19 Voting Board Members:

- 11 Industry Board Members [9 Companies / 2 Associations: Barry Callebaut, Cadbury (now technically Kraft), European Cocoa Association, Ferrara Pan Candy, Ferrero, Hershey Foods, International Confectionery Association, Kraft Foods, Mars Incorporated, Nestlé, Toms]
- 8 Non-Industry Board Members [5 NGOs, 2 unions, 1 association: Education International, Free the Slaves, Global March Against Child Labour, International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations (IUF), International Trade Union Confederation (ITUC), Dignité, U.S. National Consumers League (NCL), WAO Afrique (ICI 2010 #2)]

cohort of locally-based NGOs in Côte d'Ivoire<sup>4</sup> and Ghana<sup>5</sup> and trains them on community outreach employing Participatory Learning and Action (PLA) methodologies. These implementing partners are in turn deployed to engage communities through a four-step process:

- Stage 1: sensitization and community dialogue on WFCL
- Stage 2: development of Community Action Plans (CAPs)
- Stage 3: implementation of CAP
- Stage 4: monitoring and evaluation

ICI implementing partners have assisted, or are in the process of assisting, 126 communities in Côte d'Ivoire and 157 in Ghana to develop a CAP – a total of 283 communities. To date, 86 CAPs reportedly have been developed in Côte d'Ivoire and 150 in Ghana. In stage 3 of the CAP development process, ICI implementing partners work with community members to reinforce their capacity to mobilize the resources they need to implement their CAP (e.g. through advocacy capacity and proposal development). According to ICI, the foundation does financially support CAPs when a community has not been in position to mobilize the totality of necessary resources. A total of 59 micro projects have been funded by ICI – 24 in Côte d'Ivoire and 35 in Ghana – constituting direct financial support from ICI to implement a CAP (e.g. to build or rehabilitate school blocks) (ICI 2010 #2).

ICI's implementing partners qualitatively monitor the impact of each community's CAP. Since its inception, ICI has commissioned one independent evaluation of its program in Ghana – the report, which will be addressed in section *G4.c. Remediation Outcomes and Impact* of this report, was published in June 2009.

ICI also reports having:

- reached 283 cocoa growing communities with sensitization campaigns, comprising a population of 646,000 people in the cocoa growing communities sensitized on issues concerning child labor in cocoa (ICI 2010 #2);
- trained 1,625 key people from civil society, and the public and private sectors in child and forced labor through 68 training events (organized by ICI trainers);
- contributed funding and provided technical input for the national action plans of Côte d'Ivoire and Ghana;
- in collaboration with Ghana Cocoa Board (COCOBOD) and Cadbury, supported radio programs on 13 local stations in Ghana reaching an estimated combined audience of 16 million;

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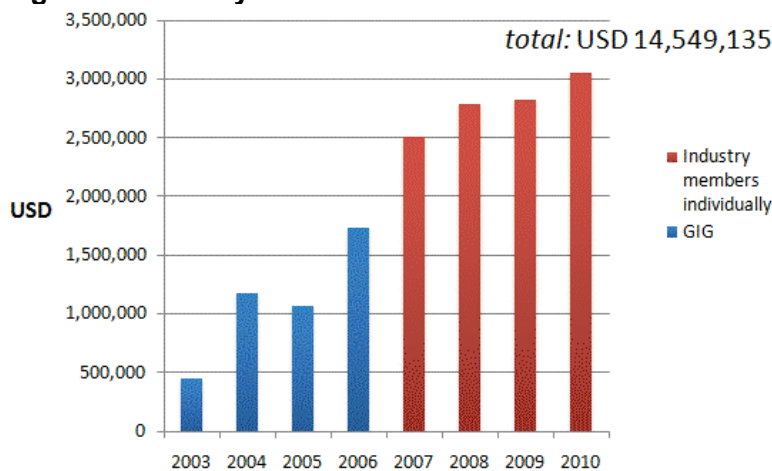
<sup>4</sup> ICI's 6 current implementing partners in Côte d'Ivoire are: Femme Action Développement (FEMAD), Caritas, and Renforcement de Capacité (RENFCAP), Assistance Internationale à l'Enfance Cœur et Action (AIECA), Horizons Lumieres, and Afrique Secours et Assistance (ASA).

<sup>5</sup> ICI's 8 current implementing partners in Ghana are: Community Development Consult (Codesult), Support for Community Mobilization Project and Programme (SCMPP), Global Responses Initiative (GLORI), Project Planning and Management Network (PROMAG), Rural Environmental Care Association (RECA), Save Life for All Foundation (SLF), Help Advance Community Opportunity Goals (HACOG), and Oasis.

- facilitated the posting of 157 new, qualified teachers in 66 communities;
- organized 7,076 community mobilization meetings and sensitized 268,949 community members regarding child labor. In 2009 alone, ICI implementing partners have organized 3,458 meetings and directly sensitized 105,673 persons on child labor in cocoa;
- mobilized the building or rehabilitation of school blocks in 129 communities, thereby creating 329 additional classrooms that benefit approximately 16,450 pupils (average of 50 pupils per class). In 2009 alone, 140 classrooms have been built or rehabilitated in 44 communities, benefiting 7,000 additional pupils (ICI 2010 #1).

Over the eight years of ICI's existence Industry, ICI's primary sponsor, has released US\$ 14.5 million to ICI. Figure 2 below illustrates Industry's annual funding of ICI since 2003.<sup>6</sup>

**Figure 2. Industry/GIG funds released to ICI to date**



Source: ICI 2010 #1

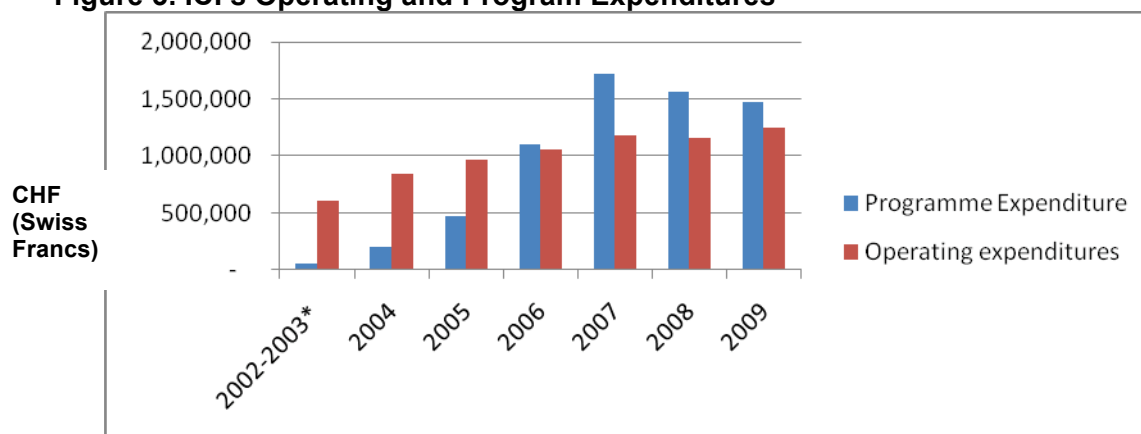
According to ICI, GIG as a group stopped funding ICI after 2006 and starting in 2007 cocoa/chocolate companies individually provided contributions to ICI (ICI 2010 #2). It should also be noted that ICI's operating-to-program expenditure ratio was 52:48 in the aggregate from 2002 to 2009. Figure 3 below depicts these expenditure types back-to-back. The graph furthermore reveals that ICI's operating expenditures per year have averaged CHF 1 million (US\$ 971,468)<sup>7</sup>.

<sup>6</sup> 2002 and 2003 have been grouped into 18 months and reported for 2003.

<sup>7</sup> Oanda. Exchange Rate: US\$ 1 = CHF 1.03, August 26, 2010. [www.oanda.com](http://www.oanda.com)



**Figure 3. ICI's Operating and Program Expenditures**



Source: ICI 2010 #2

\* 2002 and 2003 have been grouped into 18 months.

## **G. Assessment of Certification Efforts**

### **G1. Overlap in Industry's Operationalization of the Protocol**

Each action featured in Industry's "certification" model is, in principle, an important initiative that would drive progress. Together, these initiatives reinforce each other. Collecting data and issuing reports in collaboration with government programs would encourage the countries to themselves investigate the issue and permit evidence to inform national policy. "Remediation/Response" is imperative to achieve the envisioned goal of eliminating WFCL and FAL. "Independent Verification" would be able to validate the integrity of research, reporting and remediation action.

However, the similarities between Industry's "certification" model and the 4-point "*joint action program*" as agreed to in Article 4 of the Protocol are striking. Figure 4 below juxtaposes these two frameworks side-by-side. Industry's "certification" model is almost a visual diagram of the "*joint action program*" called for in Protocol Article 4. With its "certification" model, Industry is rather addressing Article 4 than Article 6 of the Protocol.

**Figure 4. Comparison of Certification Frameworks**

	<b>"Joint action program" deliverables as agreed upon in Article 4 of H-E Protocol</b>	<b>Industry's "certification" model</b>
1	Research	Data collection
2	Information exchange	Reporting
3	Action to enforce the internationally-recognized and mutually agreed standards	Remediation / Response
4	Independent means of monitoring and public reporting on compliance with those standards	Independent Verification

Industry’s “certification” model also overlaps with other articles of the Protocol. While carried out in the name of its “certification” framework, Industry’s “Data Collection” effort (i.e. research into WFCL and FAL) also addresses Protocol Article 2, which calls for “*on-going investigation of labor practices in West Africa.*” Similarly, remediation action – highlighted in Industry’s “certification” model – is called for in Article 5 of the Protocol, which charges a “*joint foundation*” to implement “*field projects and a clearinghouse on best practices to eliminate [WFCL].*”

This apparent overlap between Industry’s “certification” model and other elements of the Harkin-Engel Protocol is not problematic as such. In principle, Industry would be accountable for upholding each Article as spelled out in the Protocol. It is however problematic if these other elements are used to de-emphasize Article 6 of the Protocol, which calls for a “*credible*” certification system.

## **G2. Discussion of Industry’s Certification Concept**

The Protocol’s Article 6 calls for the “*standards of public certification*” to be “*credible,*” “*mutually-acceptable,*” “*voluntary,*” and “*industry-wide.*” In order to determine whether Industry’s “certification” concept as elaborated meets requirements of “credible” and “mutually-acceptable,” we compare it with existing certification systems.

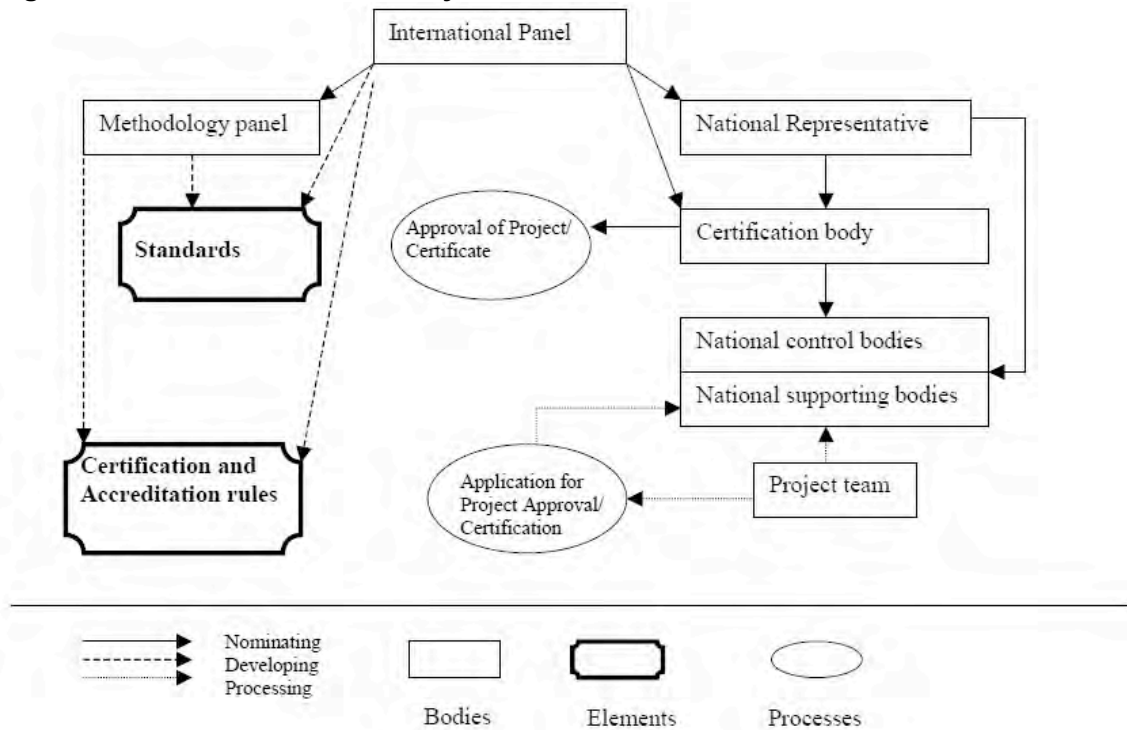
### **G2.a. The Structure of International Certification Systems**

A host of actors are operating certification systems in a variety of economic sectors. Systems for organic agriculture include Skal’s EKO Quality Mark, International Federation of Organic Agriculture Movements (IFOAM), Sustainable Agriculture Network (SAN), and UTZ CERTIFIED. The GLOBALG.A.P system is the most prominent system for the certification of agricultural products from Good Agricultural Practice (GAP) and integrated agriculture with over 100 certification bodies in more than 100 countries. The four major forest certification systems are Forest Stewardship Council (FSC), Pan-European Forest Certification (PEFC), Canadian Standards Association’s Sustainable Forest Management Standard (CSA) and Sustainable Forestry Initiative (SFI), with American Tree Farming Systems (AFTS) having been implemented in the U.S. In the *biomass for energy* sector, Green Gold is a certification system for ‘sustainable’ energy from biomass. Certification of “fair trade” products, such as implemented by FLO, promotes development by ensuring a ‘fair’ payment of agricultural products and enhances the quality of life of the producer. General certification systems provide procedures for the development of quality standards – such as implemented by the European Committee for Standardization (CEN), Eco-label, Eco Management and Audit Scheme (EMAS), International Standard Organization (ISO) – or sustainability standards such as implemented by the Consultancy and Research for Environmental Management (CREM) for a range of products. Internationally operated certification systems include ISO, Clean Development Mechanism (CDM), FSC, and GLOBALG.A.P.

Figure 5 below illustrates the common structure of internationally operated certification systems based on a crosscutting analysis. As the authors of the analysis, Lewandowski and Faaij, explain:

The international panel chairs the system and is responsible for the nomination and control of the body that develops the contents of the system, the methodology panel, or the bodies that are responsible for the carrying out of the certification process (the national representatives and certification bodies). The certification bodies are either nominated by the national representative or by the international panel. Those certification bodies generally are accredited, either by “approved bodies” (e.g. EUREPGAP [now GLOBALG.A.P<sup>8</sup>]), which are private companies, or by bodies which are operating as part of the certification system (e.g. FSC). Those certification bodies in turn have to fulfill certain quality demands, for example on the qualification of the employed persons, their control and reporting procedures.

**Figure 5. General Certification System Structure**



Source: Lewandowski & Faaij 2004

Juxtaposing Industry's application of "certification" as discussed above (in sections D., E. and F.) with this crosscutting template of credible certification systems, it is evident that Industry has not (1) established bodies with the appropriate mandate, (2) initiated the required processes, or (3) created the necessary elements to develop an operational international certification system. The ISO/IEC Guide 65 of 1996 serves as the international standard, setting the general requirements for bodies operating product certification systems. As far as we know, Industry's "certification" model has not been ISO 65 accredited.

<sup>8</sup> The Euro-Retailer Produce Working Group (EUREPGAP) became GLOBALG.A.P as of September 2007.

## **G2.b. Elements of credible certification systems**

Most certification regimes have the following four elements in common – which act together as a system in that they depend upon and reinforce one another:

1. A set of operationalized standards to be met in order to achieve certification,
2. A tested and validated process for verifying that a product, service, person, or organization has met those standards,
3. A *certification seal* attached to the product that identifies that the standards and verification have been fulfilled, and
4. Ongoing transparent auditing by an independent group to ensure that the *certification seal* is being applied in a manner consistent with the standards (adapted from Conroy 2007).

In an open letter to U.S. Senator Harkin on June 17, 2008, 13 private and public organizations cite Michael Conroy's book "*Branded!*," which elaborates a minimum of "four common elements Certification systems share" (ILRF 2010). This would suggest that the aforementioned criteria, adapted from *Branded!*, are acceptable to civil society. These criteria are furthermore credible as they are shared by viable, internationally recognized certification regimes. These four essential elements of certification systems may thus serve as criteria for assessing the validity of Industry's "certification" concept and its resulting operationalization of "certification."

### 1. A set of operationalized standards to be met in order to achieve certification

The Harkin-Engel Protocol is entitled: "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." Thus, the Protocol unequivocally designates ILO Convention 182 as *the* standard to be upheld in the production of cocoa, a Convention both Côte d'Ivoire and Ghana have ratified.

Article 3 of ILO Convention 182 defines the four types of WFCL – the first three of which have been designated as the unconditional WFCL:

- a. "all forms of *slavery* or practices similar to slavery, such as the sale and *trafficking* of children..."
- b. "the use, procuring or offering of a child for *prostitution*..."
- c. "the use, procuring or offering of a child for *illicit activities*..."
- d. "*work which*, by its nature or the circumstances in which it is carried out, *is likely to harm the health, safety or morals of children*" (ILO 1999).

Article 7 of Convention 182 furthermore stipulates measures that member-states should undertake to eliminate WFCL, including the interventions of *identifying children at-risk, preventing engagement in WFCL, removing children from WFCL, rehabilitating and socially integrating them, providing access to free basic education, and extending vocational training* (ILO 1999).

Thus, the Protocol signatories were provided with standards, specifically what constitutes WFCL according to ILO Convention 182.

Operationalizing these definitions of WFCL in the context of child labor in the cocoa sector would have constituted the next step in order to put these standards into practice. Only with the introduction of various *product certification* schemes in Côte d'Ivoire and Ghana was this set of standards operationalized (see section *H. Industry Engagement with Product Certification Schemes*).

2. A tested and validated process for verifying that a product, service, person or organization has met those standards

Credible certification schemes employ a tested and validated verification process to determine whether the designated unit of measurement meets the standard on a case-by-case basis. Industry's "sector-wide country certification model" was neither predicated on international precedent nor tested prior to implementation. Industry's "certification" model has yet to be validated by international standards for certification regimes, the most notable of which is ISO 65 accreditation.

Furthermore, in seeking to eliminate WFCL, the Protocol is unequivocally clear that the unit of measurement is the child. By targeting the whole country as a unit of measurement through the national surveys, in effect "certifying" that the whole country has complied, Industry's "certification" approach is not able to effectively verify whether standards stipulated by the Protocol are being complied with on a case-by-case and location-specific basis.

One tested and validated process to verify that a child is not subjected to WFCL is the child labor monitoring system (CLMS) as conceptualized and implemented by the ILO in various countries, including pilot programs in Côte d'Ivoire and Ghana.

Another tested and validated process to verify the absence of WFCL in the cocoa sector is product certification featuring farm-level audits. This verification process, practiced by various product certifiers, was initially embraced by small chocolate companies and is now increasingly being embraced by a number of the largest Industry actors.

According to these criteria, Industry's "certification" model could not be classified as a credible certification system as it does not represent a tested and validated process for verifying that a product, service, person or organization has met the outlined standards.

3. A "certification seal" attached to the product that identifies that the standards and verification have been fulfilled

With regard to the third criterion, Industry's "certification" model makes no provision for a "*certification seal*" – a label that would signify that the production of a certain product complies with the desired standards.

A certification seal or label allows the manufacturer and/or consumer to identify that the production of a product with a given certification seal abides by standards set forth by the standard setter of that certification system. Without a seal, and rigorous product segregation in the manufacturing context, one would not be able to distinguish between certified and non-certified product.

Although not included in Industry’s “certification” model, a majority of the largest cocoa and chocolate firms in the world are directly engaging *product certification* schemes that each feature a certification label.

Considering Industry’s apparent skepticism of a cocoa labeling system, it could nevertheless employ a business-to-business certification label system, such as currently practiced by GLOBALG.A.P.<sup>9</sup> To date, Industry is not employing any such industry-wide business-to-business label certifying cocoa as WFCL-free.

4. Ongoing transparent auditing by an independent group to ensure that the “certification seal” is being applied in a manner consistent with the standards

This fourth certification criterion, which would involve ongoing auditing to ensure that a “certification seal” is being applied in a manner consistent with the standards, is predicated on the previous three criteria. Here as well, no evidence points to the existence of such auditing activity on an industry-wide basis.

Although Industry in collaboration with the governments conducted population-based “certification” surveys, subsequently verified by an independent party, this type of verification does not constitute a certification audit. Independent verification of a survey does not produce an audited result on the actual incidences of the WFCL. Auditing in the context of cocoa production involves targeting the producers on their farms and plantations on a case-by-case and continual basis to verify whether the producers are meeting the required standards, a standard activity of product certifiers.

All four criteria of viable certification systems are however upheld in *product certification* schemes such as practiced by Fairtrade Labelling Organizations International (FLO), Rainforest Alliance and UTZ CERTIFIED, which the largest cocoa/chocolate companies are increasingly engaging.

### **G3. Discussion of Industry’s Data Collection Concept and Operationalization**

The population-based surveys in Ghana and Côte d’Ivoire under Industry’s “certification” umbrella were milestones in that the governments themselves led efforts to produce nationally representative data on the subject of WFCL and FAL. The information was publically diffused, helping to allay many misconceptions concerning the nature and extent of the phenomena. Furthermore, sufficient evidence was furnished to inform and mobilize government-led remedial action.

Generally, the objective of population-based surveys employing random sampling is to obtain nationally representative and statistically significant information on any given phenomenon. A notable benefit of a nationally representative survey is that it can show the overall reduction or rise in WFCL and FAL in the cocoa sector. At Tulane’s Data Conference in April of 2010, for example, the general consensus of the participants was that the national surveys should be held every five years in order to capture such trends.

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<sup>9</sup> For more information on EurepGAP’s B2B certification system see: <http://www.eurepgap.org/Languages/English/about.html>

With a sample size between 1% - 3% of the target population, depending on the survey, survey data can be extrapolated to speak in terms of national averages and prevalence. When properly weighted, a well-designed survey can be representative of the general target population. However, given that findings are based on randomly selected samples, a survey does not speak for every individual in the sample frame on a case-by-case basis.

Under its “certification” framework, Industry’s research-related efforts have entailed (1) studying and reporting on conditions based on the joint Industry/Government surveys, and (2) commissioning independent verification of those surveys. What Industry has accomplished with its “certification” surveys is to paint – in the broadest of strokes through extrapolation – the extent of the phenomenon in question. Extrapolated data based on random sampling are however not a location-specific monitoring or enforcement tool. The execution of nationally representative surveys is therefore not useful for credible certification purposes as called for in Article 6 of the Protocol. Industry’s “Data Collection” effort therefore rather corresponds with the more general proposition to study “*labor practices in West Africa*” according to Protocol Article 2.

## **G4. Discussion of Industry’s Remediation/Response Concept and Operationalization**

### **G4.a. Strengths and Weaknesses of Community Action Plans (CAPs)**

Remediation-related efforts under Industry’s “certification” framework are principally executed by ICI, formed by Industry more than 8 years ago. ICI/Industry’s designated *remediation* vehicle against WFCL and FAL is to enable communities to develop and support the community implementation of CAPs. In 8 years since its establishment, ICI has facilitated the development of 236 CAPs – 150 in Ghana and 86 in Côte d’Ivoire.

An independent program evaluation of ICI’s program in Ghana entitled “*Making Progress Learning Lessons*,” conducted between May and June of 2009, summarizes the program as follows:

*The evaluation found ICI’s community based approach to be both relevant to the communities concerned and effective in reducing child labour in the cocoa supply chain. It combines the three key elements of time (a commitment to work with a community for the length of time necessary to eliminate child labour), information (effective techniques for sensitisation concerning child labour and child development) and opportunities to support and enable sustainable changes in labour practices to take place (Farmer Field Schools, Community Action Plans and support for micro-projects) (Upton & Asuming-Brempong 2009).*

ICI’s NGO-facilitated, community-driven approach is in line with current development theory of maximizing community-based and national processes: with clearly stated goals, each targeted community elects the means and takes responsibility to achieve progress. Ghana’s adoption of the CAP methodology, currently supporting the development of 400 CAPs in NPECLC’s 47 target districts, is in effect a national endorsement of ICI’s approach.

This endogenous approach of the CAP development – a distinct strength in that the community owns the problem and the solution – also presents a weakness in that innovation is not necessarily shared between communities. Furthermore, a CAP analysis yields that there is considerable variance between CAPs in terms of proposed activities and to what extent the community itself elects contribute resources in order to implement the CAP.

The CAP, an important tool to catalyze desired community engagement and behavior change on the issue of WFCL, is however not an adequate tool to detect and address cases of child trafficking. First, the content of a CAP are principally informed by the community. The CAP development process is endogenous – no set CAP template is imposed on the community. Second, in practice, CAPs have not entailed the development of a community-wide register of all children, nor institutionalized ongoing child monitoring with child monitors/data collectors – essential features of community-based Child Labor Monitoring (CLM) which may detect hidden populations such as trafficked children on an ongoing basis.

Child trafficking is listed as the top of the WFCL list as defined by ILO Convention 182. Recalling the judgment made by independent evaluators of ICI's program in Ghana:

*The area of programme design that is not yet being sufficiently implemented is the establishment of effective child protection systems, including ensuring the protection of trafficked children. Such systems are needed to ensure that the most vulnerable children are not forgotten... (Upton & Asuming-Brempong 2009).*

Child protection mechanisms and child trafficking are explicitly defined areas that Industry/ICI need to address. The adequate tool to detect and refer child trafficking victims is the Child Labor Monitoring System (CLMS), which will be addressed in section IV. *Status of Child Labor Monitoring Systems* of this report. CAPs should therefore not be considered remediation panacea.

#### **G4.b. Projected Completion of Industry Remediation at Current Rates**

As Tulane's Third Annual Report suggested, Industry has yet to demonstrate that its collective remediation interventions have covered 50% of Ghana and Côte d'Ivoire's cocoa sectors per the 2008 deadline. Nor has Industry indicated how, in terms of remediation, it proposes to attain the goal "*to have a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010*" (Joint Statement 2008).

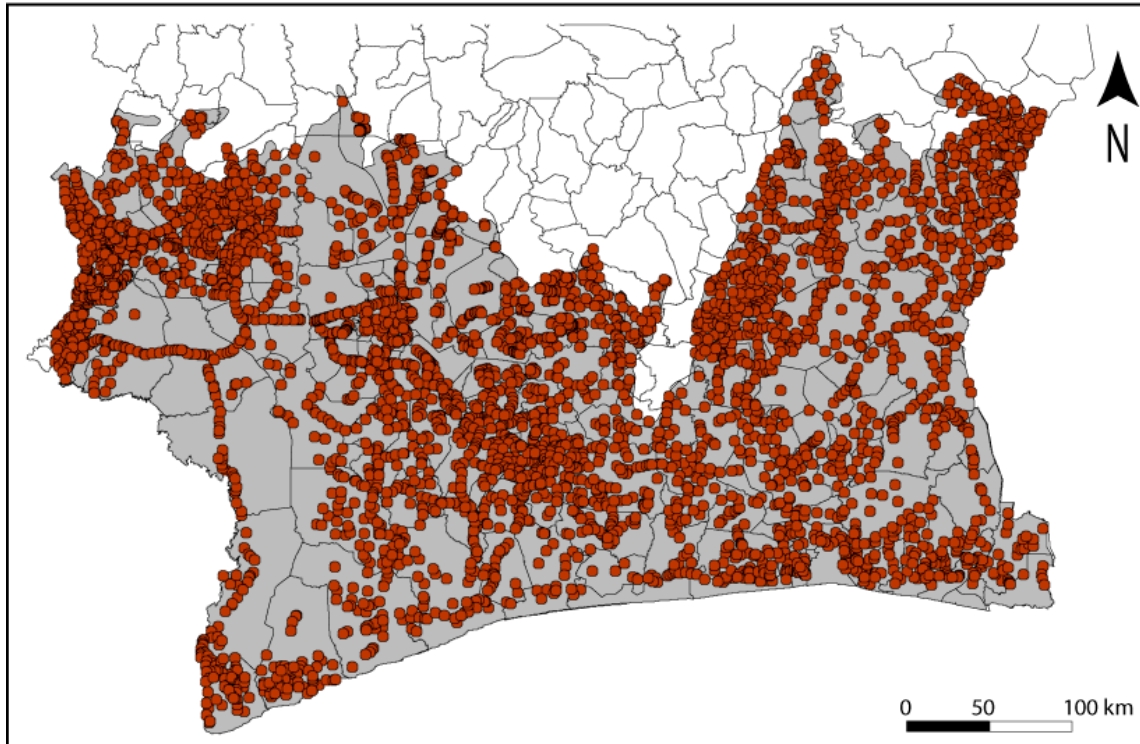
With respect to Industry-led remediation activities, ICI reports having developed 86 CAPs in Côte d'Ivoire and 150 CAPs in Ghana featuring community-driven solutions to overcoming WFCL. ICI also reports having reached 283 cocoa growing communities with sensitization campaigns (ICI 2010 #2). However, as sensitization differs from remediation, and with remediation featured as one of four components of Industry's "certification" model, the process that Industry aims to have "*fully in place across each country's cocoa-growing sector by the end of 2010*" according to the Joint Statement 2008, we shall use CAP implementation as a level to gauge Industry's remediation coverage.



- Côte d'Ivoire

Côte d'Ivoire's cocoa growing areas, which cover roughly 2.5 million hectares, are located within 15 degrees of the equator – a tropical climate suitable for the cocoa tree. The country's 70,000 cocoa producers live in cocoa growing communities comprising, according to conservative estimates, approximately 3,750 villages and 21,900 hamlets (*campements* in French).

**Figure 6. Map depicting cocoa growing communities in the *sous-préfectures* of Côte d'Ivoire**



Source: Ministère de l'Agriculture et des Ressources Animales, 2009

Given the 3,750 cocoa growing villages in Côte d'Ivoire, ICI's 86 CAPs cover **2.29%** of the country's cocoa growing communities. In Côte d'Ivoire, ICI is reaching communities with CAPs at a rate of 10.75 CAPs per year.<sup>10</sup> Approximately 3,664 villages remain to be reached by ICI with CAPs in Côte d'Ivoire.

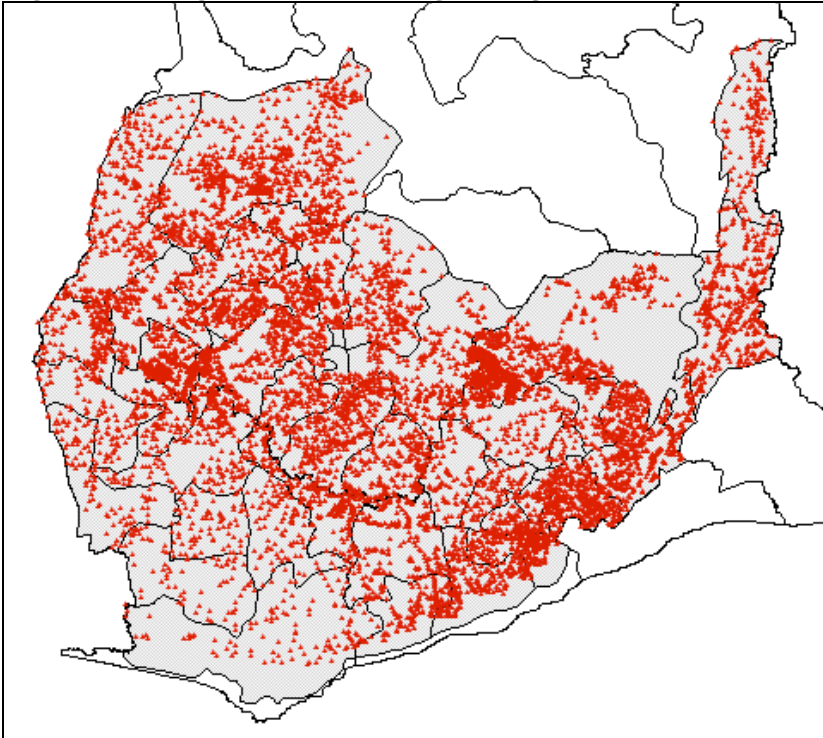
Adding the 9 villages the Ivorian government's program *SSTE-Certification* has reportedly reached with remediation activities to ICI's figures, the total number of cocoa growing communities reached comes to **2.53%** in Côte d'Ivoire.

<sup>10</sup> As hamlet inhabitants would convene in the village when summoned by the chief to participate in community functions, such as organized by ICI's implementing partners, we use the number of villages as the denominator.

- **Ghana**

In Ghana, there are over 8,000 villages within the cocoa districts. Despite their location in cocoa growing districts, not all of these communities grow cocoa on a significant scale. GIS experts estimate that between 5,000 and 6,000 villages in Ghana produce cocoa on a significant scale (see Figure 7 below).

**Figure 7. Villages in the cocoa growing districts of Ghana**



Source: CERSGIS, 2010

Using the more conservative estimate of cocoa growing communities in Ghana, 5,000 villages, and with 150 CAPs developed, ICI has reached approximately **3%** of cocoa growing communities in Ghana. ICI has thus far developed CAPs at a rate of 18.8 CAPs per year in Ghana. Approximately 4,850 villages in the cocoa growing region remain to develop CAPs in the country.

Adding the 535 villages NPECLC has reportedly reached to date with remediation activities<sup>11</sup> to ICI's figures, the total number of cocoa growing communities reached comes to **13.7%** in Ghana.

Considering Industry's current rate of remediation implementation, it appears that it is still a long way from achieving its 2010 target. With the development of CAPs as the

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<sup>11</sup> While an estimated 400 communities are developing/implementing CAPs due to NPECLC activities, NPECLC has reportedly reached 535 communities with remediation interventions including (1) sensitization on WFCL, OSH, personal and environmental hygiene, (2) formation of Community Child Protection Committees, (3) provision of bicycles, etc. We therefore use the number of communities reached with remediation activities by NPECLC's program instead of the estimated 400 communities developing and implementing CAPs among the 530 communities.

ICI/Industry-designated remediation vehicle and remediation featured in Industry's certification model, to meet the goal of having "a *sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010*" as outlined in the Joint Statement 2008, Industry and the Ivorian government would still need to reach an estimated 3,655 cocoa growing communities (97.46%) with remediation activities in Côte d'Ivoire and Industry and the Ghanaian Government would still need to reach an estimated 4,315 communities (86.3%) with remediation activities in Ghana.

In addition, as Tulane's and the government's population-based surveys revealed, indicators of WFCL such as "average cocoa hours last 7 days" suggest an elevated prevalence level of WFCL in Côte d'Ivoire. In light of these realities, the question must be posed why ICI (1) has fewer implementing partners in Côte d'Ivoire than in Ghana, (2) has rolled out roughly half the number of CAPs in Côte d'Ivoire (86 CAPs) as it has in Ghana (150 CAPs) (3) and is rolling out CAPs at almost twice the rate in Ghana (18.8 CAPs per year) as it is in Côte d'Ivoire (10.75 CAPs per year). In light of these different results between the two countries, ICI notes that "mainly because of the situation in Côte d'Ivoire from 2003 to 2005, ICI's pilot phase program started in Côte d'Ivoire late 2006, and its scale-up phase in 2007. In Ghana, pilot project started early 2005" (ICI 2010 #2). In any event, it appears that ICI has much catching up to do in Côte d'Ivoire.

#### **G4.c. Remediation Outcomes and Impact**

According to Industry's 2007 definition, among other things, "certification" "*measures the success of efforts to address labor problems*" (Industry 2007). Measuring remediation outcomes or remediation impact is therefore highlighted by Industry as a desirable knowledge objective. Measuring impact with outcome variables would allow Industry to demonstrate to what extent its remediation efforts may help the countries achieve desired standard of eliminating WFCL in the cocoa sector.

With another population-based survey, national trends would reveal in broad strokes if efforts accomplished the objective of reducing prevalence of WFCL and FAL. Another nationally representative survey could however not be able to attribute the change to a distinct factor – or a set of distinct factors. The infamous problem of attribution. Was a government program, rainfall, an engaged district assemblyperson, or an ICI implementing partner to thank for the improvement? By definition, a population-based survey with randomly selected clusters does not allow the survey to target a specific location.

According to ICI, the fourth step of its CAP development program consists of community M&E. This step entails the community forming "*a committee to make sure the action plans are actually implemented (e.g. the school is effectively built) and that practices change*" (ICI Web site 2010 #2). The next level of monitoring is affected by ICI's implementing partners, which qualitatively monitor the implementation of each community's CAP. While these two levels of monitoring are essential, the type of indicators used to chart the progress of any given initiative are *process indicators*. The process indicators of the M&E committee, as well as those of the responsible ICI's implementing partner, might very well demonstrate that the community has successfully implemented their CAP. However, this does not demonstrate what WFCL and FAL are not present in that particular community. ICI has yet to demonstrate what impact the implementation of CAPs have had on WFCL and FAL on a case-by-case basis. Has

Blaisekro in Côte d'Ivoire been able to eliminate WFCL? What about Wiredukrom or Atentan in Ghana?

The only measurement activity approximating an impact assessment that ICI/Industry has sponsored to date was an independent evaluation of ICI's program in Ghana, conducted between May and June of 2009 as mentioned above. The findings of this evaluation, performed by Sue Upton and Samuel Asuming-Brempong, Ph.D., are presented in the report entitled "*Making Progress Learning Lessons*" (Upton & Asuming-Brempong 2009). To assess the program in Ghana, the evaluators performed a program evaluation by conducting a literature review and utilizing key informant interviews in conjunction with participative discussion groups.

This qualitative effort to understanding the effect of ICI's work in Ghana is aptly called a program evaluation. By design, a program evaluation differs from an impact evaluation wherein an impact evaluation assesses changes that can be attributed to a particular intervention through counterfactual analysis. Counterfactual analysis, either performed through a prospective (*ex ante*) or retrospective (*ex post*) evaluation design, draws appropriate comparisons between the intervention group and the control (also known as the comparison) group. The ICI-commissioned study did not include a case control group in its methodology – which would have entailed including non-ICI communities in the sample. A second gold standard of an impact evaluation is that respondents are randomly selected. The ICI evaluation, while selecting communities based on a variety of criteria and questioning a diverse group of program beneficiaries, rather employed convenience sampling.

Thus, in order to demonstrate the extent of ICI's impact, we recommend impact evaluation designs that approximate, as closely as possible, the principles of sound evaluation methodology on a longitudinal basis to determine attribution and to maximize explanatory power.<sup>12</sup> Tulane furthermore notes that ICI has yet to commission an independent evaluation of its program in Côte d'Ivoire.

#### **G4.d. Incongruence between Industry- and government-led remediation programs**

Industry's current "certification" model, first diffused in 2005, is reportedly being implemented in conjunction with National Government Programs. According to Industry's "certification" definition of 2007, "*Certification will provide a clear, statistically valid and representative view of labor conditions across the cocoa sectors of Ghana and the Ivory Coast, on an annual basis. It uses this information to identify both problem areas and the actions required to address them*" (Industry 2007).

Therefore, as of 2007, Industry envisioned that the surveys would inform remediation action in terms of (1) identifying problem areas and (2) identifying required action to address those problem areas. In the case of Côte d'Ivoire, *SSTE-Certification's* selection of 30 "*self-help pack villages*" – a government remediation program which followed the survey – was not predicated on geographical areas that had exhibiting high WFCL prevalence according to the government survey. Conversely, *SSTE-Certification's* stated criteria for village selection were:

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<sup>12</sup> A theory varies in *explanatory power* to the extent to which it can predict or otherwise account for the phenomena being investigated.

- Location in an agricultural setting
- No existing school or health care unit infrastructure
- Community volition to cooperate (SSTE-Certification 2010 #1)

In the case of Ghana, there is sufficient overlap at the program level between ICI and NPECLC. NPECLC for example adopted the CAP methodology and is supporting the development of 400 CAPs in its 47 target districts. NPECLC furthermore assisted its 47 target districts to develop their own District Action Plans as well as supervises the districts to in turn assist target communities in their formulation of CAPs.

In the case of Côte d'Ivoire, the approaches taken by ICI and *SSTE-Certification* are incongruent. Despite of ICI's contribution of funds and technical input towards the development of Côte d'Ivoire's national action plan, and the fact that the ICI's remediation activities predate *SSTE-Certification's* "*self-help pack village*" scheme by a number of years, their respective approaches differ significantly. One is a community-based sensitization and mobilization initiative to spark community-led action and behavior change; the other is a top-down, infrastructure-laden proposition targeting 30 villages and thus far having reached 9.

Part of the problem – and what also accounts for these differing approaches – is the lack of multi-stakeholder agreement on the causes of WFCL and FAL in the cocoa sector and the most effective methods to overcome them. Ghana's pilot cocoa labor survey, conducted by the MMYE in 2006 covering twenty-four communities in four cocoa producing regions, generally concluded that the case of child labor in Ghana's cocoa sector seems to be more of a socio-cultural phenomenon (Asuming-Brempong 2010). Conversely, *SSTE-Certification* of Côte d'Ivoire posited that WFCL was linked to poverty and thus primarily an economic phenomenon (SSTE-Certification 2008).

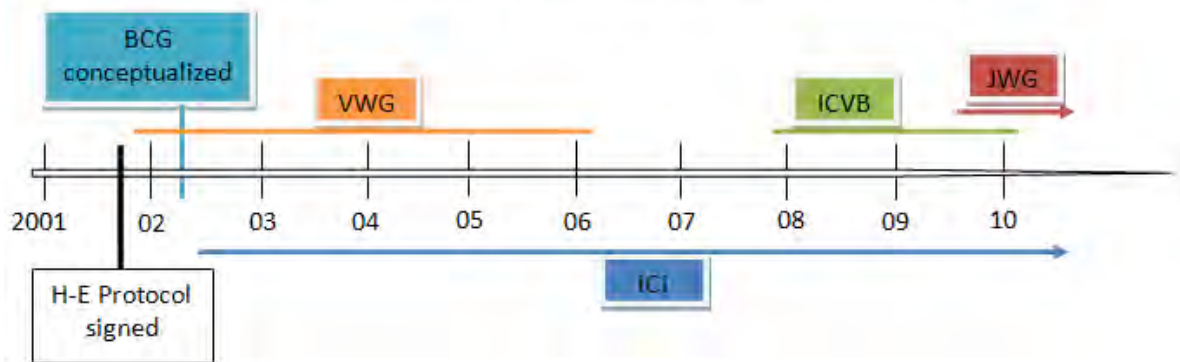
Industry representatives have cited this point of departure between the two countries.<sup>13</sup> We believe that this issue might have been resolved had Industry executed their charge as per Article 2 of the Protocol ("*Formation of Multi-Sectorial Advisory Groups*"). There, Industry agreed that by December 1, 2001, it would "*constitute a broad consultative group with representatives of major stakeholders to advise in the formulation of appropriate remedies for the elimination of [WFCL] in the growing and processing of cocoa beans.*"

Since the signing of the Protocol, Industry has created multiple bodies serving a variety of purposes. The figure below illustrates their chronology.

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<sup>13</sup> For example as mentioned during Tulane's Data Collection Conference April 27-29, 2010.

**Figure 8. Chronology of Industry-created Advisory Bodies**



Industry currently considers ICI's board as “representative of a broad group of stakeholders” (Morgan 2010 #2):

*As the ICI took shape it became apparent that the Board of the ICI was representative of a broad group of stakeholders and therefore the ICI, in its operational capacity, actually fulfilled the requirement of “constituting” that group - as the ICI was charged with “formulating appropriate remedies for the WFCL” in cocoa production (Morgan 2010 #2).*

To guide its program development, ICI did: (1) create an Advisory Council comprised of 12 members “to formulate [its] own plans of action,” as well as (2) commission two qualitative studies – one in Ghana and one in Côte d’Ivoire (McAllister 2010).<sup>14</sup> These processes however did not include major stakeholder participation – which would have necessitated official government participation from Ghana and Côte d’Ivoire – in the formulation and validation of “appropriate remedies.”

In short, the *major stakeholder “formulation of appropriate remedies for the elimination of [WFCL]”* requirement of Article 2 of the Protocol has yet to be accomplished despite its due date of December 1, 2001. As ICI’s program design did not officially include the major stakeholders such as the governments, the governments in turn have each taken unique remediation approaches with different expected outcomes.

#### **G4.e. Extent of ICI’s service as a best practice clearinghouse**

As previously cited, in Article 5 of the Protocol, Industry commits to establishing “a joint international foundation to oversee and sustain efforts to eliminate” WFCL in the cocoa sector, which would (1) execute “field projects,” and (2) serve as a “clearinghouse on best practices to eliminate [WFCL].”

<sup>14</sup> For Ghana, ICI commissioned a qualitative study carried out by Dr. Leslie Casely-Hayford of Associates for Change and entitled: *Situational Analysis of Child Labour in the Cocoa Sector of Ghana*, submitted to ICI on May 6, 2004 Accra, Ghana. For Côte d’Ivoire, ICI commissioned a qualitative study led by Hubert LeBlanc entitled *Lutte contre les pires formes de travail des enfants dans la filière du cacao de Côte d’Ivoire: Analyse contextuelle et propositions de programmation*, submitted to ICI in April 2004.

A keyword search of ICI's Web site using the term "best practice" yields three pertinent results:

1. The *Newsletter 02: March 2005* references ICI's program, which *inter alia* addresses the key areas including "Experiences in implementing child labour programmes (including problems, lessons learnt, **best practices**)" (ICI 2005).
2. The "Our History" page discusses ICI' pilot projects in 24 communities in Ghana, stating that: "Based on our pilot project, ICI is able to offer a **best-practice** approach that can, over time, be adopted by local institutions across cocoa-producing countries" (ICI Web site 2010 #3).
3. The *Newsletter 08: May - July 2008*, getting straight to the point: "One of the roles foreseen for ICI in its objectives was to act as a clearinghouse of **best practice**. It was in exercising this aspect of our mandate that the idea of hosting a conference to promote learning and sharing was formed" (ICI 2008 #2). The newsletter further reports on the sector-wide participation and mentions that the conference yielded recommendations that would guide ICI in its future work.

First, it is worthwhile to clarify the term "best practice clearinghouse." A clearinghouse is defined by Merriam-Webster as "a central agency for the collection, classification, and distribution especially of information" (Merriam-Webster 2010 #1). A "best practice" is generally understood as a technique or methodology that has consistently demonstrated superior results than those achieved with other means (Business Dictionary 2010). In the field of public health, to qualify as a "best practice," a practice is scrutinized through the following process:

1. Identification of leading experts on the subject;
2. Convening panel of leading experts;
3. Expert selection of criteria to promote a practice to a "best practice," including:
  - a. sound theoretical base,
  - b. considerable literature, and
  - c. acceptance among practitioners;
4. Expert weighing of the evidence employing the Delphi method;<sup>15</sup>
5. Expert validation of "best practice" through consensus (or vote);
6. Reinforcement of appropriate means to assure diffusion and application of "best practice" and a process to vet ongoing and current research. (WAHO 2007)

With this general understanding of "best practice" and "clearinghouse," it appears that ICI has yet to (1) collect, classify, and distribute pertinent information, and (2) create official mechanisms to validate and disseminate "best practice."

Where no "best practice" exists, ICI/Industry and other stakeholders should initiate the necessary steps to test, select and validate the "best practice." This operation would also

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<sup>15</sup> Essential elements of the Delphi method are:

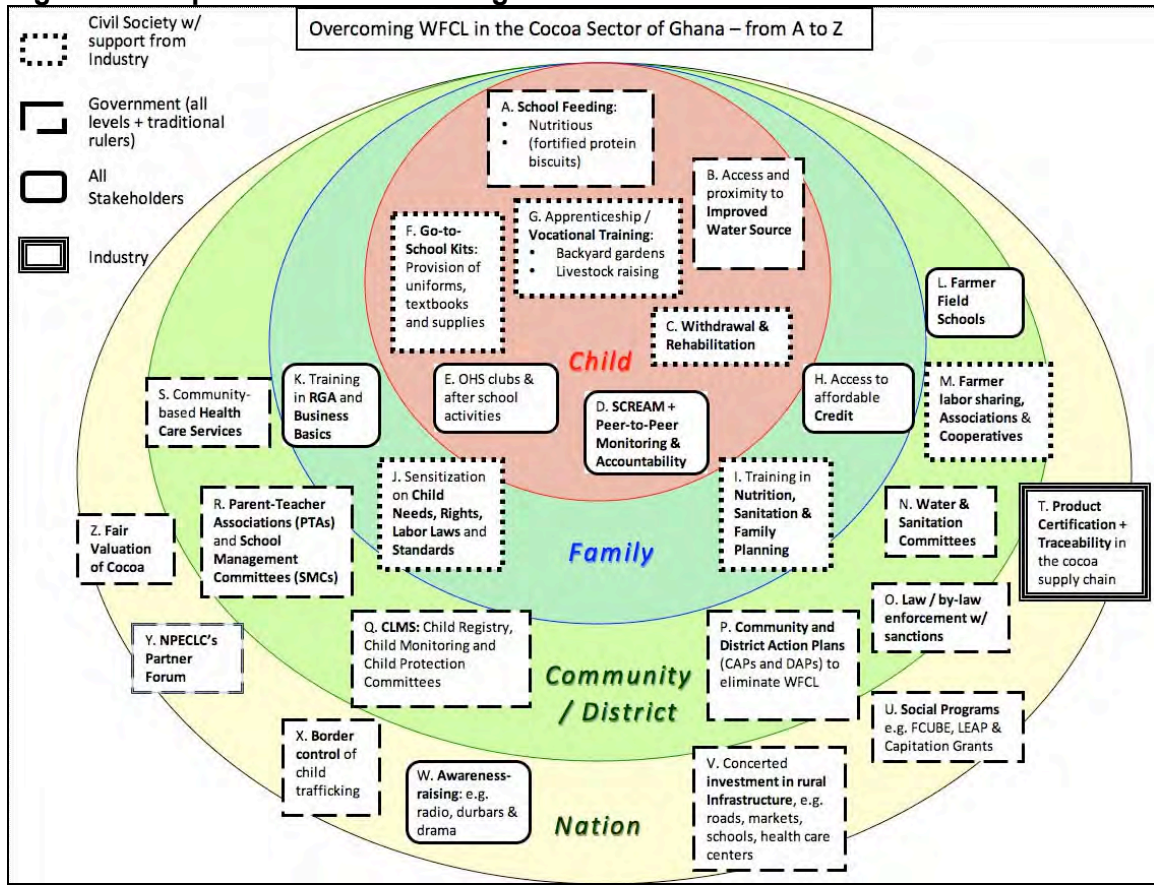
- An expert survey in two or more 'rounds'
- Starting from the second round, a feedback is given (about the results of previous rounds).
- The same experts assess the same matters once more - influenced by the opinions of the other experts.

allow Industry to fulfill its commitment of “formulating appropriate remedies” according to Protocol Article 2 (as discussed above).

By “formulating appropriate remedies” and serving as a “best practice clearinghouse,” Industry/ICI would not only demonstrate that its own remediation strategy is evidence-based, but also that its approach and promotion of various “best practices” should be more widely applied in the quest to eliminate WFCL and FAL in the cocoa sectors of West Africa.

Tulane, in executing its Intervention Database research, asked all its respondents: “In your opinion, what are the most effective measures one could take in order to eliminate the Worst Forms of Child Labor?” Figure 9 below visually summarizes their answers in the case of Ghana. A similar diagram was prepared for Côte d’Ivoire’s Intervention Database based on the respondent’s answers to the same question, displayed in Appendix 7. These terms are further described in the “Recommendations” section of the Intervention Database Web site.<sup>16</sup>

**Figure 9. Responses to Overcoming WFCL in Cocoa Sector of Ghana**



<sup>16</sup> Tulane University. Recommendations. Intervention Database 2010. Côte d’Ivoire: <http://cidb.childlabor-payson.org/recommendations.html> Ghana: <http://ghanadb.childlabor-payson.org/recommendations.html>



#### **G4.f. Funding of “Remediation”**

In 2008, the global confectionery market was valued at US\$ 127.9 billion, of which chocolate sales accounted for 48.6% – **US\$ 62.1 billion** (Datamonitor 2009). In 2008, total revenue of chocolate sales in the U.S. was US\$ 16.7 billion (Datamonitor 2009). And these figures do not include other cocoa-based product markets such as cosmetics.

In Article 1 of the Protocol, Industry agreed that it would “*continue to commit significant resources*” to counter WFCL in West Africa. The Joint Statement 2005 mentions that “*the chocolate and cocoa industry is dedicating more than \$5 million annually to support the full implementation of the certification system for cocoa farming labor practice*” (Joint Statement 2005). Similarly, ICVB reported in September 2009, that “[*]Industry has invested more than \$75 million since 2001 to improve conditions and support the National Action Plans in both countries*” (ICVB Web site 2010 #2).

Tulane’s Intervention Database<sup>17</sup> survey of almost all the stakeholders - 43 in Ghana and 40 in Côte d’Ivoire – shows that between 2001 and 2009:

- implementing partners in Côte d’Ivoire had reportedly received US\$ 1.2 million from Industry; and
- implementing partners in Ghana had received US\$ 4.3 million from Industry.

Thus combined, implementing partners in the two countries reported having received approximately **US\$ 5.5 million** from Industry between 2001 and 2009. This figure includes all of ICI’s implementing partners at the time who were surveyed by Tulane (4 in Côte d’Ivoire and 8 in Ghana) as well as all other implementing partners, but excludes IFESH, STCP and Rainforest Alliance in Ghana, who did not provide information regarding funding they had received from Mars.

There seems to be a wide gap between the amount of funds implementing partners in both countries report having received from Industry since 2001 to 2009 (approximately US\$ 5.5 million) and the funds Industry claims it invests pertinent to the issue.

#### **G4.g. Funding of ICI**

As reported by ICI, Industry, first jointly through the GIG and then as individual companies, Industry has funded ICI with US\$ 14,549,135 to date. This sum in turn is used for ICI’s operational and program expenses. Program expenses are further broken down into funding for ICI’s implementing partners in Côte d’Ivoire and Ghana, the technical assistance activities, training activities, and research activities. The funding for ICI’s implementing partners, called the *Community based programme* category, is therefore only a part of the total “*Program and Operating expenditures.*” Table 1 below enumerates the total amount of funding implementing partners executing CAPs in Ghana and CI have received to date. In Ghana, the *community based pilot programme* started in 2005, and in Côte d’Ivoire in 2006 (except for the pilot partner CEFRAR, which started pilot activities in 2005).

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<sup>17</sup> All amounts received by implementing partners from Industry sources are listed in Tulane’s Third Annual Report 2009, Appendix 11, pages 503 and 504.

**Table 1. Funding ICI implementing partners executing CAPs in Ghana and CI have received to date**

<b>Côte d'Ivoire</b>				
	<i>Organization</i>	<i>Amount (CFA)</i>	<i>Amount (US\$)</i>	<i>Notes</i>
Current implementing partners	CARITAS	98,979,076	189,050	
	FEMAD	142,935,041	273,005	
	RENFCAP	122,910,395	234,758	
	AIECA	44,962,479	85,878	
	HORIZONS LUMIERES	44,962,479	85,878	
	ASA	23,000,000	43,930	1 <sup>st</sup> cash advance
sub-total		477,749,470	912,501	with an exchange rate CFA 1= US\$ 0.00191 (provided by ICI)
Previous ICI implementing partners	CEFRAR	28,472,458	54,382	
	UVPAP	64,687,524	123,553	
sub-total		93,159,982	177,935	with an exchange rate CFA 1= US\$ 0.00191 (provided by ICI)
Total (Côte d'Ivoire)		570,909,452	1,090,437	
<b>Ghana</b>				
	<i>Organization</i>	<i>Amount (US\$)</i>		
Current implementing partners	CODESULT	231,658		
	SLF / HFH	211,829		
	SCMPP	165,201		
	GLORI	95,363		
	HACOG	83,628		
	PROMAG	80,598		
	OASIS	63,966		
	RECA	87,436		
Total (Ghana)		1,019,679		

Source: ICI 2010 #2

Thus, to execute the *Community based programme*, ICI's implementing partners in Côte d'Ivoire have received the equivalent of US\$ 1,090,437 to date and ICI's implementing partners in Ghana have received the equivalent of US\$ 1,019,679.

According to our calculations based on ICI implementation figures (reproduced in Appendix 8), in Côte d'Ivoire the average cost per CAP developed by ICI implementing partners is US\$ 12,679. The estimated total cost to execute CAP development in all non-remediated villages of the country is US\$ 46,343,572. In other words, Industry/ICI would need to spend 42.5 times the amount it has already spent in order to cover non-remediated villages to meet the goal of reaching 100% of cocoa growing areas with remediation and/or CAPs. These calculations however do not take into account any future Government contribution towards remediating villages.

In Ghana, the average cost per CAP developed is US\$ 6,798 and the estimated total cost to execute CAP development in all non-remediated villages of the country is US\$ 29,332,766. Consequently, Industry/ICI would need to spend 28.8 times the amount it has already spent in order to cover non-remediated villages to meet the goal of reaching

100% of cocoa growing areas with remediation and/or CAPs. These calculations as well do not take into account any future Government contribution.

Tulane furthermore notes that ICI's implementing partners in Ghana seem to be reaching villages with CAPs at almost half the expense than their counterparts in Côte d'Ivoire.

Aside from contributions to ICI, Tulane's Intervention Database research shows that the largest Industry actors have their own projects in Côte d'Ivoire and Ghana which include:

- In January 2008, the Cadbury Cocoa Partnership was established in partnership with the UNDP. Cadbury pledged to invest GBP 45 million (US\$ 89,222,400)<sup>18</sup> over 10 years to secure the economic, social and environmental sustainability of around a million cocoa farmers and their communities in Ghana, India, Indonesia and the Caribbean in total for South-East Asia, Latin America and Africa (Cadbury Web site 2010). As of January 2009, the partnership was active in more than 100 communities across Ghana;
- Mars' Partnership for West African Cocoa Communities of Tomorrow (iMPACT) is reportedly a US\$ 4.5 million program implemented between 2008 and 2010 that covers a range of economic, social and environmental interventions in 19 communities in Ghana and 7 communities in Côte d'Ivoire (Mars Web site 2010);
- Barry Callebaut Ghana reportedly spends approximately US\$ 50,000 per year for community and child labor-related social projects. In 2008/09 the Group reportedly released an additional CHF 50,000 (US\$ 47,102)<sup>19</sup> for the *Winning Together* Project to support schools in cocoa growing areas of Ghana. The same year, the company reportedly spent CFA 350,000,000 (US\$ 734,717)<sup>20</sup> in Côte d'Ivoire to build a school in the Akoupé region (Barry Callebaut Web site 2010).
- The Kraft-Care Youth Employment Project in Ghana helps 1,200 farmers to improve their cocoa yield while providing community-wide support for children going to school by reducing their responsibilities on the farm (Tulane Intervention Database Ghana 2010 #1);
- The Cargill-Care Rural Education Project (REP) reportedly spent US\$ 303,416 in 2008 to help farmers increase their cocoa production and to help reduce child labor on cocoa farms (Tulane Intervention Database Ghana 2010 #2);
- The Cargill-PEFACI initiative seeks to provide vocational training in agriculture to promising students – Cargill reportedly allocated EUR 300,000 (US\$ 440,982)<sup>21</sup> to the initiative in 2008<sup>22</sup> (Tulane Intervention Database Côte d'Ivoire 2010);
- Nestlé has reportedly committed CHF 110 million (US\$ 90,694,000) over 10 years to promote sustainability in the cocoa sector through the *Nestlé ECOM ICCO ICI Project*<sup>23</sup> (ICI Web site 2010 #4)

<sup>18</sup> Oanda. Exchange Rate: US\$ 1 = GBP 0.50436, January 28, 2008. [www.oanda.com](http://www.oanda.com)

<sup>19</sup> Oanda. Exchange Rate: US\$ 1 = CHF 1.0615, January 1, 2009. [www.oanda.com](http://www.oanda.com)

<sup>20</sup> Oanda. Exchange Rate: US\$ 1 = CFA 476.374, January 1, 2009. [www.oanda.com](http://www.oanda.com)

<sup>21</sup> Oanda. Exchange Rate: US\$ 1 = CHF 1.21287, June 1, 2006. [www.oanda.com](http://www.oanda.com)

<sup>22</sup> Oanda. Exchange Rate: US\$ 1 = EUR 0.6803, January 1, 2008. [www.oanda.com](http://www.oanda.com)

While some of these projects, corporately funded with CSR or company foundation resources, have direct bearing on the elimination of WFCL in line with the Protocol, other initiatives' principal focus is the improvement of agricultural (especially cocoa) production. The bottom line is that considerable sums are spent to reinforce the cocoa economy. To varying degrees, some of the aforementioned projects work in conjunction with ICI, while others work independently of ICI. However, in light of these companies' commitments under the Protocol, to what extent does their funding of individual projects crowd out funding for ICI?

A notable shift in the funding mechanism for ICI occurred when the GIG stopped funding ICI as a group after 2006, and since 2007 cocoa/chocolate companies have provided contributions individually to ICI. It should also be noted that according to ICI's mid-2010 progress report, *"in February 2010, the Board approved the hire of a fundraising manager and empowers the executive to undertake this process. As a result, in July 1st, 2010, Mrs. Caroline Pougin de la Maison Neuve joined the ICI as Fundraising Development Manager"* (ICI 2010 #3). Tulane therefore notes that this trend implies that funding for ICI is has moved away from agreed-upon yearly Industry contribution amount to voluntary support by individual companies.

In 2008, three ICI board members issued a public letter with the following message: *"We ask Senator Harkin and Congressman Engel...to work to ensure that the processors – who have substantial in country investments and scale of trade relative to the brands – better align their contributions [to ICI] with their role and responsibilities in the supply chain"* (Bales et al. 2008).<sup>24</sup> This public letter revealed that some ICI board members are discontented with the amount of money that certain cocoa processors, which operate closer to the production of cocoa, contribute to ICI.

In 2008, U.S. Senator Tom Harkin, Representative Eliot Engel, and U.S. Senator Bernard Sanders visited Côte d'Ivoire and Ghana. Following the visit Senator Harkin declared: *"...I believe that now is the time for the ICI to redouble its efforts in Côte d'Ivoire to sensitize villages on the worst forms of child labor and to assist them with other basic needs"* (ICI 2008 #1). Representative Engel stated in a similar vein: *"... I believe that now is the time for the ICI to scale up its work in both countries, and I look forward to supporting it in its efforts"* (ICI 2008 #1). The same year, the *Joint Statement 2008* emphasized that: *"Companies will deepen their support for the ICI as the foundation expands to additional communities in Côte d'Ivoire and Ghana; further strengthens government capacity at the national level, and educates key stakeholders in the cocoa supply chain on safe, responsible labor practice"* (Joint Statement 2008).

Thus, stakeholders have continually encouraged Industry to ensure that ICI receive adequate funding so that it can realize its broad potential. Given the number of communities ICI has reached with designated remediation activities, is Industry's spending *"significant"* per Article 1 of the Protocol? As shown in Figure 2 (see page 32), GIG/Industry contributions to ICI have progressively increased since 2002. However, when comparing the Protocol's agreed upon actions (including Industry's targets as per

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<sup>23</sup> Project presumably began around June 2006.

<sup>24</sup> Public letter issued by Kevin Bales (President, Free the Slaves, ICI Board Member) Aidan McQuade (Director, Anti-Slavery International) Molly McCoy (ICI Board Member, ITUC) Ron Oswald (ICI Board Co-chair, IUF)

the Protocol extensions) with the remedial action that remains to be accomplished, it appears that Industry spending to date has not been significant enough to achieve the agreed targets.

Based on implementation figures provided by ICI, Tulane estimates that given the total number of communities ICI has thus far reached with CAP development and the total funds ICI has spent to do so, Industry/ICI would need to spend 42.5 times in Côte d'Ivoire – and 28.8 times in Ghana – the amount it has already spent to reach 100% of the cocoa growing communities of Ghana and Côte d'Ivoire with CAP development activities.

#### **G4.h. ICI's operating-to-program expenditure ratio**

ICI's operating-to-program expenditure ratio was 52:48 on the aggregate between 2002 and 2009 (see Figure 3). While this ratio has progressively shifted in favor of program expenditure, according to the Better Business Bureau, a charitable organization should spend at least 65% of its total expenses on program activities (Better Business Bureau 2010). For ICI to reach this paragon ratio, assuming a CHF 1 million (US\$ 971,468)<sup>25</sup> operating expenditure (the approximate average since ICI's inception) it would have to dedicate at least CHF 1,857,142 (US\$ 1,804,150)<sup>26</sup> to program expenditures. ICI came close to meeting this ratio in 2007 when its operating-to-program expenditure ratio reached 41:59.

### ***H. Industry Engagement of Product Certification Systems***

As previously mentioned, Article 6 agrees that “*industry in partnership with other major stakeholders will develop and implement credible, mutually acceptable, voluntary, industry-wide standards of public certification.*” Article 4 of the Protocol calls for the establishment of a *joint action program inter alia* charged with: “*action to enforce the internationally-recognized and mutually agreed standards to eliminate WFCL in the cocoa sector*” as well as “*independent means of monitoring and public reporting on compliance with those standards.*”

Unlike Industry's “certification” concept and model as elaborated above, *product certification* does satisfy the certification requirements of the Harkin-Engel Protocol. This section will demonstrate that *product certification* is the only form of “public<sup>27</sup> certification” currently available that Industry actors have engaged and that could be considered to: (1) satisfy requirements of Protocol Article 6 that the certification be “credible” and “mutually-acceptable,” (2) satisfy requirements of Protocol Article 4 that certification enforce, independently monitor, and publically report compliance with the relevant standards, and (3) embody the four essential elements of a certification system.

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<sup>25</sup> Oanda. Exchange Rate: US\$ 1 = CHF 1.03, August 26, 2010. [www.oanda.com](http://www.oanda.com)

<sup>26</sup> Ibid.

<sup>27</sup> Merriam-Webster's Online Dictionary defines “public” as:

- 1 a: exposed to general view; open
- b: well-known, prominent
- c: perceptible, material

- 2 a: of, relating to, or affecting all the people or the whole area of a nation or state <public law>
- b: of or relating to a government
- c: of, relating to, or being in the service of the community or nation (Merriam-Webster 2010 #2)

In the agricultural context, *product certification* permits basic environmental, labor and economic standards to be introduced and reinforced by sensitizing, auditing, and then - with a premium - rewarding cocoa farmers to uphold to such standards. From an environmental perspective, certifying agricultural output can be used to foster objectives such as biodiversity, sustainable agriculture and carbon sinks. In short, *product certification* is a versatile tool used to promote desired outcomes in the agricultural sector through positive reinforcement. Product Certification is touted by many experts as the way of the future in that it provides manufacturers and consumers credible assurance that a given product on the market upholds certain standard.

### **H1. Product Certification Standards Relative to ILO Conventions**

Despite differing points of departure, each of the leading product certifiers in the cocoa sector incorporate basic labor standards in their respective codes of conduct that seek to uphold ILO Conventions 182, 138 and 29.

#### **Rainforest Alliance**

The Rainforest Alliance works to conserve biodiversity and ensure sustainable livelihoods by transforming land-use practices, business practices and consumer behavior. Working primarily in the forestry, tourism and agriculture sectors, Rainforest Alliance promotes “*efficient agriculture, biodiversity conservation and sustainable community development by creating social and environmental standards*” (Sustainable Agriculture Network 2009). Rainforest Alliance certifies farms or producer groups that produce agricultural crops such as coffee, cocoa, flowers, fruit, and tea. The following table juxtaposes the three relevant ILO Conventions with their respective operationalization by Rainforest Alliance.

**Table 2. Rainforest Alliance' Certification Standards Concerning ILO Conventions 182, 138 and 29**

<b>Rainforest Alliance - Product Certification</b>	
<i>ILO Convention</i>	<i>Operationalization of Standards</i>
ILO Convention 182 (concerning WFCL)	<p><b>Criterion 5.9.</b> When applicable laws permit, minors between 12 and 14 years old may work part-time on family farms, only if they are family members or neighbors in a community where minors have traditionally helped with agricultural work. The schedule for these minors including school, transportation and work must not exceed ten hours on school days or eight hours on non-school days, and must not interfere with educational opportunities. The following conditions must be fulfilled:</p> <ol style="list-style-type: none"> <li>a. These workers must have the right to one rest day for every six days worked and rest breaks during the workday the same as or more frequently than contracted workers.</li> <li>b. They must not form part of the farm's contracted workforce.</li> <li>c. They must not work at night.</li> <li>d. They must not handle or apply agrochemicals or be in areas where they are being applied.</li> <li>e. They must not carry heavy loads nor do work that requires physical exertion unsuitable for their age.</li> <li>f. They must not work on steep slopes (more than 50% incline) or in high places (ladders, trees, roofs, towers or similar places).</li> <li>g. They must not operate or be near heavy machinery.</li> <li>h. They must not do any type of work that may affect their health or safety.</li> <li>i. They must get periodical training for the work they do.</li> <li>j. They must be under the supervision of a responsible adult in order to guarantee that they understand how to do their work safely.</li> <li>k. Transportation must be provided to and from home if workers have to travel in the dark or in conditions that put their personal safety at risk.</li> </ol>
ILO Convention 138 (concerning the minimum working age)	<p><b>Critical Criterion 5.8.</b> It is prohibited to directly or indirectly employ full- or part-time workers under the age of 15. In countries where the ILO Conventions have been ratified, the farm must adhere to Convention 138, Recommendation 146 (minimum age). Farms contracting minors between the ages of 15 and 17 must keep a record of the following information for each minor:</p> <ol style="list-style-type: none"> <li>a. First and last name.</li> <li>b. Date of birth (day, month and year).</li> <li>c. First and last name of parents or legal guardian.</li> <li>d. Place of origin and permanent residence.</li> <li>e. Type of work carried out on the farm.</li> <li>f. Number of hours assigned and worked.</li> <li>g. Salary received.</li> <li>h. Written authorization for employment signed by parents or legal guardian.</li> </ol> <p>Workers between 15 and 17 years old must not work more than eight hours per day or more than 42 hours per week. Their work schedule must not interfere with educational opportunities. These workers must not be assigned activities that could put their health at risk, such as the handling and application of agrochemicals or activities that require strong physical exertion.</p>
ILO Convention 29 (concerning FAL)	<p><b>Critical Criterion 5.10.</b> Any type of forced labor is prohibited, including working under the regimen of imprisonment, in agreement with International Labor Organization (ILO) Conventions 29 and 105 and national labor laws. The farm does not withhold any part or all of workers' salaries, benefits or any rights acquired or stipulated by law, or any of the workers' documents, in order to force them to work or stay on the farm, or as a disciplinary action. The farm does not use extortion, debt, threats or sexual abuse or harassment, or any other physical or psychological measure to force workers to work or stay on the farm, or as a disciplinary measure.</p>

Source: Sustainable Agriculture Network 2009

## Rainforest Alliance – Orientation and Enforcement of Standards

Rainforest Alliance uses the Sustainable Agriculture Standard. Its standard is broken down into 10 principles, which are further broken down into criteria. Rainforest issues a certificate if, based on an audit, a farm complies with at least 80% of the total criteria and with at least 50% of each principle's criteria. A group must additionally comply with the Group Standard. If a producer or group fails to meet these requirements, the farm is not certified, or certification, if already in place, is revoked. Since 2006 to date, the Sustainable Agriculture Network, which manages the Standard, has de-certified two cooperatives in Côte d'Ivoire.

The Sustainable Agriculture Standard criteria are divided into "regular criteria" and "critical criteria." According to its code of conduct "*any farm not complying with a critical criterion will not be certified, or certification will be cancelled, even if all other certification requirements have been met.*" Criteria corresponding to Conventions 29 and 138 are classified as "critical criteria," whereas the criterion corresponding to ILO Convention 182 is classified as "regular criteria." Thus, under the Rainforest Alliance system, it would be possible for an audited farm to fail the WFCL standard, yet it could still receive Rainforest Alliance certification.

### **UTZ CERTIFIED**

Started in 2002, UTZ CERTIFIED *Good Inside* has become a mainstream coffee certifier, and has recently expanded operations across the globe now certifying additional commodities, which include cocoa and tea, and offers traceability for palm oil and palm oil. Originally founded by Guatemalan coffee producers and the Dutch coffee roaster Ahold Coffee Company, UTZ derived its name from the Mayan language Quich'Ú, which means "good" (UTZ CERTIFIED Web site 2010). The Code of Conduct for coffee was originally based on the GLOBALGAP (then EUREPGAP) Protocol for Fruits and Vegetables. That protocol was developed by leading European retailers and provides assurance of food safety and appropriate growing practices in fruits and vegetables. In 1997, UTZ CERTIFIED translated the EUREPGAP Protocol to the specific conditions of coffee production and added criteria based on the relevant ILO Conventions to the protocol.

For UTZ, certification is a tool that allows producers to be recognized for implementing good practices. UTZ is dedicated to creating an open and transparent marketplace for agricultural products. Its vision is to create sustainable supply chains in which:

- Farmers are professionals implementing good practices, which lead to better businesses
- Industry demands and rewards sustainably grown products, and
- Consumers buy products that meet their standards for social and environmental responsibility.

UTZ's standards, developed incorporating broad-based stakeholder input, assists "*farmers to improve their farming practices, thereby producing a higher quality crop with increased productivity*" (Cargill 2010).



**Table 3. UTZ Certification Standards Concerning ILO Conventions 182, 138 and 29**

<b>UTZ - Operationalization of Standards</b>	
<i>ILO Convention</i>	<i>Control points</i>
ILO Convention 182 (concerning WFCL)	<p><b>71.</b> Children and minors (below 18) do not conduct hazardous work or any work that jeopardizes their physical, mental or moral well-being. They do not work in dangerous locations, in unhealthy situations, at night, or with dangerous substances or equipment, nor do they carry heavy loads. They are not exposed to any form of abuse and there is no evidence of trafficked, bonded or forced labor.</p> <p><b>73.</b> On family farms, children can participate in farming practices under the following conditions (and where local laws do not prohibit it), only for light work, for a limited number of hours (max. 14 hours a week) and if the work does not jeopardize their physical and mental well-being or interfere with their schooling. They do not conduct hazardous work as specified above in point 71 and are always accompanied by an adult relative.</p> <p><b>75.</b> Where there are indicators of exploitation/trafficking of children (children working under threat, not free to leave etc.), the certificate holder reports these cases to the relevant authorities. Actions and reports are documented.</p>
ILO Convention 138 (concerning the minimum working age)	<p><b>72.</b> Children below the age of 15 are not employed, whether as permanent, seasonal or casual workers. If local legislation has established a higher minimum age, this higher age applies.</p> <p><b>74.</b> The date of birth or age of workers is documented.</p>
ILO Convention 29 (concerning FAL)	<p><b>70.</b> No forced, bonded, trafficked or otherwise involuntary labor is used at any stage of production. Workers of all types are not required to lodge their (original) identity papers with anyone and no part of their salary, benefits or property shall be retained in order to coerce workers. Spouses and children of contracted workers are not required to work on the farm.</p>

Source: UTZ CERTIFIED 2009

### UTZ CERTIFIED – Orientation and Enforcement of Standards

UTZ certification of cocoa is based on a seven-chapter code of conduct to which “certificate holders”<sup>28</sup> must comply. Each chapter of the code is broken down into sections, which are further broken down into “control points” (specific requirements). In a given year of certification, “certificate holders,” are required to meet all “mandatory control points,” as well as a number of “additional control points.” The number of “mandatory control points,” however, increases each year (i.e. the standards become increasingly stringent). “Control points” 70 through 75, as enumerated in Table 2 address labor standards. Each of these control points save 74, “the date of birth or age of workers is documented” is a “mandatory control point” starting in year one of certification – in that year, 74 is an “additional control point.” Seventy-four, however, becomes a “mandatory control point” starting in year two. Meaning, in the first year of certification, a “certificate holder” is required to pass all control points above except 74. In year two, maintaining the certification status would require passing control points 70 – 75 (in addition to others) (UTZ CERTIFIED 2009).

Should a “certificate holder” organization fail to meet one of the “mandatory control points,” it is expected to report that non-compliance to its CB<sup>29</sup> and take appropriate

<sup>28</sup> “The certificate holder can be a group of producers (organized in an association or cooperative) or another entity that buys the product from the producers and organizes contracts and/or trains the producers according to the UTZ CERTIFIED Good Inside Code of Conduct” (UTZ CERTIFIED 2009)

<sup>29</sup> An UTZ approved body that carries out certification

actions to remedy the problem. If the organization fails to report a non-compliance, the CB issues a written warning requesting compliance with the respective “control point” within six weeks, at which point the organization will be re-controlled. If the organization still has not corrected the problem by that point, their “certificate holder” status is suspended for three months, during which time its products cannot be sold as “UTZ CERTIFIED.” If, at the end of three months, the organization does not pass a re-audit, the “certificate” is cancelled. In the case of repeat offenses, a CB can decide to immediately suspend the organization from the program. To date, UTZ has not had to de-certify a certificate holder in the cocoa sector (UTZ CERTIFIED 2010).

To implement its standards, UTZ has a strategic partnership with Solidaridad, a Dutch-based foundation functioning as an international network organization with nine regional centers around the world (Solidaridad 2009). Solidaridad, a pioneer, developer and innovator in the field of fair trade and an active player in organic agriculture, also serves on the UTZ board of directors (Solidaridad Web site 2010).

### **Fairtrade Labelling Organizations International (FLO)**

With the goal of “tackling poverty and empowering producers through trade,” Fairtrade Labelling Organizations International (FLO) is a non-profit multi-stakeholder organization made up of three producer networks and 21 national labeling initiatives that fosters a development model based on compliance to international FLO standards (Fairtrade Web site 2010 #1). FLO’s new global strategy is to strengthen, broaden and deepen its effectiveness to improve trade practices that disadvantage producers in the global south and in the struggle against poverty. Its vision is to create a “*world in which all producers can enjoy secure and sustainable livelihoods, fulfill their potential and decide on their future.*” One of its objectives is encourage Fairtrade producers to build internal control systems so that communities can self-monitor and take a proactive role in their work and commercial activities. Through its FAIRTRADE Certification Mark, FLO currently certifies coffee, bananas, cocoa, seed cotton, rice, sweet potatoes, olives, beans, peas, dried fruit, flowers and plants, fresh fruit, fruit juices, shea butter, herbs and spices, honey, nuts and oilseeds, quinoa, rice, sports balls, sugar, tea, and wine, among other products.

FLO standards are designed to tackle poverty and empower farmers and workers (producers) in the poorest countries in the world by equalizing terms of trade and upholding living wages of workers. The system and standards that led to FLO’s creation were originally set up by Mexican coffee farmers and Dutch development organizations in the late 1980’s. FLO standards are developed and reviewed through a multi-stakeholder process – in consultation with producers, traders and independent development and other experts. The standards are applicable to both producers and traders.

FLO has a different set of standards for small producers, hired labor, contract production and trade standards, respectively, each designed for different producer categories reflecting their different needs and realities. The table below features the current version (as of August 15, 2009) of the “GENERIC FAIRTRADE STANDARDS for Small Producers' Organizations.”

**Table 4. Generic Fairtrade Standards Concerning ILO Conventions 182, 138 and 29**

<b>Fairtrade Labelling Organizations International (FLO) – Operationalization of Standards</b>	
<i>ILO Convention</i>	<i>Requirements</i>
ILO Convention 182 (concerning WFCL)	<p>4.3.1.4 Persons under 18 years of age shall not be admitted to any type of work which, by its nature or the circumstances under which it is carried out, is likely to jeopardise their health, safety or morals.</p> <p>4.3.1.3 Working does not jeopardise the school attendance, the educational attainment, or the social, moral or physical development of the person under 18 years of age.</p> <p>4.3.1.2 Child labour does not occur.  <i>Children below the age of 15 are not employed (contracted).            Where children help their parents at individual member level after school and during holidays this is not considered as child labour under the following conditions:</i></p> <ul style="list-style-type: none"> <li>· <i>The child’s work does not jeopardise her or his attendance at school, and is not so demanding as to undermine her or his educational attainment.</i></li> <li>· <i>The work does not jeopardize the child’s social, moral or physical development and does not constitute a hazard to the child’s health,</i></li> <li>· <i>Working hours are maintained within reasonable limits.</i></li> <li>· <i>A member of the family must supervise and guide the child.</i></li> </ul> <p><i>Where children have worked or been employed in the past, it is expected that the organization has put in place a remediation policy. The objective of the remediation policy is to ensure that any children who once worked for the employer and who no longer do so do not enter into worse forms of work. Wherever applicable – and particularly in contexts where there is a high likelihood of child labour occurring – the organization considers the underlying social and economic context in its development plan for effectively eliminating child labour. One example of an appropriate response might be to implement community projects to improve children’s access to schooling.</i></p>
ILO Convention 138 (concerning the minimum working age)	<p>4.3.1.2 Child labour does not occur.  <i>Children below the age of 15 are not employed (contracted).</i></p>
ILO Convention 29 (concerning FAL)	<p>4.3.1.1 Forced labour, including bonded or involuntary prison labour, does not occur.  <i>As defined by ILO conventions 29 and 105, forced labour includes work that is exacted from any person under the menace of any penalty and for which the said person has not offered him or herself voluntarily.            The employer must not retain any part of the workers’ salary, benefits, property or documents in order to force them to remain in that employment. The employer must also refrain from requiring or forcing workers to remain in employment against their will through the use of any physical or psychological measure.            The employer must explain to all workers that each worker is free to leave at any time, giving a due notice period as per his or her contract. The term ‘bonded labour’ also refers to workers having received loans from employers, when these loans are subject to unreasonable terms and conditions (such as excessively high interest rates).</i></p>

Source: Fairtrade 2009

FLO’s Small Producer Standard thus operationalizes ILO Convention 182, ILO Convention 138, and ILO Convention 29, as does FLO’s Contract Production Standard and Hired Labour Standard.

#### FLO – Orientation and Enforcement of Standards

FLO certification requirements are broken down into three categories:

- “general requirements, which all producer organizations must meet from the

- moment they join Fairtrade;
- minimum requirements, which must be met before initial certification; and
- progress requirements, against which producer organizations must demonstrate compliance over time and by means of continuous improvement..." (Fairtrade 2009).

According to FLO standards, all of the criteria related to WFCL and FAL, as indicated in Table 3 above, are minimum requirements and therefore prerequisite to certification. "Certificate holder" violations of any of these standards are deemed a "major non compliance," meaning "there is a substantial failure to meet a requirement of the standard, putting the integrity of the Fairtrade product(s) or the mark at risk unless immediately corrected." A "certificate holder" cited for a major non-compliance during an audit must then undertake appropriate corrective action within a specified time period. If this does not occur, the certificate will be temporarily suspended until FLO is "content that all the corrective actions have been put in place, as demonstrated by a physical inspection." Failure to remedy the problem following "suspension," results in "termination" of certification (decertification) (Fairtrade Web site 2010 #2).

Attesting to the rigorous enforcement of its criteria, in 2009 FLO suspended 119 certificate holders and decertified 39 on various grounds after a physical inspection confirmed that certain FLO standards were not complied with. In 2009, it suspended one cocoa-producing cooperative in West Africa for non-compliance on ILO 182. This suspension has been lifted, as the cooperative issued a corrective action plan with implementing practices and agreed to an increased number of follow-up audits.

A BBC report (BBC 2010), broadcast on March 24, 2010, found evidence of human trafficking and child slave labor in Ivorian and Ghanaian cocoa production. BBC points to the example of Kuapa Kokoo – a FLO certified cocoa cooperative in Ghana that supplies Cadbury and Divine – which suspended 7 out of 33 of its cocoa farming communities in which WFCL was found by the FLO certifier. In response to this report, Cadbury stated: *"the result of the audit within this documentary is evidence that the Fairtrade system is working and is actively tackling the issues it was established to address"* (TZTV 2010). This example of Kuapa Kokoo enforcing its WFCL standard, i.e. suspending farming communities if they used WFCL in the production of cocoa, is indeed indicative that the process of positively and negatively motivating cocoa producers is working to achieve desired outcomes.

## **H2. Traceability and Chain-of-Custody (CoC)**

All three of the product certification systems featured in this report applying cocoa traceability and Chain-of-Custody (CoC)<sup>30</sup> methods as their *modus operandi*. Rainforest Alliance's traceability system provides each certified farmer with a unique code. Certified cocoa is bagged in sacs bearing the unique code of the farm on which it was produced, enabling Rainforest to establish the origin of each bag of cocoa. Five types of documentation are applied to ensure CoC between links in the supply chain although the exact movement may vary according to product and country:

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<sup>30</sup> Chain of Custody (CoC) refers to the chronological documentation or paper trail, showing the seizure, custody, control, transfer, analysis, and disposition of evidence, physical or electronic (Wikipedia 2010).

- Farmer → Cooperative
- Cooperative → Central Storehouse
- Central Storehouse → Exporter
- Exporter → Importer
- Importer → Manufacturer

At each of these levels of transaction, the transfer in cocoa ownership is documented.

In the case of FLO, certified producers and traders of cocoa must show documentary traceability, i.e. contracts, bills of landing, delivery notes, invoices, etc. that show where a product was sourced and to where it was sold. The documentation is checked to ensure equivalent amounts of FLO product were bought and sold, thus tracking the quantity of FLO product through the supply chain.

Traceability, as practiced by UTZ, is thus based on three components:

1. Chain of Custody requirements (verifying requirements within an organization)
2. UTZ Traceability System (transactions between organizations)
3. Labeling and Communications Policy for Cocoa

Thus the UTZ CERTIFIED program also incorporates CoC requirements, which apply to all operations and activities in the cocoa supply chain that involve physical handling of certified products, a change of ownership and that lead to product claims.

That all three product certification systems operate traceability – including CoC systems – in both Côte d’Ivoire and Ghana, certainly demonstrates that traceability in the cocoa sector is not only possible, but already in place.

### **H3. Demand for Product Certified Cocoa**

Large chocolate manufacturers’ and grinders’ individual engagement of *product certification* models and their stated commitments clearly signifies a trend in the market that was started by a number of smaller companies who embraced product certification and branding, an example of which is Divine Fairtrade chocolate, introduced to the market in October of 1998 (Divine 2010).

The world’s principal cocoa users – Mars, Kraft, Nestlé, and Cargill – have each contracted with one or more of the *product certification* organizations: FLO, Rainforest Alliance and UTZ CERTIFIED. Mars – the largest user of cocoa in the world, presently consuming more than 300,000 metric tons per year – for example has committed that by 2020, it will source only sustainably produced cocoa (Mars 2009). A number of certified chocolate products are already on the market. Looking at the publicly known commitments of individual companies, Table 4 below summarizes the demand for product certified cocoa by the five largest cocoa processors and chocolate manufacturers in the world, four of which are American owned. Many smaller chocolate manufacturers have also committed to certifying their products, such as Whittaker’s Creamy Milk 250g block, which is Fairtrade certified.

The following table projects demand for product certified cocoa based on Industry actor’s stated commitments. This table is taken from the “Sustainable Cocoa for the Dutch

Market” report, a document published in February of 2010 that helped pave the way for the Dutch Letter of Intent to fully sustainably source cocoa by the year 2025 (Dutch Sustainable Trade Initiative 2010).

**Table 5. International committed demand for product certified cocoa**

Company	Commitment	Certification & Quantity	Products
Mars	Mars has committed to source all of its cocoa from sustainable sources by 2020 (Mars 2009).	All labels: 400,000 mt, at least 100,000 mt of UTZ and at least 100,000 mt of Rainforest Alliance (2020); Rainforest Alliance: 10,000 mt (2010)	All Galaxy milk chocolate bars in the UK and Ireland will bear the Rainforest Alliance label from early 2010
Nestlé	Has joined the UTZ platform and committed to use Fairtrade (FLO) cocoa in the production of KitKat for the UK and Irish market from mid-January 2010 onwards	Fairtrade (FLO): approx 10,000 mt (2010) UTZ: Nestlé’s mt commitment to UTZ has yet to be made public	KitKat in the UK and Ireland to use Fairtrade (FLO) certified cocoa
Kraft	Entire <i>Côte d’Or</i> and <i>Marabou</i> lines, starting in France and Belgium, expanding to Germany, Spain, Poland, Portugal, U.S., Netherlands, Canada, Sweden, Denmark, Finland, Austria and Switzerland by 2012	Rainforest Alliance: 30,000 mt (2012)	<i>Côte d’Or</i> and <i>Marabou</i> lines will use Rainforest Alliance certified cocoa
Kraft (Cadbury)	Approx. US\$ 100 million will be invested in the next 10 years to reach around a million farmers in Ghana, India, Indonesia and the Caribbean	Fairtrade (FLO): 20,000 mt (2010)	Cadbury Dairy Milk in the UK, Ireland, Canada, Australia and New Zealand (2010)
Cargill	Has joined the UTZ platform. Cargill is also a Fairtrade (FLO) certified trader trading fair-trade cocoa.	UTZ: 10,000 mt in 2010, minimum of 50,000 mt in 2015	

Source: Dutch Sustainable Trade Initiative 2010, Mars 2010, Fairtrade 2010

While the above featured cocoa/chocolate companies have made commitments to acquire certain quantities of product certified cocoa as specified in the table above, the criteria companies use to select a product certification partner – e.g. considerations based on availability, quality, cost, requirements of the certification systems, etc. – remains largely unknown.

Assuming that chocolate manufacturers tailor the delivery of product certified chocolate to the demand for such products, high on the recipient list for product certified chocolate apparently are the UK, Ireland, Australia and New Zealand. Tulane notes that of the world’s largest chocolate manufacturers, only Kraft has made commitments to deliver Product Certified chocolate to the U.S. market.

#### **H4. Supply of Product Certified Cocoa**

The demand and supply of *product certified cocoa* is surpassing niche market quantities. FLO certified cocoa sales for example can reportedly be scaled up with an increasing demand. For example, FLO’s cooperative cocoa supplier in Ghana, *Kuapa Kokoo*, has the potential to certify 35,000 mt of cocoa, which is already more than the present combined demand of Nestlé and Cadbury/Kraft. Referring to their own projections (replicated in Table 6), FLO comments that: “*growth in demand in the market can drive higher figures than these conservative estimates. There is capacity to certify greater volumes in case of greater demand.*” Rainforest Alliance, on the other hand, reports that the major constraint on growth at this time is supply rather than demand.

Table 6 below provides current and projected supply of sustainable cocoa delivered by UTZ CERTIFIED, Rainforest Alliance, FLO, and Organic. The projected figures represent estimations made by product certifiers and other experts in the sector. As the figures in the table illustrate, product certifiers are rapidly scaling up their output of product certified cocoa.

**Table 6. Current and projected volumes of product certified cocoa beans (in metric tons)**

<b><i>Certified volumes (MT beans)</i></b>	<b><i>2007</i></b>	<b><i>2008</i></b>	<b><i>2009</i></b>	<b><i>2010</i></b>	<b><i>2015</i></b>	<b><i>2020</i></b>
UTZ CERTIFIED			launch, 5,400	30,000	120,000	500,000
Rainforest Alliance	1,200 (Côte d’Ivoire)	5,000 (Côte d’Ivoire)	17,000 (Côte d’Ivoire)	30,000	160,000	500,000
FLO		10,299	80,000	90,000	250,000	500,000
<b>Total</b>			<b>102,400</b>	<b>150,000</b>	<b>530,000</b>	<b>1,500,000</b>
% of world production of cocoa beans			2.84%*	4.17%**	14.74%***	41.71%***

Source: UTZ CERTIFIED, Rainforest Alliance, FLO and the ICCO

\* ca. 3.604 million tons in the 2008/2009 cocoa year (ICCO 2010)

\*\* ca. 3.596 million tons are forecast for the 2009/2010 cocoa year (ICCO 2010)

\*\*\* holding the cocoa output of the 2009/ 2010 cocoa year constant<sup>31</sup>

#### **H5. Differences between featured Product Certification systems**

Given the particular design, leadership composition and objectives of each of these product certification regimes, important differences distinguish them each. The table below compares various features side-by-side of the three featured product certification systems.

<sup>31</sup> Although the global cocoa supply is likely to grow over the next decade as it has in previous decades, we refrain from forecasting cocoa output, last but not least because cocoa output is so heavily dependent on the weather.

**Table 7. Comparison of Leading Product Certification Regimes in Cocoa**

	<b>UTZ CERTIFIED</b>	<b>Rainforest Alliance</b>	<b>Fairtrade Labelling Organizations International (FLO)</b>
Type of organization	Not-for-profit	Not-for-profit	Not-for-profit
ISEAL Alliance Code of Good Practice for Setting Social and Environmental Standards <sup>32</sup>	Yes. Is a full member of ISEAL since December 2009	Yes. Is a full of ISEAL member since 2002 and one of ISEAL's founding members	Yes. Is a full member of ISEAL since 2002 and one of ISEAL's founding members
Certification process follows internationally accepted norms (ISO 65) <sup>33</sup>	Certification bodies performing the audits need to have an ISO 65 accreditation	Yes	Yes, FLO-CERT is ISO 65 accredited certification company
Standard setting body	UTZ CERTIFIED is the standard setting body	Sustainable Agriculture Network (SAN)	Fairtrade Labelling Organizations International e.V. (FLO)
Cocoa certification start year	2009	2006	1997
Percentage of certified cocoa in a product for it to bear certification label	2010/11: 30% 2012: 40% 2013: 60% 2014 and up: 95 Thereafter, lower percentages possible, but only based on a public commitment to 100% and public reporting on progress towards that goal.	30%	100%
Unit of Certification (Certificate holder)	Groups of producers, single managed plantations, traders, and processors.	Farms/plantations and cooperatives	Organizations: plantations, cooperatives, exporters, importers, processors, manufacturers and distributors
Certification contract between the Certificate Holder and the Certification Body	Yes	Yes	Yes

<sup>32</sup> Registered in the UK as a not-for-profit company in 2002, ISEAL is the global association for social and environmental standards. Working with established and emerging voluntary standard systems, ISEAL develops guidance and helps strengthen the effectiveness and impact of these standards ([ISEAL Alliance](#)).

<sup>33</sup> ISO 65 is the leading internationally accepted norm for certification bodies operating a product certification system. It is accepted all over the world as the strongest indicator that a certification body is competent. ISO norms inter alia require that the certifier: implement a quality management system which helps it to continually improve services, be transparent in its processes, be independent in making certification decisions, treat clients equally, issue certificates, and be controlled by an independent 3rd party to ensure that it continues following the rules of ISO 65.



	<b>UTZ CERTIFIED</b>	<b>Rainforest Alliance</b>	<b>Fairtrade Labelling Organizations International (FLO)</b>
Auditing frequency	Annual, certificate valid for 1 year	3-year Certification Audits and 2 Annual Audits in Year 1 and Year 2	Annual audit, Certificate can be withheld (decertification) at any time if case of major non-compliance(s) has not been corrected
Provision for unannounced auditing	Yes, 10% of all audits, per the UTZ Certification Protocol	Yes	Yes, Certification body conducts approximately 100 unannounced audits annually.
Trademarked Label	UTZ CERTIFIED logo – Europe Good Inside – USA & Japan	Yes	Yes, FAIRTRADE Certification Mark – Global Fair Trade Certified – USA
Mass balance <sup>34</sup>	Yes & Segregation	No	Yes & Segregation
Independent, 4 <sup>th</sup> Party Audit (Verification)	Certification Bodies performing UTZ audits are ISO 65 accredited, plus UTZ does monitoring of CB activities as part of the program	Certification by member organization	Yes, producer certification is conducted by independent Certifier which is ISO 65 accredited
Number of producer groups (including cooperatives) certified (Ghana and Côte d'Ivoire)	Ghana: 1 Côte d'Ivoire: 9	Ghana: 1 Côte d'Ivoire: 15	Ghana: 1 Côte d'Ivoire: 10
Number of producers (farms) certified (Ghana and Côte d'Ivoire)	Ghana: 2,308 Côte d'Ivoire: 3,929	Ghana: 538 Côte d'Ivoire: 5,654 (as at June 30 <sup>th</sup> 2010)	Ghana: 45,000 Côte d'Ivoire: 20,000

Source: Rainforest Alliance 2010, Fairtrade Labelling Organizations International 2010, UTZ CERTIFIED 2010

## **H6. Farm-level economics of Product Certification**

The *Projet de Production Durable de Cacao Certifié* (PPDC), which translates to *Market Oriented Promotion of Certified Sustainable Cocoa Production*, constituted an alliance of public and private-sector partners that included Kraft, Armajaro, GTZ, USAID, ANADER, and STCP. Between 2005 and 2009, the project reportedly aimed to improve the well-being of smallholder cocoa farmers in Côte d'Ivoire:

*The project encouraged the production of quality cocoa through the application of sustainable agricultural practices according to an internationally accepted*

<sup>34</sup> “Mass balance” is a term which refers to a system in which the manufacturer commits to purchasing a volume of cocoa from certified farms or groups that is equivalent to the volume used in products bearing the certification seal but does not commit to tracking this cocoa through its manufacturing process. Conversely, “segregation” signifies that 100% of product certified input (cocoa in this case) is tracked through its manufacturing process and contained in the final product.

*standard (the Rainforest Alliance Sustainable Agriculture Standard). Farmers could raise their income, professionalize their farm management, improve health and education of their families and workers and protect the environment (PPDC 2010).*

The project was, according to the partners, “a big success: Almost 6,000 farmers were trained and almost 6,000 tons of cocoa certified, for which the farmers received a total of US\$ 1.2 million as price premiums” (PPDC 2010). The PPDC project was thus unique in that it explored the synergy between farmer extension services and a product certification system.

The impact of farmer extension services in the cocoa sector has been documented, and the debate as to the extent of the impact is also discussed in Tulane’s Third Annual Report. Cargill’s farmer training program for example has benefitted farmers, who reportedly have seen a 30% increase in their incomes from higher yields (Cargill 2010). An impact evaluation soon to be published by the STCP observes that the PPDC project may increase a certified cocoa farmer’s income by 25%-45%. Yet experts also note that some of the additional income is offset by the investments a farmer or farm manager makes in order to comply with the set of product certification standards – such as hiring qualified farm labor or providing farm workers with safety equipment. In theory these investments are offset by the premium, but the relative economic allure – and thus the viability – of product certification remains to be addressed through cross-cutting cost-benefit analyses at the cocoa farm level. We expect that the forthcoming STCP study on the PPDC project in Côte d’Ivoire will explore the subject of increased farmer income due to the particular product certification system in much detail.

### **H7. Exemplary Public-Private Product Certification Targets**

An exemplary public-private collaboration culminated on March 5, 2010, with the signing of a *Letter of Intent* between 25 retailers, chocolate producers and NGOs initiated by the Dutch Ministry of Agriculture, Nature and Food Quality (LNV) and the Dutch Sustainable Trade Initiative (Dutch Sustainable Trade Initiative Web site 2010). This *Letter of Intent* expresses the goal to “achieve 100% guaranteed sustainable cocoa consumption by 2025” (Letter of Intent 2010). In the meantime, the letter sets progressive certification targets for cocoa sold on the Dutch Market:

- “By 2012, all chocolate letters<sup>35</sup> for the Dutch market are from 100% sustainable cocoa
- By 2015, 50% of all cocoa used in cocoa and chocolate products that are consumed in the Dutch market to be guaranteed sustainable cocoa
- By 2020, 80% of all cocoa used in cocoa and chocolate products that are consumed in the Dutch market to be guaranteed sustainable cocoa” (Letter of Intent 2010).

Of note here is use of the term “*guarantee*.” The *Letter of Intent* is clear about its terminology. By “sustainable” the signatories refer to the Brundtland Commission’s definition of sustainable development: “*development that meets the needs of the present*

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<sup>35</sup> Chocolate letters are a form of candy associated with the Dutch holiday of Sinterklaas (Saint Nicholas).

*without compromising the ability of future generations to meet their own needs”* (Brundtland Commission 1987). With the term “‘*guaranteed,*’ [the signatories] mean to emphasize that these principles have been put into action in an internationally proven and externally verifiable way. This may, in principle, include the labels of Rainforest Alliance, UTZ CERTIFIED, Organic and Fairtrade” (Letter of Intent 2010).

Thus far, Industry representatives of GIG and Mars have publically argued that product certification is no “guarantee” that cocoa has not been manufactured with WFCL, e.g. during Tulane’s Data Conference in April 27-29, 2010. Yet Mars Nederland is also a signatory to this Letter of Intent.<sup>36</sup>

The case highlighted by the BBC report aired on March 24, 2010, which found evidence of “human trafficking and child slave labor” in Ghana, illustrates the difficulty with the term “guarantee.”<sup>37</sup> BBC states that: “*even chocolate marketed as Fairtrade cannot rule out that that [sic], despite having standards and auditing in place, there may still be a possibility of child labour - as defined by the International Labour Organisation (ILO) in the supply chain*” (BBC 2010). FLO, however, maintains that

*the Fairtrade system guarantees that if they find breaches of their standards (through their robust audit procedures, or through any other mechanism) FLO will take immediate action. The action includes, first and foremost, protecting children, preventing cocoa from farms proved to be using child labor from entering the Fairtrade system, and offering support to farming communities in tackling problems so that they can continue to trade their way out of poverty* Fairtrade (2010).

Regardless of issues with the term “guarantee,” with (1) rigorous training of producers, (2) farm-level auditing, (3) criteria for certification, de-certification, and suspension, and (4) enforcement, product certifiers can provide the necessary **credible assurance** that a given product on the market upholds certain standards. As such, product certification may be the most effective method to (1) inform cocoa producers, on a case-by-case basis, of limitations that they must impose in cocoa farming, and (2) motivate them to do so. The fact that both Rainforest and FLO have de-certified certificate holders in violation of standards is indicative that the system reinforces itself and that the process appears to be working.

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<sup>36</sup> *Signing parties:* Dutch Ministry of Agriculture, Nature and Food Quality, Dutch Ministry of Economic Affairs and Foreign Affairs, Initiatief Duurzame Handel (IDH), Verkade, La Place, Solidaridad, Jamin, UTZ CERTIFIED, FrieslandCampina, FNV bondgenoten, Haven Amsterdam, Albert Heijn, Mars Nederland, Vereniging Biologische Producenten (VBP), Plus Supermarkten, Oxfam Novib, Rainforest Alliance, Dutch Cacao, Unilever Benelux, Tropical Commodity Coalition (TCC), Fair Trade, Vereniging Bakkerijen en Zoetwaren, Kruidvat, ORAM, CBL, Ferrero, HEMA, and Baronie de Heer

*Letters of support were sent by:* Cargill, Nestlé, ADM, Kraft Foods, and Barry Callebaut (Dutch Sustainable Trade Initiative Web site 2010).

<sup>37</sup> The program features a 12-year old Burkinabe, Ouare Fatao Kwakou, who was sold to traffickers by his uncle and taken from neighboring Burkina Faso to work as a cocoa picker in Ghana. BBC goes on to seek the release of the boy and reunite him with his Burkinabe mother. The program not only deals with the issue of slavery but also addresses issues with product certification (BBC 2010).

In sum, the Dutch *Letter of Intent* paves the way for sustainably produced cocoa to be consumed on its domestic market. Of note also is that the Letter specifically mentions the product certifiers Rainforest Alliance, UTZ CERTIFIED, Organic, and Fairtrade.

## **I. Conclusions**

As demonstrated, Industry's operationalization of Article 6 of the Harkin-Engel Protocol – that “*industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification*” – is insufficient. The model and subsequent definitions of Industry's “certification” falls short of the Protocol's vision of developing and implementing “credible” and “mutually acceptable” certification standards. Furthermore, Industry has yet to issue and implement standards on an “*industry-wide*” basis.

However, Industry has been involved in efforts in line with the development and implementation of “*credible,*” “*mutually-acceptable,*” and “*voluntary*” standards including:

- the sensitization and community dialogue on WFCL at the community level as per ICI's first step of 4-step CAP development process,
- product certification regimes controlling for WFCL and FAL on an ongoing basis at the farm/plantation level, and
- the practice among certain Industry actors (e.g. Armajaro) buying cocoa from suppliers requiring suppliers to sign a statement declaring that cocoa has been produced with standards (compliance with its Code of Conduct).

With respect to activities under its “certification” framework, Industry is accomplishing – to varying extents – elements of its model. The completion of the governments' surveys address the “Data Collection” and “Reporting” components of Industry's “certification” model, independently verified in January 2010.

With “Remediation” featured as one of four elements in Industry's certification model, Industry has fallen short of attaining its stated target – announced in 2005 – to cover “*50 percent of the two countries' cocoa-producing areas by July 2008*” (Joint Statement 2005). To date, Industry and the Ivorian government would still have to reach an estimated 3,655 cocoa growing communities (97.46%) with remediation activities in Côte d'Ivoire. In Ghana, Industry and the Government would still have to reach an estimated 4,315 communities (86.3%) with remediation activities.

In sum, while the data collected for the nationally representative surveys were collected and initial survey results were released to the ICVB before July 2008, Industry fell short of its goal of reaching 50% of the cocoa growing regions of both countries with remediation activities by July 2008. Furthermore, given the large numbers of cocoa growing communities yet to be reached with sensitization and remediation interventions, it is highly unlikely that Industry will be able to achieve its Joint Statement 2008 goal of reaching 100% the cocoa growing regions of both countries with remediation activities by the end of 2010. It is thus questionable whether Industry rolled out its “certification” system “*as aggressively as possible in Côte d'Ivoire and Ghana,*” as promised in 2005 and in line with Senator Harkin's appeal for Industry to “*re-double efforts*” (Joint Statement 2005).

To determine its principle remediation vehicle, ICI/Industry did create an Advisory Council comprised of 12 members “*to formulate [its] own plans of action*” (McAllister 2010) and based its decisions on two qualitative studies, one in each country. However, as ICI’s program design did not officially include the major stakeholders such as the governments, the remediation approaches of both governments in turn diverge and different outcomes are expected.

In addition, Tulane notes that in Ghana, ICI has contracted more implementing partners, is rolling out CAPs twice the speed, and has attained almost double the number of CAPs as in Côte d’Ivoire. ICI has also yet to serve as “*a clearinghouse on best practices to eliminate [WFCL]*” as per Article 5 of the Protocol.

Given the rate at which ICI is developing CAPs – ICI/Industry-designated remediation vehicle – and the percentage of communities left to cover, 97.46% in Côte d’Ivoire and 86.3% in Ghana, the probability of having “a sector-wide independently verified certification process fully in place across each country’s cocoa-growing sector by the end of 2010” as outlined in the Joint Statement 2008 is very low.

The implementation of the Protocol has necessitated pre-competitive action, which has involved companies, who usually find themselves in the context of a competitive marketplace, seeking agreement on initiatives in their common interest such as exemplified by the formation of the *Global Issues Group* (GIG). Concerted pre-competitive action would furthermore be necessary were *product certification* – the only “credible” and “mutually acceptable” certification standards Industry actors are engaging that would fulfill Article 6 of the Protocol – to be scaled up on a sector-wide basis.

*Product certification* allows for the enforcement of standards through physical inspection at the farm level on an ongoing basis, which corresponds with the charge in Article 4 of the Protocol to “*enforce the internationally-recognized and mutually agreed upon standards to eliminate [WFCL]*” in the cocoa sector of both countries. Based on Tulane’s analysis of leading *product certification* systems. Rainforest Alliance, UTZ CERTIFIED and Fairtrade (FLO) comprise viable “certification” paradigms that live up to the Protocol. With the rapid increase in product certified cocoa, with Kraft as a product certification pioneer in the U.S. market, the question arises whether more communities have been “remediated” or more farmers have been product certified?

Although the major cocoa and chocolate companies have initiated CSR or agricultural projects in regions to boost the supply and quality of cocoa, that significant additional effort and resources are required for Industry to scale up activities as per the Protocol and its two extensions.

## **J. Recommendations**

- In order “*to enforce the internationally-recognized and mutually agreed standards*” – as called for in the Protocol – more direct company action with regard to **ethical sourcing** and supply chain management is necessary. **Ethical sourcing** depends on (1) sensitizing, (2) building the capacity, (3) holding accountable, and (4) and, if necessary – not buy cocoa from – cocoa bean suppliers and/or cocoa bean supplier organizations (e.g. cooperatives) such that the required standards (WFCL) are upheld.

- By embracing *product certification* in its early stages, responsible companies in the industry have demonstrated that they are making a good faith effort to ethically source cocoa thereby rendering their supply of cocoa more sustainable in the near and long-term. Product certification is ethical, sustainable, consistent with the relevant ILO conventions on child labor, and constitutes a vehicle that would allow Industry to live up to the Harkin-Engel Protocol. Industry would do well to scale up its consumption – and publically commit to new procurement targets – of product certified cocoa also in the U.S. market.
- Cocoa traceability – and even Chain-of-Custody – is successfully practiced by FLO, UTZ CERTIFIED, and Rainforest in both Côte d’Ivoire and Ghana. Companies such as Cargill are rolling out cocoa buying stations in Côte d’Ivoire, which furthermore facilitates such systems. Ghana’s system of cocoa sheds/cocoa depots is well regulated by COCOBOD. Practicing traceability and Chain-of-Custody enables the enforcement of standards at the producer level and is a requirement of product certification. These practices should be mainstreamed “industry-wide”.
- In order to fulfill the commitment of “*formulating appropriate remedies*,” Industry should support research that employs the following methods:
  - longitudinal impact-oriented studies examining promising interventions to counter WFCL,
  - baseline studies and M&E before and after interventions,
  - community-based CLMS, and
  - Case studies of communities that are able to overcome WFCL in cocoa could provide evidence of positive deviance.
- A “*broad consultative group with representatives of major stakeholders*” may then employ an adapted form of the Delphi method to arrive at an evidence-based and prioritized framework of “remedies;” this would in turn assist countries in formulating their approaches to remediate WFCL and FAL.
- A group of experts would need to be convened and commissioned to determine which practice – i.e. most effective intervention against WFCL – could be elevated as “best practice” based on a set criteria – fulfilling the joint foundation’s *best practice clearinghouse* charge.
- In the meantime, continue to roll out “remediation” as practiced by ICI and provide sufficient financial support to reach stated targets.
- The Protocol calls for the “*the need to identify positive developmental alternatives for the children removed from the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.*” Industry might issue a subsequent statement witnessed by the ILO with a focus on fulfilling this requirement.
- The endogenous approach of the CAP development – a distinct strength in that the community owns the problem and the solutions – also presents a weakness in that innovation is not necessarily shared between communities. A *meta-*

*analysis of CAPs* may yield a CAP framework that e.g. facilitators could internalize in order to better guide the target community in their CAP development.

- Linking ICI's CAP implementation with Child Labor Monitoring (CLM) would shed more light on the precise impact of ICI's actions at the community level.
- Conduct impact evaluations to determine the outcome of ICI's work, i.e. its effect on the reduction of WFCL and FAL in the cocoa sector of Côte d'Ivoire and Ghana, including an evaluation methodology that employs the principles of case control, random selection of respondents, and longitudinal research to determine attribution.
- Develop an electronic system that will enable consumers to look up what certified products are being produced without – or reducing – WFCL and FAL and how these product certifiers score on different criteria.
- With the development of the ID, Tulane has demonstrated that it is possible to obtain an aggregated view of the various actions in place. In order to demonstrate that its remediation activities have reached 50% or 100% of cocoa growing areas of Ghana and Côte d'Ivoire, it is advisable for Industry to develop its own ID reflecting up-to-date Industry and government-sponsored interventions targeting WFCL and FAL in both countries.
- Explore opportunities for public-private partnerships as exemplified in The Netherlands.

### **III. Status of Verification Systems**

#### ***A. Methodology***

Monitoring and assessment activities on various aspects of Industry-initiated verification efforts started under the USDOL-Tulane contract in October 2006 and have continued to date. Our research methodology for assessing Industry efforts to this regard – similar to that of the assessment of “certification” activities – centered on the review of documents – publically available as well as submitted by Industry – and key informant interviews. In the 2009/10 project year interviews were carried out with:

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

#### ***B. Harkin-Engel Protocol on Verification***

Article 4 of the Protocol calls for the establishment of a joint action program that includes “independent means of monitoring and public reporting on compliance with those standards.” In 2008, U.S. Senator Harkin, Representative Engel and the cocoa/chocolate Industry agreed to extend the Protocol and issued their second joint statement stipulating that: “*Industry will work with the governments of Côte d’Ivoire and Ghana to have a sector-wide independently verified certification process fully in place across each country’s cocoa-growing sector by the end of 2010*” (Joint Statement 2008).

#### ***C. Task 3 of the USDOL – Tulane Contract***

Task 3 of the USDOL-Tulane contract charges Tulane with: “*Assess[ing] progress made toward establishing a credible system for verifying progress made in Côte d’Ivoire and Ghana to implement the Harkin-Engel Protocol, including efforts to certify child labor-free cocoa, eliminate exploitive child labor and FAL in the cocoa sector of these two countries, and to provide mitigation, rehabilitation, and education services to children and adults withdrawn from exploitive child labor or forced labor in the cocoa sector.*”

#### ***D. Key Terms and Definitions***

Tulane operationally defines the term “independent verification” as the process whereby an autonomous third party confirms that (1) agreed-upon methods are followed, and (2) agreed-upon outcomes are met.

#### ***E. Industry Definition of Verification***

Industry’s “certification” model, reproduced in section II. Status of Certification Systems, also makes a provision for “*Independent Verification.*” Industry thus considers *Independent Verification* as one element of “certification.”



As described previously, Industry's mechanism for Independent Verification involved the appointment of Verité, which in turn convened a multi-stakeholder board (ICVB), which in turn commissioned two, third party consultant firms (Fafo & Khulisa) to act as independent verifiers and conduct the necessary research, analysis and reporting. This mechanism fulfills Tulane's operational definition of Independent Verification as, in its design, it provides reasonable assurance – based on the autonomy of the various institutions – that verification would be independent and evidence based.

In October 2007, Verité was selected by Industry “to develop a practical and independent approach to verifying and addressing labor conditions in West African cocoa production” (Verité 2007). In line with this task, Verité's issued a strategic roadmap suggesting the creation of a verification board. Industry (via the GIG) and representatives of Côte d'Ivoire and Ghana approved this proposition and in December 2007, Verité in turn convened the ICVB (ICVB Web site 2010 #1).

“The mission of the ICVB is to affirm through an independent ‘third party’ verification process:

- The credibility of the studies and findings reported by the governments of Côte d'Ivoire and Ghana on the worst forms of child labor, including trafficking, and adult labor practices in the cocoa sector; and
- Remediation activities undertaken by governments and their partners to address the elimination of the WFCL and adult forced labor from the cocoa sector” (ICVB 2008).

To initiate the verification process, the ICVB issued a Request for Proposals (RFP) and selected consultant and research institutes Fafo and Khulisa to determine the validity of the surveys of labor conditions on cocoa farms conducted by the governments of Ghana and Côte d'Ivoire. With this task since completed, Industry reports that: At the present time, the ICVB Secretariat and basic functions of the ICVB are still being funded by industry.” “Discussions are ongoing with the ICVB regarding potential future activities” (Morgan 2010 #3).

Industry currently considers the Joint Working Group (JWG)<sup>38</sup> to be the body serving as “the focal point for all activities involved in the 4-stage process certification” and an initial meeting of the JWG was held in Côte d'Ivoire in July 2009 (Verité Web site 2010). The JWG consists of two Industry representatives, four government representatives from each country and two civil society organizations – one selected by each government. Ghana selected UNICEF and Côte d'Ivoire selected *Fraternité Sans Limites* to fill the two “civil society” seats of the JWG (NCA 2009). Verité was selected as interim Secretariat of the JWG through the end of 2010.

Concerning the work of the Joint Working Group, Industry reports the following:

The JWG has had three meetings since its inception in July 2009. We have had substantive discussions regarding how the countries can work together to create a common set of indicators to track their efforts. We have discussed the issue of

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<sup>38</sup> A May 2009 meeting convened by Verité in Accra, Ghana entitled “*Knowledge into Action: Balancing the Need to Know with the Need for Change*”, the attendees agreed to create a “*Joint Working Group on Labor in Cocoa Farming [JWG]*” (NCA 2009).

developing a credible community based child labor monitoring scheme, we have shared experiences from each country regarding their individual efforts on trafficking and, at our last meeting, we discussed how the USDOL project proposal might be useful for each country with respect to their efforts on child labor. The JWG was considering how to progress CLMS in a manner that industry could fund - but this discussion has been superseded by the current activities related to each country and industry responding to the USDOL proposal for work in each country (Morgan 2010 #3).

## **F. Assessment of Industry's Verification Concept**

While the mechanism Industry employed to undertake Independent Verification is valid, the scope of Independent Verification to date raises some questions. First, Industry's *de facto* support for *Independent Verification* so far has been limited to the independent verification of the government surveys, and has not included Independent Verification of remediation activities. Second, the role Industry assigned to Independent Verification was limited to the period after the governments had implemented their pilot surveys and scaled-up surveys. Ghana and Côte d'Ivoire reportedly began their data collection for the scaled-up survey in November and December of 2007, respectively, while the work of the Independent Verifiers commenced in April of 2008. Fafo's initial 6-month contract was extended to accommodate the statistical revisions that the government studies required.

In order to live up to its Joint Statement 2008 pledge "*to have a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010,*" Industry's remediation efforts would also need to be independently verified. Independently verifying the accuracy of surveys would constitute the first step of Industry's "certification" process. The next step – independently verifying "Remediation/Response" – would complete the objective of independently verifying the "process." Although Industry has remediation activities in each country, there is no "process" in place to review and qualify on-the-ground remediation activities.

Apart from Industry's "certification" model, various Industry actors are independently engaging in *product certification* schemes as detailed in the previous section. *Product certification* – featuring independent, ongoing, 4<sup>th</sup>-party audits consisting of physical inspection at the farm level – is the most credible way for Industry to demonstrate and verify that cocoa production is not being produced with WFCL and FAL.

## **G. Assessment of Independent Verification Efforts**

On April 5, 2008, ICVB selected Fafo and Khulisa – who in turn worked with in-country partners Research International (Côte d'Ivoire) and Hedge (Ghana) – "*to verify the credibility of the studies and findings reported by the government of Côte d'Ivoire and Ghana on WFCL, including trafficking, and ALP [adult labor practices]*" (ICVB 2008).

In fulfillment of this charge, the verifiers (1) directly evaluated the data and materials of both countries' studies and (2) also conducted Data Quality Audits (DQA) of the scaled-up surveys to "*ascertain the validity and reliability of the findings reported in the studies*" (ICVB 2008). In October 2008, the verifiers collected their own data in a sub-sample study. Included in the sub-sample study were 40 of the 120 villages in Ghana's study

and 10 households from each of the 36 villages surveyed in Côte d'Ivoire's study (Fafu & Khulisa undated #1 & #2).

In their verification reports, the verifiers thoroughly evaluated each country's study and from the results of their DQA, rated the "flagship quality indicators" on a five-point scale. For each country, the results of the indicator rankings were subsequently averaged to come up with a recommended overall quality of the certification study rating – "below average" in the case of Côte d'Ivoire and "average" in the case of Ghana. In addition to their recommendation, the verifiers noted that Côte d'Ivoire's study could not accurately document "the number of children working in cocoa" (Fafu & Khulisa undated #2) – which they saw as a major "drawback of the study." They additionally recommended that both Ghana and Côte d'Ivoire weight their data to make reported results representative for the general population, advice that was largely heeded by both countries (Fafu & Khulisa undated #1 & #2).

Although the verifiers' initial contracts were six months, because both countries submitted weighting reports based on the verifiers' recommendations, Fafu continued work on the verification until January 2010.

In short, the Independent Verifiers accomplished the mission they were given. Important contributions included the finding that the Côte d'Ivoire survey did not accurately calculate the number of children working in cocoa, and in the case of both surveys that the correct weighting needed to be applied for accurate extrapolation purposes. All in all, the Independent Verification did facilitate "*accurate reporting of the worst forms of child labor and forced adult labor and strengthen remediation efforts*" (Joint Statement 2008) as envisioned in the second extension of the Harkin-Engel Protocol in 2008.

However, Tulane notes that Ghana's final "*Report on Weighted Data on Cocoa Labour Survey in Ghana (Scale-up Study, 2007/2008)*" (MESW Dec 2009) did not present a discussion of findings concerning FAL.

Also, Tulane notes a methodological issue with the Côte d'Ivoire "*Enquête Initiale de Diagnostic (EID)*" survey apparently not detected by the Independent Verification. Côte d'Ivoire's government survey did not employ a sampling frame at the local level. Instead of using the survey standard *district de recensement* or *district agricole*, its sample frame rather consisted of "villages." The EID employed a four-step sampling stage: selection of *départements*, selection of the *sous-préfectures*, selection of the *des villages*, and then the selection of the households (*ménages de cacaoculteurs*). Twenty households were sampled at the village level in 36 villages of the country. However, nowhere does the government survey report mention *campements*, and when probed government representatives admitted that *campements* were not included in the sample frame. Village hamlets were apparently not listed and consequently not surveyed. The Tulane-ENSEA's surveys were however based on the sample frame of *district de recensement*, and hamlets were thus included in the sample.

The Independent Verification, in their own report entitled "Final Verification Report: Côte d'Ivoire" of 2008,<sup>39</sup> describes the Ivorian government's methodological procedure as follows:

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<sup>39</sup> Document not dated however it is presumed to have been published around November/December 2008.

*The scaled-up study used a quantitative approach and direct face-to-face interviews to gather information from household heads, children, and adult workers. Data were collected in 14 administrative departments, and two sub-prefectures from each department were selected randomly. In each sub-prefecture, one village was randomly selected. In each village, a list of all the cocoa-producing households was compiled, and households were selected randomly during a public meeting in each village (Fafo & Khulisa undated #2).*

In Côte d'Ivoire there are approximately 3,750 villages and 21,900 hamlets (*campements* in French) located in the geographical area of the country that produces cocoa. Thus, by not surveying the country's hamlets as well, a significant percentage of the cocoa-producing workforce may not have been surveyed and therefore the findings of Côte d'Ivoire's survey may not be representative of the cocoa growing areas of the country. This apparent error in Côte d'Ivoire's survey sampling methodology may have introduced bias in the survey's data and findings and could invalidate them. A comparative meta-analysis of the raw data of the Tulane-ENSEA and the Côte d'Ivoire government survey would reveal major differences in the data and findings if they exist.

## **H. Conclusions**

Concerning Industry's "Independent Verification" framework, Industry may be credited for having established a verification mechanism that indeed permits independent verification. The independent verifiers may be credited for having validated the results of the government surveys. Both Ghana and Côte d'Ivoire may be credited for having cooperated with – and having completed – the verification process.

A number of important issues with Industry's "Independent Verification" framework, however, deserve mention. First, the Protocol's unit of measurement is the child. By validating nationally representative surveys which we now know are not sensitive enough to identify individual cases that most certainly exist, Industry has placed itself in the position of verifying a process that we know is inadequate for the task. To verify that children exposed to WFCL have been withdrawn and are no longer at risk, cocoa farm level surveillance and reporting needs to exist in Ghana and Côte d'Ivoire. The two currently *credible* and viable systems for verifying such progress on the ground are: (1) CLMS – which monitors each child in the community, and/or (2) Product Certification – which focuses *inter alia* on farm practices and working conditions.

In light of these issues, "a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector" (Joint Statement 2008) is only credible once Industry has employed CLMS, product certification or both across the cocoa sector of each country.

## **I. Recommendations**

- Continue to scale up *product certification* as its 4<sup>th</sup> party farm audits provide location-specific, independent verification of the absence of WFCL and FAL in the certified cocoa farms and plantations of Côte d'Ivoire and Ghana.

- Firmly support and establish CLMS with the support of ILO in both countries and scale-up to sector-wide level, which would allow Industry and governments to verify the impact of remediation activities at the community-level.
- Support further data analysis including third party meta-analysis of Governments' and Tulane's surveys to compare the data and findings concerning WFCL and FAL in the cocoa sector and increases understanding of all aspects of WFCL and FAL.
- Continue to improve the mechanism and application of independent verification to avoid the patchwork and post hoc pattern applied to date. Work with all parties to establish a "gold standard" for independent verification of child monitoring and farm practices per the Protocol.

## **IV. Status of Child Labor Monitoring Systems**

### **A. Methodology**

In order to assess the progress both countries are making with regard to developing a CLMS, Tulane applied the following methods in both Côte d'Ivoire and Ghana:

1. Literature Review;
2. Interviews with key informants in the public and private sector, including Government representatives of Côte d'Ivoire, Ghana, and Industry representatives;
3. Case study method featuring field visits to pilot communities in Ghana and Côte d'Ivoire in January and February of 2010, respectively;
4. Focus group discussions with government officials and other CLMS stakeholders during the Capacity Building workshops in both countries in March and May/June, 2010.

For the case study method, primary data were collected during field visits. In Côte d'Ivoire, Tulane and Industry representatives participated in a field trip hosted by *SSTE-Certification* on February 16 and 17, 2010, visiting three communities benefiting from *SSTE-Certification's* "Pack Self Help Village" initiative. In Ghana, Tulane and Industry representatives participated in a field trip, hosted by NPECLC, to two communities practicing CLM on January 27 and 28, 2010. Focus group discussions took place as part of Tulane's 2010 Capacity Building workshop exercises in which Government officials and NGO representatives participated, an activity further discussed in section *VIII. Summary of Other Activities*.

### **B. Harkin-Engel Protocol on Child Labor Monitoring**

Within the framework of the Harkin-Engel Protocol, in Article 4 Industry has committed itself to signing a "*binding memorandum of cooperation among major stakeholders that establishes a joint action program*" of:

- 1) "*research*"
- 2) "*information exchange*"
- 3) "*action to enforce the internationally-recognized and mutually agreed standards to eliminate WFCL in the cocoa sector*"
- 4) "*independent means of monitoring and public reporting on compliance with those standards*"

As discussed in Tulane's Third Annual Report of 2009, ILO Convention 182 – which the Protocol references as its standard – identifies four types of WFCL in Article 3, conferring certain rights and freedoms to children throughout the world: the freedom from slavery, the freedom from prostitution and involvement in pornography, the freedom from drug manufacturing and trafficking, and the freedom from work harmful to the health, safety and morals of children. The protection or enforcement of these freedoms requires constraining the actions of others, or permits inaction from the right bearer.

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

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

Furthermore, one of the best ways to fulfill the commitment of “*establishing independent means of monitoring and public reporting on compliance with those standards*” according to Article 4 of the Protocol is through a viable CLMS in Côte d’Ivoire and in Ghana as it permits continuous, community-based monitoring and ongoing public reporting on the issue.

### **C. Key Terms and Definitions**

Child Labor Monitoring (CLM) is a specialized form of community surveillance and is an evolving concept with the principal goal to enforce the positive and negative rights of the child as stipulated by ILO Conventions and national labor legislation. CLM is the active and continual process of identifying children exposed to exploitation and hazardous work, removing them from WFCL, and verifying that they are in school or some satisfactory alternative (ILO-IPEC 2003).

Constituting part of a strategy to withdraw and prevent children from engaging in WFCL, CLM serves as a management tool for: (1) establishing location and magnitude of the phenomenon in question such as children’s workplace, environment or living conditions, and (2) tracking the impact of social protection services or other interventions on the target population (ILO-IPEC 2001).

### **D. Historical Application of CLMS**

Early attempts at CLMS were developed in response to growing criticism surrounding labor issues in specific export industries, the objective being to monitor workplaces. Two of the first CLMS programs instituted were the Bangladesh Garment Manufacturers’ and Exporters’ Association (BGMEA) ILO/UNICEF Project in the Garment Industry of Bangladesh in 1994 and the ILO/IPEC Project to Eliminate Child Labor in the Soccer Ball Industry in Sialkot, Pakistan in 1997. In the case of Bangladesh, the collaborative effort resulted in the successful containment of child labor at BGMEA member factories and the establishment of a credible and comprehensive Child Labor Monitoring (CLM), verification, and reporting system (ILO-IPEC Web site 2010).

Similar results emerged from the joint efforts of the ILO, UNICEF and the Sialkot Chamber of Commerce and Industry to develop a monitoring system for the soccer ball industry in Sialkot, Pakistan; now 90 percent of the export soccer ball production in Sialkot is monitored and 10,572 children working in the soccer ball industry have been provided with non-formal education, of which 5,838 were subsequently mainstreamed into formal education. Examples of monitoring systems in place in other parts of the world include shoe manufacturing in the Philippines and Indonesia, taken up by the ILO in 1999 and small-scale mining in Bolivia, Ecuador, and Peru, addressed by the ILO partnership with national Ministries of Labor (ILO-IPEC 2003).

Finally, a “Special Institutional Monitoring System,” was introduced in commercial agriculture in Guatemala, Honduras, Nicaragua, Panama, and the Dominican Republic.

What emerged from these projects in coffee and other agricultural products in Central America were the Community-based Child Labor Monitoring Systems (CCLMS), employing local resource persons and awareness-raising approaches to mobilize communities, which notably demonstrated the capacity of non-traditional actors to monitor child labor (ILO-IPEC 2006).

Operationalizing the concept of CLM in the rural sector of West Africa and developing it into a functional system, a USDOL & Industry-sponsored West Africa Cocoa/Commercial Agriculture Programme (WACAP) initiative, implemented by the ILO between 2002 and 2006, pioneered CLMS in five African countries, which included Côte d'Ivoire and Ghana. WACAP's CLMS featured five essential elements:

- a) Awareness raising about child labor within communities and amongst other key players, such as district and central government officials;
- b) Mobilizing key players and forming of coordinating groups within communities (such as child labor committees);
- c) Establishing procedures and developing monitoring tools;
- d) Creating information recording systems for the collection, input, verification, consolidation and storage of data on the children identified;
- e) Reporting this information to relevant authorities, service providers and communities (ILO 2007).

As reported in Tulane's Third Annual Report of 2009, the WACAP piloted CLMS demonstrated the viability of the concept and mechanism in both Côte d'Ivoire and Ghana.<sup>40</sup> No fatal issues were found with the WACAP-led data collection at the community level and both countries used the data to publish reports on the status of child labor in the target areas. The pilot CLMS reportedly proved to be successful in part because:

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

The pilot initiative was however faulted for erring on the side of caution. Its mid-term evaluation stated that the system was overly complex; too many questions were asked in the questionnaire; too many persons at the community, district and national levels were involved in collecting the data; and that it was too costly. With US\$ 518,000 budgeted for the development of the system, the effective cost per beneficiary was in the order of US\$ 525 per person (KCG 2005). In sum, while the pioneered CLMS was reportedly effective in enforcing the rights of children, due in no small part to the transfer of leadership to the community level, the scaled-up model would need to be simplified and streamlined.

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<sup>40</sup> For more details on an assessment of the strengths and challenges encountered when implementing the CLMS in Côte d'Ivoire and Ghana please refer to the following document: International Labour Organization. Rooting out child labour from cocoa farms. Paper No. 4 – Child labour monitoring – A partnership of communities and government (ILO 2007).



## **E. Assessment of Country Child Labor Monitoring Efforts**

### **E1. Côte d'Ivoire**

Tulane observes that the Ivorian government did not continue to establish a CLMS in the country as initially set up in the WACAP initiative. The CLMS activities initiated through WACAP in Côte d'Ivoire ceased shortly after WACAP came to an end in 2006.

#### **CLMS – related activities by SSTE-Certification**

The *SSTE-Certification's* "Pack Self Help Village" initiative, which has so far been implemented in 9 villages since its inception in 2009, presented an opportunity to establish a prototype CLMS. Such action would have provided baseline data on every child in the community with which to measure what impact the "*Pack Self Help Village*" initiative may or may not have had. To date, *SSTE-Certification* has set up Child Labor Committees (*Comités de Lutte Contre le Travail des Enfants*) in each of its 9 "*Pack Self Help*" villages, which could potentially oversee community-based CLM activities.

However, during Tulane's Capacity Building workshop of March 22-25, 2010 in Abidjan, Côte d'Ivoire SSTE-Certification announced that it did intend to develop CLM in its "Pack Self Help" villages.

#### **CLMS-related activities by the Direction Générale du Travail (DGT)**

CLMS-related activities were initially carried out by the National Committee to fight Child Labour [*Comité National de Lutte contre le Travail des Enfants, CNLTE*] under the General Directorate of Labor [*Direction Générale du Travail, DGT*] and then later carried out by the DGT itself. The DGT is institutionally situated in the Ivorian Ministry of Public Service and Employment (*Ministère de la Fonction Public et de l'Emploi*). Together these organizations conducted the following activities:

- Installation of 30 community committees, called "Child Vigilance Committees" (*Comités de Veille et de Protection des Enfants*), charged with raising local awareness about the consequences of trafficking and hazardous child labor in cocoa farming and other sectors in order to generate community commitment on the issue;
- Completion of 29 missions to raise awareness and strengthen the work of "Child Vigilance Committees" to maximize the impact of sensitization;
- October 11, 2009 to March 19, 2010, the DGT sensitized and trained the "Child Vigilance Committees" on child protection techniques;
- A total of 189,974 people throughout the cocoa production area were sensitized on WFCL by CNLTE and DGT.

As discussed with representatives of all relevant Ministries during Tulane's Second Capacity Building Workshop in Côte d'Ivoire from June 14 to 17, 2010, a CLMS in Côte d'Ivoire would: (1) continuously collect data at the community level, (2) employ a community register of all people inhabiting the community, (3) identify vulnerable children or children engaging in WFCL, and (4) link specific children identified as engaging in WFCL with remedial or positive developmental alternatives.

It remains to be seen whether the government of Côte d'Ivoire will develop an operational CLMS in the country. A promising development is the establishment of the *Service Autonome de Lutte Contre le Travail des Enfants* on June 3, 2010, by the *Ministère de la Fonction Publique et de l'Emploi*. This new agency, directly attached to the council of the *Ministère de la Fonction Publique et de l'Emploi* and led by Signe Mockie Hyacinthe, is charged to carry out the following actions:

1. Develop, monitor and implement the national policies concerning the fight against WFCL;
2. Coordinate all activities implemented in response to WFCL;
3. Represent Côte d'Ivoire in national and international meetings and conferences that address WFCL.

Côte d'Ivoire is a complex and difficult political environment with many crucial problems to address. While there has been progress and strong commitment from the Government, the actual implementation of activities depends upon the presence of political will and trained field workers with appropriate resources to carry on the effort.

## **E2. Ghana**

### **Elements of Ghana's Nascent CCLMS**

Ghana is taking concrete steps towards the establishment of a viable CLMS. The WACAP initiative from 2002-2006 *inter alia* sought to demonstrate that CLMS could feasibly be established also in the agricultural context. Building on the WACAP experience, the Government continues to develop its CLMS in 60 target communities located in six districts of the country.<sup>41</sup>

Based on observations documented in two communities during a field trip to Pataban and Minam in the Asante Akyim North District in the Ashanti Region of the country, Tulane observed that the CCLMS as currently designed and implemented by NPECLC in Ghana, is comprised of three main components at the community level: (1) two community-based committees (the Community Child Protection Committee and the Child Panel), (2) a Child Labour Community Register, and (3) Data Collectors.

#### *1. Two community-based committees*

##### *i. Community Child Protection Committee (CCPC)*

The CCPC is charged with: (1) raising awareness in the community on child labor issues and community bylaws, and (2) sensitizing the community on the impending registration and data collection. As a structure, the CCPCs report to the District Child Protection Committees (DCPCs) through the district social welfare officer. Only in the case of an official complaint in a criminal issue does the CCPC report the case to the Police. In Pataban, the CCPC was composed of 10 community representatives: a District

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<sup>41</sup> The six CCLMS districts of Ghana are: Asante Akyim North Municipal Assembly, Suhum Krobo Coaltar District Assembly, Hohoe Municipal Assembly, Dormaa Municipal Assembly, Assin North Municipal Assembly and Sefwi Wiawso Assembly

Assembly member, the Chief's Representative, the School Representative, the Headmaster, the Chief Farmer, the Christian Representative, the Muslim Representative, the Unit Committee Representative, the Women Representative, and a Retired Security Representative.

## *ii. Child Panel*

The Child Panel is a separate committee from the CCPC. It is mandated by Ghana's Children's Act of 1998, Act 560, and is appointed by the District Assembly. The Child Panel is specifically responsible for handling problems that arise in the community. As the child panel is mandated by law, it has the authority to settle disputes in the community concerning children, as well as sensitize and mobilize the community. The Child Panel also adjudicates minor civil cases.

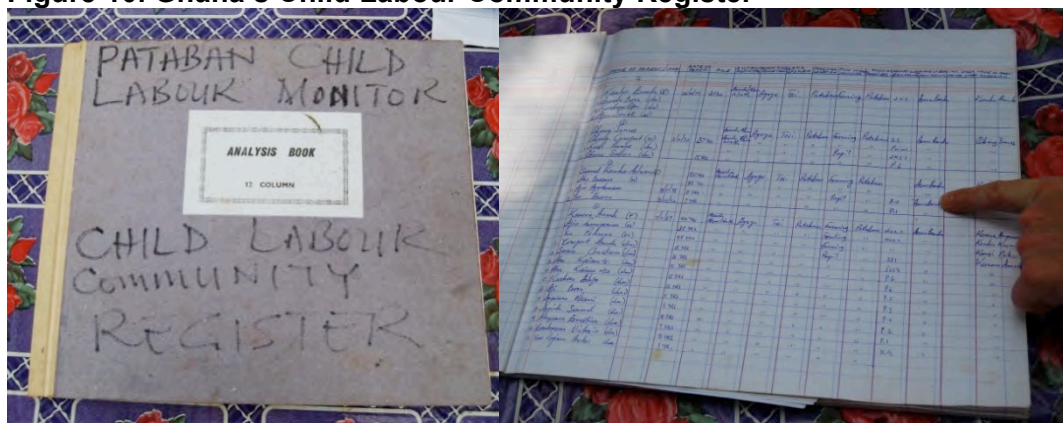
In Pataban, the Child Panel comprised five community representatives: the "Assemblyman's Representative," the "Chief's Representative," the "Women Representative," the "Unit Committee Representative," and the "Educator."

## *2. Child Labour Community Register*

The Child Labour Community Register (pictured below) is used to document the data collected as part of the community-level census on the children (aged 1 to 18) and adults in each household. It captures data on the following indicators, which the data collector relays to the District Social Welfare Officer on a quarterly basis:

- Name of Parent/Child
- Date of Birth
- Age
- District Municipality
- Birth Place/Home Town
- Language
- Physical Location
- Type of Work Involved in
- Biological Parents Residence
- Educational Background (reached)
- Name of Person Monitoring
- Child Labor Support
- Name of Parent/Guardian

**Figure 10. Ghana's Child Labour Community Register**



### 3. Data Collectors

Sikanya Jackson is a schoolteacher in Pataban, a small cocoa producing community in the Ashanti Region of Ghana with approximately 2,000 members. After school he also serves as the data collector with assistance by the Assemblyman Chief Representative. Their work entails going from house-to-house in order to:

1. sensitize households on child labor, hazardous work, and WFCL; and
2. register caregivers, children and other extended family members living with the child.

Thereafter, the data collectors:

3. convene CCPC meetings;
4. report special cases (of deviance or non-compliance) to the CCPCs and to the District Social Welfare Officer – who often works with the CCPCs – and in rare cases to the Child Panel for further action; and
5. conduct child surveillance on select cases.

In special cases, the CCPCs report to the DCPCs for district-level intervention on the issue. On a quarterly basis the Child Labour Community Register is submitted to the District Social Welfare Officer who analyzes the data (house, type of work, school attendance). The District Social Welfare Office then is charged with data entry and transmitting the data to the Employment Information Bureau (EIB) at the national level.

### **Strengths of Ghana's Nascent CCLMS**

#### 1. *Continual Child Monitoring*

Voluntary social auditing works. With NPECLC's door-to-door sensitization of each household, the data collectors deliver a personalized awareness campaign to each community member's doorstep. The registration and mini-survey of all community members is akin to a community-level census of every household and every child. These data are successively analyzed, and families implicated in child labor, or families with children who have not been attending school, are monitored. These identified children then stand to benefit from remediation action.

## *2. Self-mitigation and Self-remediation*

Ghana's CCLMS does more than continually monitor the status of children in the community; it effectively empowers the community to mitigate and remediate WFCL. The sensitization, documentation, as well as committee discussions all constitute community exercises that shed light on the issue. Community members hold each other accountable to enforce the positive and negative rights of their children. Communities are thus empowered to monitor and, to an extent, self-remediate instances of WFCL. The very existence of the CCLMS in a community triggers remediation.

## *3. Continual feed of location-specific data*

Vertical reporting from the community to the district and up to the central level sheds light on how a community is confronting the issue of WFCL. This continuous feed of evidence, provided on a community-by-community basis, enables the government to better understand and respond to specific issues identified in the given locality.

## *4. Sustainability*

According to NPECLC, many of district assemblies have added a budget line concerning WFCL remediation activities, which suggests that structural steps are being taken that promote the sustainability of the endeavor. With regard to CLMS costs, the inputs provided to allow the data collector to carry out his work in Pataban included (1) a one-day training by the District Welfare Officer (2) pens, and (3) a large book used as the Child Labour Community Register (pictured above). Few material resources are therefore required at the community level to run CCLM. At the point of the interview, the head Data Collector in Pataban was volunteering his time. However, in many cases NPECLC does provide Data Collectors with incentives such as bicycles and t-shirts to encourage them in their work. In terms of human capital, the process is largely administered by civil servants of the district assembly, the community, as well as by the community members themselves, with the communities themselves shouldering the bulk of the fieldwork. In sum, Ghana's CCLMS demonstrates that CLM can be executed inexpensively and that the system has the potential to become sustainable.

## *5. Distinct roles and responsibilities of the two community-based committees*

The two committees at the community level have distinct roles and responsibilities. While the CCPC raises awareness and sensitizes the community on the CLM to be performed, the Child Panel plays more of a judiciary role in the community and addresses cases that the family is not able to handle, in some cases, providing the affected child with material assistance. This division of labor between the committees at the community level is complementary and introduces another level of accountability as each reports to a different branch of local government.

## *6. Mobilizing government officials and elected leaders*

Ghana's CCLMS capitalizes on existing government structures and mobilizes government officials already serving as public servants. District and community leaders who are state employees, already charged with various aspects of civil service, are

oriented and held accountable to better carry out their jobs. Elected leaders such as district assemblypersons seeking constituent recognition for their service are also oriented and mobilized for this purpose. In sum, the system is being designed in view of mainstreaming and scaling up the pilot communities.

### **Challenges Facing Ghana's Nascent CCLMS**

The Government of Ghana's vision to roll out a CLMS across all cocoa growing districts might consider the following issues:

#### *1. Standardizing indicators and monitoring procedure*

The CCLM varies in application. For example, the CLM between the two communities Tulane visited had yet to be standardized, both in terms of monitoring procedure and indicators collected. More work is needed to develop and standardize the CLM model in order to arrive at indicators and monitoring procedure shared across CLMS communities.

Additional capacity building targeting Data Collectors is needed to (1) orient them on the international and national legal precedents and policies underpinning their work, and (2) equip them to perform the rigorous job of conducting a quasi community census, handling delicate cases, referring caretakers and children to appropriate remediation services, and spreading the message of the need to uphold the positive and negative rights of the child. The one-day training the Data Collectors had reportedly received from the District Social Welfare Officer may not suffice.

NPECLC has hired a consultant to finalize a set of indicators to be used in CLMS. His findings have yet to be validated by the Ministry of Employment and Social Welfare (MESW). Tulane also notes that NPECLC, in collaboration with ILO/IPEC, will soon organize a stakeholder workshop concerning the standardization of the framework and CCLMS indicators. GOG might take into account Tulane's suggested WFCL indicators before the MESW validates and deploys Ghana's indicators.

#### *2. Enhancing district-level engagement of target communities with regard to training, supervision and data quality control*

The data collected in Pataban – a registry of over 300 families in the community in a timeframe of three months – had yet to be verified by the district-level. District-level quality control of data is imperative to ensure that the system accurately reports on the prevalence of WFCL in the CLM communities.

#### *3. Linking the data aggregated at the district level to the national level*

Currently, collected data are reaching the district level from the select 60 communities. However, NPECLC has yet to link the data collected at the district level to the Employment Information Bureau (EIB), which is charged with data entry and analysis.

#### *4. Triangulating CCLMS and school attendance data*

CCLMS is not the only community-based data collection effort underway. The first community-based data collection initiative is the time-honored attendance registration in each primary and secondary school of the country. Attendance is documented in every school in the country on a daily basis in the school's Ghana Education Service's Attendance Register.

#### *5. Introducing technology to community-based data collection and reporting*

Currently, pen and paper are used for the data collection and reporting. Data are lost when aggregated at the district, regional and national levels, as there is only one "source" book. Storing data in one place is generally risky, provided that the book may be damaged or go missing. Conversely, digital and cellular reporting of data may be instantly aggregated at all levels, with multiple means to safeguard the data. The technology to do so exists and is becoming increasingly more affordable.<sup>42</sup> Exploration of the feasibility and cost-effectiveness of digital means of data entry and cellular means of reporting data is therefore suggested.

#### *6. Sufficient Motivation of Data Collectors*

At the point of the interview, the head data collector in Pataban was volunteering his time and had registered over 300 households within a period of three months. While NPECLC does provide data collectors with bicycles and t-shirts, as significant time commitments and demands are placed on the data collectors, to be able to hold data collectors accountable for their work and as compensation for their efforts, NPECLC may consider providing them with a more significant form of remuneration. Tulane notes that NPECLC is considering motivational packages for their data collectors in the six districts to encourage sustained of data collection, as well as accuracy and reliability of the gathered information.

#### *7. Adding periphery indicators to the set of core indicators on WFCL and FAL*

A community-driven reporting system could also feasibly include various cocoa production, socio-economic, education and health indicators, and thus receive buy-in from other stakeholders that would support the development and expansion of the community-based monitoring and reporting paradigm.

#### *8. Exploring potential synergies between CLMS, agricultural extension services, CAPs and product certification*

Synergies could be unlocked between interventions, leading to further desired social transformation Behavior change prompted by sensitizing and mobilizing communities through the development and implementation of CAPs, as facilitated by ICI and NPECLC, could be further institutionalized and reinforced by CLMS monitoring and remediation. Agricultural extension services in the form of farmer field schools, such as offered by STCP, increases the quality and quantity of cocoa production and the higher

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<sup>42</sup> Just how inexpensive computing is becoming is again demonstrated by the July 2010 unveiling of a US\$ 35 tablet computer with basic functions (Xinhua 2010).

income generated serves to reduce poverty (which is one factor of child labor). The adherence to certain agricultural and labor standards may be further reinforced and rewarded through product certification. The impact of government services and stakeholder interventions and investments can also be approximated with societal changes as reported by CLMS. GIS would furthermore help coordinate, manage and track the interaction and potential synergy between these interventions.

## ***F. Recommendations***

### **F1. Côte d'Ivoire**

- *“Independent means of monitoring and public reporting on compliance with those standards”* – as called for in Article 4 of the Protocol – is best realized through a CLMS, which have been piloted through WACAP also in Côte d'Ivoire .
- Build on the current relationship with ILO on the development of a full-fledged CLM system given their extensive experience in this domain including the WACAP initiative.
- Embed any technical effort to pilot and roll out a CLMS in the newly mandated *Service Autonome de Lutte Contre le Travail des Enfants (SALTE)*, whose personnel have WACAP experience.
- Link a future CLMS with remediation services on a child-by-child basis.

### **F2. Ghana**

- Standardize indicators and monitoring procedure,
- Enhance district-level engagement of target communities with regard to training, supervision and data quality control,
- Link the data aggregated at the district level to the national level,
- Triangulate CCLMS and school attendance data.
- Introduce technology to community-based data collection and reporting,
- Provide sufficient motivation for Data Collectors,
- Add periphery indicators to the set of core indicators on WFCL and FAL, and
- Explore potential synergies between CLMS, agricultural extension services, CAPs and product certification.

## ***G. Industry Involvement in CLMS Development***

Industry, through the GIG, contributed some financial support to ILO/IPEC's 2002-2006 WACAP initiative, which also featured the piloting of CLMS in Côte d'Ivoire and Ghana. GIG contributed US\$ 1 million – 16.6% – of the initiative's US\$ 6 million budget, the



remainder of which was sponsored by USDOL. According to Industry, its “contribution to WACAP went into a general fund and was not directed towards any specific element of the WACAP program” (Morgan 2010 #3).

Industry expressed its first pledge with regard to the development of a CLMS in the Joint Statement 2005, announcing: “*Also, small pilot projects have been initiated, which will be assessed and used to develop a child labor monitoring system.*” It appears that this statement led U.S. Senator Harkin, U.S. Representative Engel, and other stakeholders to believe that Industry would in fact “develop a child labor monitoring system.”

Industry’s financial support of NPECLC enabled the program to carry out CLMS and remediation activities in Ghana. In 2008, Industry contributed US\$ 100,915.20 through the WCF and in 2009, GIG and the NCA also supported NPECLC with US\$ 143,000.

In Tulane-Industry discussions in December 2009 and January 2010, Industry representatives stated that Industry intended to work with the countries to institute CLMS programs that are credible and report on agreed and specific indicators. Furthermore, Industry representatives stated they would dedicate efforts in 2010 to the development of CLMS in both countries.

While in 2009 Industry did request the governments of Côte d’Ivoire and Ghana to each submit a proposal to develop a national CLMS, requests which were fulfilled, to date these proposals have not been funded. In response to the question why industry has not funded CLMS proposals from Ghana and Côte d’Ivoire, Industry states:

*While we have discussed CLMS with each country, we have expressed significant concern over the lack of information regarding how CLMS is being or would be carried out. Specifically we have requested to see how training in the communities was occurring, what data is being collected and what indicators are being used as a basis for the information. Without that information (which we have not received) industry is unable to offer funds for a CLMS program. Presently, the discussion on CLMS with the countries has been superseded by the current discussion that is ongoing with the USDOL regarding their interest in a program, to be carried out by ILO-IPEC, in the region (Morgan 2010 #3).*

In sum, Tulane has found little evidence to support the existence of significant financial contribution or technical assistance from Industry towards the development of sector-wide child labor monitoring in the cocoa sector of Côte d’Ivoire and of Ghana – more than five years after its July 1, 2005 pledge to “*develop a child labor monitoring system.*” While there does appear to be current action directed towards this area, as yet these efforts have not been made public.

## V. Exploitive Child Labor in the Cocoa Supply Chain

Tulane University's representative household surveys of child labor in the cocoa growing areas identified Burkina Faso and Mali as the two most important countries of origin for cross-border migrant labor in the cocoa sector.<sup>43</sup> At the same time, both countries have been cited as source countries for children trafficked to cocoa farms according to, among other accounts, the U.S. Department of State's TIP Report 2009 (U.S. Dept. of State 2009).

In the last quarter of 2009, Tulane University carried out a survey of child migration and trafficking for work in cocoa agriculture in Burkina Faso and Mali to address the scarcity of reliable data on the migration and trafficking of children to the cocoa sector. Specifically, the research attempted to:

- Identify children and young adults in Burkina Faso and Mali who have migrated or been trafficked to work in the cocoa sector while under the age of 18,
- Describe their experience, their working conditions, and the specific "push and pull factors" that contribute to the migration or trafficking of children,
- Obtain a better understanding how often children migrate and how often they are trafficked from Burkina Faso and Mali to work in cocoa agriculture, and
- Suggest intervention strategies for the prevention of child trafficking, as well as the interception and rehabilitation of children that have been victims of trafficking.

In order to collect these data, the following types of research activities were carried out: (1) a representative household survey of approximately 750 children and 750 adults living in agricultural households in Burkina Faso and an equal number of children and adults living in agricultural households in Mali, (2) a non-probability survey of 600 children and young adults, who have worked in the cocoa sector when they were between 5 and 17 years old, which was selected using a snowball sampling technique, and (3) supplementary interviews with some border guards, police and community leaders.

The snowball sample of respondents with work experience in cocoa agriculture as well as the interviews with police, border guards and community leaders were targeted at describing the process of child trafficking. The household survey was carried out to get a better understanding of living conditions in the countries of origin of trafficked children and a sense how large/small a percentage of children had migration or trafficking experience to the cocoa sector in Burkina Faso and Mali.

This chapter summarizes the research methodology and findings from the survey of child migration and trafficking. The chapter is subdivided into five parts. The first part covers definitions and concepts relevant to the research, the second part explains the methodology and implementation of the survey, and the third part summarizes the research findings. The final two parts address conclusions and recommendations.

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<sup>43</sup> Survey methodology and results from Tulane's representative household surveys of child labor in the cocoa-growing areas were presented in our Second and Third Annual Report to the U.S. Congress.

## **A. Definitions and Concepts**

Child labor and WFCL have been defined by the International Labor Organization (ILO). Several ILO/UN conventions and recommendations are relevant in this context including ILO Convention 138 (Minimum Age), ILO Convention 182 (WFCL), ILO Recommendation 190 (Hazardous Work), the UN Convention on the Rights of the Child, and the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons. In addition, the hazardous child labor frameworks of Côte d'Ivoire and Ghana and other local laws and regulations have to be taken into account.

### **Definition of Child Labor**

The ILO distinguishes between three categories of child labor: (1) employment below minimum working age (light work/regular work), (2) worst forms of child labor (WFCL), and (3) hazardous unpaid household services (if the concept of the "general production boundary" is used):

**Child labor:** *For the purpose of statistical measurement, children engaged in child labor include all persons aged 5 to 17 years who, during a specified time period, were engaged in one or more of the following categories of activities:*

1. *Worst forms of child labor,*
2. *Employment below the minimum age, and*
3. *Hazardous unpaid household services (ILO 2008).*

### **Definition of the Worst Forms of Child Labor (WFCL)**

Within the category of WFCL, the ILO distinguishes between (1) hazardous work and (2) worst forms of child labor other than hazardous work:

**Hazardous work:** *“Employment in industries and occupations designated as hazardous, or work for long hours and/or at night in industries and occupations not designated as hazardous” (ILO 2008).*

**Worst forms of child labor other than hazardous work:** *“Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict” (ILO 2008).*

ILO Convention 182 covers both hazardous work and WFCL other than hazardous work including “slavery or practices similar to slavery”, “prostitution”, “illicit activities” as well as any work “likely to harm the health, safety or morals of children” (see Box 1).

### Box 1. Definition of WFCL in ILO Convention 182

According to Article 3 of ILO Convention No. 182, the worst forms of child labor comprise:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties; and
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Source: ILO, Report of the Conference, 18th International Conference of Labour Statisticians, 2008

**Table 8. ILO Framework for the Statistical Identification of Child Labor**

Framework for statistical identification of child labour						
Age group	General production boundary					
	SNA production				Non-SNA production	
	(1a) Light work <sup>3</sup>	(1b) Regular work <sup>4</sup>	Worst forms of child labour		(3a) Hazardous unpaid household services <sup>1</sup>	(3b) Other non-SNA production
(2a) Hazardous work			(2b) Worst forms of child labour other than hazardous work			
Children below the minimum age specified for light work (for example, 5–11 years) <sup>2</sup>	Employment below the minimum age for light work	Employment below the general minimum working age	Employment in industries and occupations designated as hazardous, or work for long hours and/or at night in industries and occupations not designated as hazardous	Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict	Unpaid household services for long hours involving unsafe equipment or heavy loads; in dangerous locations, etc.	
Children within the age range specified for light work (for example, 12–14 years) <sup>2</sup>						
Children at or above the general minimum working age (for example, 15–17 years) <sup>2</sup>						

<sup>1</sup> (3a) is applicable where the general production boundary is used as the measurement framework for child labour.  
<sup>2</sup> Age-group limits may differ across countries depending upon the national circumstances.  
<sup>3</sup> Where applicable at the national level.  
<sup>4</sup> Children in employment other than those covered under columns (1a), (2a) and (2b).

Denotes child labour as defined by the resolution.
  Denotes activities not considered child labour.

Source: ILO, Report of the Conference, 18th International Conference of Labour Statisticians, 2008

### Definition of Hazardous Work

Hazardous work has been defined by the ILO as “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of

children” (ILO Convention 182). The ILO further elaborates the concept of hazardous work in ILO Recommendation 190 (see Box 2).

### **Box 2. Definition of Hazardous Work in ILO Recommendation 190**

According to ILO Recommendation No. 190, the following criteria should be taken into account when determining hazardous work conditions of children at the national level:

- (a) work which exposes children to physical, psychological or sexual abuse;
- (b) work underground, under water, at dangerous heights or in confined spaces;
- (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; and
- (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

*Source: ILO, Report of the Conference, 18th International Conference of Labour Statisticians, 2008*

Ghana’s “Hazardous Child Labor Activity Framework” (2008) and Côte d’Ivoire’s “List of Dangerous Work Prohibited for Children” (2005) define hazardous work for local conditions. As such they are intended to supplement ILO Convention 182 and Recommendation 190. Ghana’s framework, published by the Ministry of Manpower, Youth and Employment in June 2008, is specific to the cocoa sector (see Box 3). Côte d’Ivoire’s list, released by the Ministry of Civil Service and Labor in March 2005, covers hazardous work in agriculture as well as in other sectors and industries (see Box 4).

### **Box 3. Hazardous Child Labor Activities Framework: Ghana**

Economic activities prohibited for children under 18 years working in cocoa:

- Clearing of forest and/or felling of trees;
- Bush burning;
- Working with agrochemicals, i.e. purchasing, transport, storage, use (mixing, loading and spraying/applying), washing of containers and spraying machine, and disposal;
- Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying;
- Using machetes/long cutlasses for weeding;
- Climbing trees higher than 3 meters (9 feet) to cut mistletoe with cutlass;
- Working with motorized mist blower, knapsack sprayer and/or chainsaw;
- Harvesting overhead cocoa pods with harvesting hook;
- Breaking cocoa pods with breaking knife;
- Carrying heavy load beyond permissible carrying weight, i.e. above 30% of body weight for more than 2 miles (3km);
- Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or have completed school);
- For children in school, working more than 2 hours/day on a school day;
- Working without adequate basic foot and body protective clothing (e.g. long sleeves, trousers, Wellington boots and 'Afro Moses');
- A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult);
- Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.;
- A child withdrawn from school during cocoa season to do farm work; and
- Working full time on farm and not attending formal/non-formal school (applicable to children under 15 years).

*Source: Government of Ghana, Ministry of Manpower, Youth and Employment, Hazardous Child Labour Activity Framework, June 2008*

### **Box 4. Hazardous Child Labor Activities Framework: Côte d'Ivoire**

Economic activities prohibited for children under 18 years working in agriculture:

- Cutting of trees;
- Burning of fields;
- Application of chemicals (insecticides, herbicides, fungicides, etc.);
- Application of chemical fertilizer;
- Chemical treatment of fields/plants; and
- Carrying of heavy loads.

*Source: Government of Côte d'Ivoire, Ministry of Civil Service and Labor, Arrêté n 2250, March 2005*

In addition to “employment in industries and occupations designed as hazardous”, ILO has classified “work for long hours and/or at night in industries and occupations not designated as hazardous” as hazardous to children (see Box 5) (ILO 2008).

### **Box 5. ILO Definition of Long Hours of Work and Night Work**

A child is considered to be working *long hours of work* if the number of hours actually worked at all jobs during the reference period is above a specified threshold. The threshold may be determined in terms of the maximum number of hours of work that the national law or regulation sets for children who have reached the minimum working age. In the absence of such a specific limit for children, the threshold may be decided taking account of the regulation on the adult workers' normal working time. Hours actually worked should be defined in accordance with the latest international standards on the topic.

*Long hours of work* may also be defined in terms of usual hours of work per week. The use of this concept would include in child labour, any children who usually work long hours but during the reference period were temporarily absent from work owing to illness, holidays or, for other reasons, worked fewer hours than usual.

A child is considered to be working at night if the work schedule includes hours of work defined as *night work* prohibited for children under national legislation, where it exists. In the case of children, the period of time spent commuting between work and home should be considered as part of the work schedule. Alternative statistical definitions of night work for children may be formulated on the basis of the ILO Night Work Convention No. 171 (1990), particularly Article 1(a) and (b). Where there is no legal prohibition of night work of children, national legislation and prevailing collective agreements, if any, on night work of adult workers could be used as the basis for determining night work of children.

*Source: ILO, Report of the Conference, 18th International Conference of Labour Statisticians, 2008*

### **Definition of WFCL Other Than Hazardous Work**

According to the ILO, the standardized statistical concepts and definitions for the WFCL other than hazardous work (also known as “unconditional WFCL”) are “not fully developed” and “statistical measurement methods are at an experimental stage” (ILO 2008). Among unconditional WFCL, trafficking and forced child labor are most relevant in the context of cocoa agriculture based on cases identified by survey research and other data collection as well as media reports:

***Forced Labor of Children:*** “Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor.” (UN Supplemental Convention on the Abolition of Slavery)

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

ILO further clarifies the methodology for measuring child trafficking by outlining elements of child trafficking for the purpose of ILO/IPEC operations (see Box 6).

## Box 6. Elements of Child Trafficking for the Purpose of ILO/IPEC Operations

CHILD TRAFFICKING – Elements defined for the purpose of IPEC operations

- A child - a person under the age of 18 years;
- Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group;
- The third person or group organizes the recruitment and/or these other acts for exploitative purposes;
- Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance;
- Exploitation includes:
  - (a) all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict (Convention 182, Art. 3(a));
  - (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (Convention No. 182, Art. 3(b));
  - (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (Convention No. 182, Art. 3(c));
  - (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Convention No. 182, Art. 3(d) and Convention No. 138, Art 3);
  - (e) work done by children below the minimum age for admission to employment (Convention No. 138, Art. 2 & 7).
- Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any time of the recruitment and movement do not need to be present in case of children (other than with adults), but are nevertheless strong indications of child trafficking.

Source: ILO, *Child Trafficking, IPEC, Geneva, 2007*

### Definition of Employment Below Minimum Working Age

ILO Convention 138 on the Minimum Age for Admission to Employment is critical for defining child labor of children working below minimum age. The ILO distinguishes between (1) the general minimum working age, (2) the minimum age for light work, and (3) the minimum age for hazardous work, while allowing some variations in general and light work minimum working ages for developing countries (see Table 9).



**Table 9. Minimum Working Ages Based on ILO Convention 138**

General minimum age	Light work	Hazardous work
<i>In general:</i>		
Not less than age of completion of compulsory schooling, and in any case not less than 15 years	13 years	18 years (16 years under certain strict conditions)
<i>Where the economy and educational facilities are insufficiently developed:</i>		
Not less than 14 years for an initial period	12 years	18 years (16 years under certain strict conditions)

Source: ILO/IPEC, *Global Child Labour Trends 2000 to 2004*, 2006

### **ILO Minimum Working Age Standards**

According to ILO Convention 138 on the Minimum Age for Admission to Employment, “the minimum age to be specified in conformity with the Convention shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years. Developing countries may initially specify a minimum age of 14 years.” Additionally, light work is permissible for children as young as 13: “Young persons of 13 to 15 years of age – or at least 15 years of age who have not finished their compulsory schooling – may be permitted to carry out light work of certain types and under certain conditions to be determined” (ILO 1973).

The ILO further specifies that “light work” can only include economic activities that are: “(a) not likely to be harmful to their health or development; and (b) not such as to prejudice 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” (ILO 2008). According to the ILO, “in determining the hours threshold for *permissible light work*, national statistical offices should take into consideration the stipulations set forth in national legislation or, in their absence, use a cut-off point of 14 hours during the reference week, below which work can be considered permissible light work” (ILO 2008).

**Table 10. Types of Child Labor by Age**

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

Source: ILO/IPEC, *Global Child Labour Trends 2000 to 2004, 2006*

The Convention does not set the maximum number of working hours permissible for children. However, Article 7 paragraph 3 states that the “competent [national] authority” “shall prescribe the number of hours during which and the conditions in which such employment or work [light work for persons 13 to 15 years of age] may be undertaken.” The ILO has in the past used an operational definition of “regular work” as under 43 hours per week.

Hazardous work is absolutely proscribed for children under 16: “The minimum age shall not be less than 18 years – or 16 years under conditions – for any type of employment or work which is likely to jeopardize the health, safety or morals of young persons.” The ILO also specifies that the definition of work falling under this last category is to be regulated by local laws and regulations. Children can never be involved in the WFCL other than hazardous work (“unconditional WFCL”), regardless of age (ILO 1973).

### Minimum Working Age in Ghana

In Ghana, legal justification for regulation of child work was enacted by the Children’s Act of 1998. Section 89 sets the minimum age for child work at 15 years of age and section 90 sets the minimum age for light work – defined as work that “is not likely to be harmful to the health or development of the child and does not affect the child’s attendance at school or the capacity of the child to benefit from school work” – at 13 years of age. Section 91 stipulates that hazardous employment is proscribed for all children under 18 years of age and Section 87 forbids the engagement of a child in “exploitative child labour”, “if it deprives the child of its health, education or development”, under all circumstances. In addition, night work, “work between the hours of eight o’clock in the evening and six o’clock in the morning”, is banned for children (GOG 1998 #2).

The Hazardous Child Labour Activity Framework issued by the Ministry of Manpower, Youth, and Employment in 2008, indicates the maximum allowable working hours for children under 18. Children are prohibited from working on a farm for more than “three hours per day or more than 18 hours per week (for children on weekends, holidays

and/or children who have completed school)” or “more than 2 hours/day on a school day.” The framework also specifies that “going to or returning from the farm alone or working on farm between 6:00 p.m. and 6:00 a.m.” is prohibited for children. In addition, a child cannot be “withdrawn from school during cocoa season to do farm work” and cannot work “full time on farm and not attending formal/non-formal school (applicable to children under 15 years).” Any of these activities is considered hazardous under Ghana’s framework.

### **Minimum Working Age in Côte d’Ivoire**

In Côte d’Ivoire, legal justification for regulation of child work was enacted by Le Code du Travail de 1995 (the Labor Code of 1995) (Government of Côte d’Ivoire 1995). Article 23.8 stipulates that children cannot be employed in any enterprise, even as an apprentice, before the age of 14, except when enacted by a regulatory body. Article 31 of law 70-483 – La loi sur la minorité de 1970 (Law concerning minors) states that a minor may not enter into an employment contract before the age of 16, except in regard to vocational training or apprenticeships (Government of Côte d’Ivoire 1970).

Hazardous child labor is addressed in Article 23.9 of the Labor Code of 1995, which states that the inspector of labor and social legislation may require women and children to be examined by an approved doctor to determine if the work they are doing exceeds their strength. A woman or a child should not be held to a job found to be beyond his or her strength and should instead be given a more suitable task. If that is not possible, the contract must be terminated with severance pay and notice of termination if applicable. Concerning the hazardous tasks specific to agriculture, Le Ministère de la Fonction Publique et de L’Emploi, issued Arrêté n 2250: itemizing a list of hazardous activities prohibited for children under age 18 (Government of Côte d’Ivoire 2005). Article 22.2 of the Labor Code of 1995 further prohibits work at night for all children under 18 years of age (SSTE-Certification Nov 2009).

### **Definition of Forced Adult Labor (FAL)**

ILO Convention 29 defines “forced or compulsory labor” of adults, and the UN Supplemental Convention on the Abolition of Slavery defines “serfdom”:

***Forced or Compulsory Labor:*** “The term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.” (ILO Convention 29)

***Serfdom:*** “Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status.” (UN Supplemental Convention on the Abolition of Slavery)

While there is little evidence that FAL in the cocoa sector is widespread, individual cases have been documented. FAL is a concern in the context of migration and child trafficking to the cocoa growing areas. Children trafficked to the cocoa sector are most often teenagers and they frequently remain on the cocoa farm for several years and often into adulthood.

## **B. Survey Methodology and Implementation**

The purpose of the survey of migration and child trafficking to the cocoa growing areas was to collect data on the experience of children and young adults living in Burkina Faso and Mali that have migrated or been trafficked to work in the cocoa sector when they were under 18 years old as well as the specific push and pull factors that contribute to the migration and trafficking of children. The data were collected with the intention to describe the migration and trafficking processes and get a better understanding of how often children move across borders for work on cocoa farms.

### **B1. Sampling Methodology**

Both probability and non-probability sampling techniques were employed to select the survey respondents. A stratified multi-stage cluster sampling approach was used to select a representative sample of agricultural households in Burkina Faso and Mali and a representative sample of children between 10 and 17 years living in these households. A systematic snowball sampling technique was used to identify and interview a sample of children with work experience in the cocoa sector. In addition, key informant interviews were carried out with community leaders as well as law enforcement officers and immigration officials at border crossings in the two countries.

#### **Selection of Household Sample**

The minimum sample size needed for a representative household survey was estimated to be 384 households per country using an equal probability sampling technique. The sample size was doubled to 750 households to account for the use of cluster sampling as part of the sample selection process (see Box 7).

#### **Box 7. Calculation of sample size**

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

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

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

P = estimated prevalence (varies, set at 0.5)

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

deft = design effect = 2 (estimate)

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

Based on established guidelines<sup>44</sup>, 30 clusters were selected in each Burkina Faso and Mali using a listing of census enumeration areas as the sampling frame. Government

<sup>44</sup> According to Magnani (2007), “the use of 30 clusters in population-based surveys has become popularized” and “serves as a rough working guideline, representing a figure adequate to ensure that samples of target group members are sufficiently well spread across enough clusters that

census data in both countries were accessed for this purpose. In Burkina Faso, 2006 population census data were available. In Mali, the most recent census data were from the 1998 population census. Only rural and semi-urban areas in both countries were included in the sampling frame as households in urban areas are not typically involved in agriculture. The final sampling frame consisted of 11,776 enumeration areas in Burkina Faso and 14,034 enumeration areas in Mali.

The listing of enumeration areas was stratified based on census information on the rate of migration to Côte d'Ivoire and Ghana with stratum 1 presenting areas with the lowest migration intensity and stratum 3 the highest. Five enumeration areas were selected within stratum 1, ten enumeration areas were selected within stratum 2, and fifteen enumeration areas were selected within stratum 3 in both Burkina Faso and Mali (see Table 11). Areas with relatively higher migration were thus overrepresented in the sample with the intention to ensure an adequate representation of households with migration experience to Côte d'Ivoire and Ghana. Within each stratum, the enumeration areas (clusters) were selected with equal probability.

**Table 11. Sampling and stratification, Burkina Faso and Mali, 2009**

Country	Strata	Number of Provinces	Number of Enumeration Areas	Number of Enumeration Areas Selected
Burkina Faso	Stratum 1	16	5,412	5
	Stratum 2	14	3,939	10
	Stratum 3	15	2,425	15
Mali	Stratum 1	26	7,810	5
	Stratum 2	10	2,979	10
	Stratum 3	12	3,245	15

While census enumeration areas are of approximately equal size, in practice there is some variation and the population can change over the course of a few years. An average enumeration area in both countries consisted of roughly 100-150 households. Since the exact size of the selected enumeration areas was unknown and a current listing of households in the selected areas was not available, a complete enumeration was carried out by the survey teams in each selected cluster.

From the listing created by the household enumeration process, households were divided into agricultural and non-agricultural households. Households were classified as “agricultural households” if at least one member of the household – either adult or child – had performed work in agriculture at some point during the previous 12 months. Households were then selected with equal probability from the final listing for participation in the survey research including only those involved in agriculture. 25 households were selected per cluster resulting in a total of 750 households per country.<sup>45</sup>

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survey estimates are not unduly influenced by a handful of clusters.” Magnani adds that “as a general rule, selecting no more than 40-50 households per cluster should be relatively safe. Of course, if resources will not permit clusters of this size, the ‘cluster take’ could be increased, but it should be recognized that this will be at the cost of increased sampling error.”

<sup>45</sup> A household was defined “as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household.” (ILO definition)

In the selected households, interviews were carried out with heads of households using the “household listing form” and the “head of household questionnaire” as well as one randomly selected child between 10 and 17 years of age using the “household child questionnaire.” The household interviews focused on child labor characteristics, access to education, employment opportunities, general living standards, migration and awareness of child trafficking and the details of the process if experienced by the respondent. Children younger than 10 years were not interviewed as part of this survey since they were unlikely to have experienced migration or trafficking at this young age. In addition, children under 10 years are not typically targeted by traffickers/intermediaries. However, data on a few basic indicators were collected from the head of household on all household members including children under the age of 10.

### **Selection of Snowball Sample**

In addition to the representative household survey, a systematic snowball sampling methodology was used to identify and interview respondents with childhood work experience in the cocoa sector. Snowball sampling is a non-probability sampling technique usually employed to identify research subjects in studies where subjects are difficult to locate. This methodology relies on referral to identify subjects and is a good way to reach hidden populations (Castillo 2009). However, snowball sampling does not generate representative estimates and selection bias is a concern.

Using a snowball sampling methodology, respondents with work experience in the cocoa sector were identified through the household survey as well as community informants and members of the target population. All household survey respondents were asked if they knew of children or young adults in the community who have worked in the cocoa sector and their contact information. The community informants included community leaders, NGO representatives, shopkeepers, and informants in market areas, who were also asked to identify individuals with work experience in cocoa in their community. In addition, any identified members of the target population of respondents with work experience in the cocoa sector were asked to identify other individuals with the same experience.

The snowball sample was focused on those children, who had experienced migration or trafficking to the cocoa growing areas and worked on a cocoa farm when they were under 18 years old and since then returned to Burkina Faso and Mali. To be included in the snowball sample, it was not required for children to have Burkinabe or Malian citizenship and it was not required that these children were born in Burkina Faso or Mali. The critical element was the migration experience, back and fourth, to a cocoa farm in any country. Since the major concern was associated with children who had migrated recently (since the signing of the Harkin-Engel Protocol) and without their biological parents/primary caregivers, the data collection was initially focused on only those children. However, after both country teams experienced difficulties with identifying respondents using such narrow search criteria, the criteria were subsequently broadened to also include children who had migrated before the signing of the Protocol and children who had migrated with their parents (Table 11). Still the vast majority of children in the final sample had moved to and returned from the cocoa growing areas in recent years, and most had migrated without their parents. While both rural and urban areas were included in the sampling process, most of the respondents in the snowball sample were identified and currently living in urban environments.

**Table 12. Snowball sample respondent selection criteria, Burkina Faso and Mali, 2009**

RESPONDENT SELECTION CRITERIA	Initial Search Criteria	Broadened Search Criteria
1. Children who migrated to the cocoa growing areas	✓	✓
2. from Burkina Faso or Mali	✓	✓
3. after the signing of of Harkin-Engel Protocol (September 2001)	✓	
4. without their biological parents/primary caregivers, and	✓	
5. worked on a cocoa farm	✓	✓
6. when they were under 18 years old, and who have	✓	✓
7. since then returned to Burkina Faso or Mali.	✓	✓

While there is no minimum sample size associated with non-probability snowball sampling techniques, the target sample size was set at 300 children per country to ensure that a broad range of experiences was covered and a large enough number of cases was available for the descriptive analysis of the data. Respondents with childhood work experience in the cocoa sector were interviewed using the “migrant child questionnaire.” The interview focused on the details of the migration/trafficking experience, push and pull factors, and possible interventions in support of trafficked children. The current caregiver of the respondent(s), if any, was also interviewed using the “migrant child caregiver questionnaire.” However, in most cases, due to the passage of years since the child initially migrated to the cocoa sector and intervening entry into adulthood, the respondents were no longer living with caregivers.

Respondents in the household sample who met the selection criteria of the snowball sample were also included in the snowball sample. In this situation, which was limited to few cases in the survey population (<5%), the interviewer completed both the household questionnaires as well as the migrant questionnaires with these respondents.

### **Sample of Immigration Officials and Law Enforcement Officers**

Interviews with border guards and police in border communities were carried out at border crossings between Burkina Faso and Mali in the north, and Côte d’Ivoire and Ghana in the south. All official border crossings were selected for the research. Burkina Faso has two official border crossings with Côte d’Ivoire and three official border crossings with Ghana, and all five border crossings were surveyed. Mali has two official border crossings with Côte d’Ivoire, and one was surveyed while permission to collect the data was denied at the second. At the selected border crossings, the surveyors interviewed the highest-ranking immigration official who was available to be questioned as well as the highest-ranking law enforcement official at the closest police station in proximity of the border crossing using the “border guard and law enforcement

questionnaire.” Questions focused on experience with child trafficking and approaches to intercepting and remediating trafficked children.

### **Sample of Community Leaders**

In each selected cluster as well as at the official border crossings, interviews were carried out with community leaders using the “community leader questionnaire.” The community leader interview focused on community characteristics, child labor, education, and experience with child trafficking and migration.

### **Infrastructure Checklist**

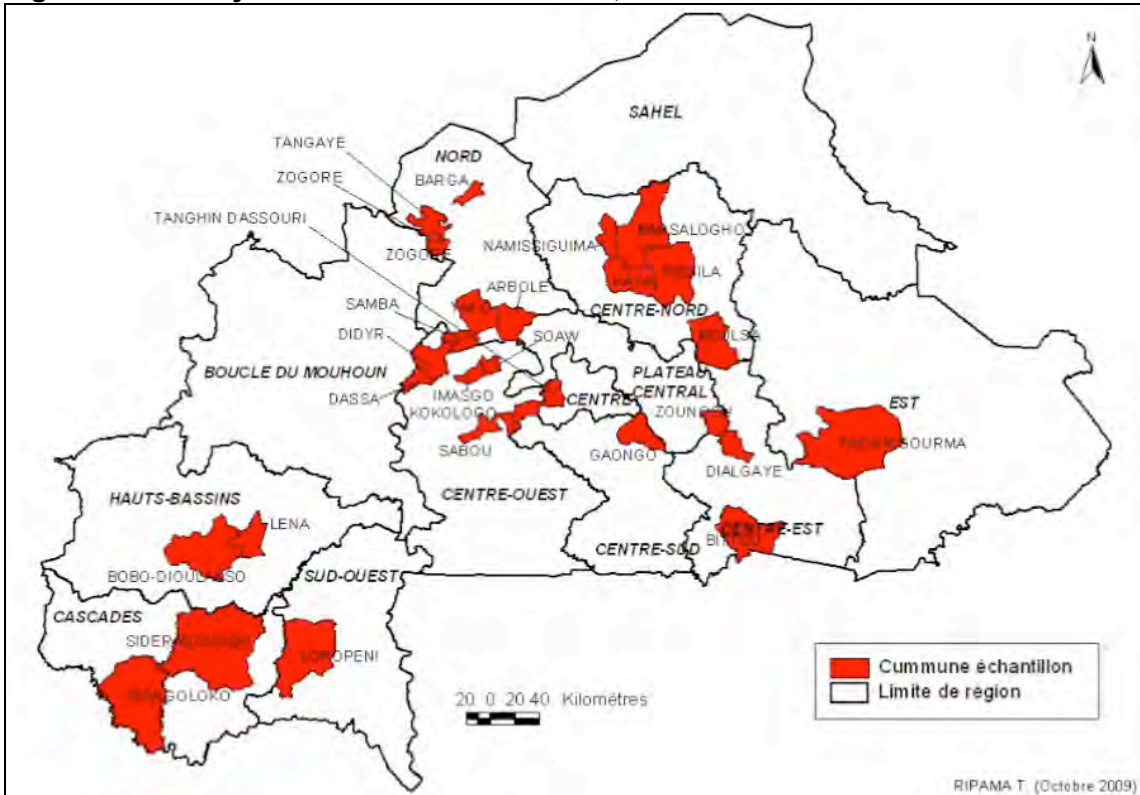
The infrastructure checklist is a short form that assesses the infrastructure available to the community including schools, medical facilities, modes of transport, access to electricity, water, cell phone coverage, etc. One checklist was completed for major settlements in each selected cluster.

## **B2. Location of Clusters and Number of Interviews Completed**

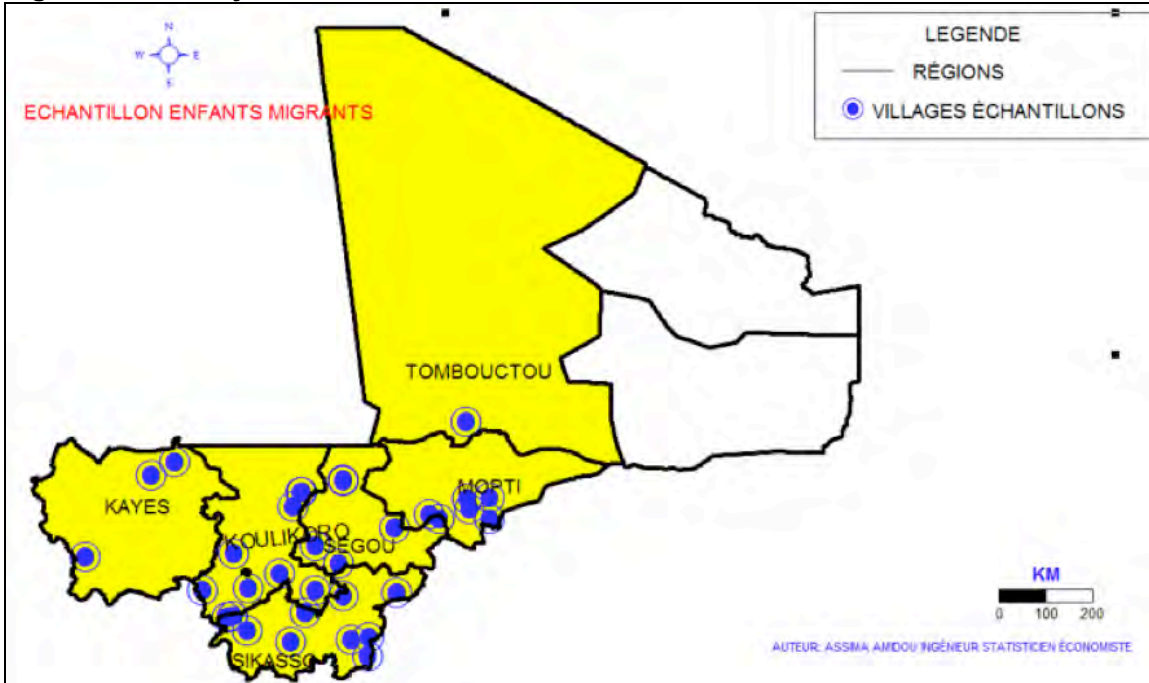
Household survey, snowball survey and border crossing study were carried out in Burkina Faso and Mali between October and December 2009. The survey locations (clusters) were distributed across Burkina Faso and Mali (see Figures 11 and 12). In Burkina Faso, most of the clusters can be found in the center and the southeastern part of the country. In Mali, the vast majority of clusters are located in the much more populated southern part of the country.



**Figure 11. Survey locations in Burkina Faso, 2009**



**Figure 12. Survey locations in Mali, 2009**



The final household survey sample consisted of 753 households in Burkina Faso and 751 households in Mali. In the selected households, data were collected on 6,506 household members in Burkina Faso and 5,892 in Mali. Additionally, around 750 head of

household interviews and 750 child interviews were completed in the selected households in both countries. Approximately 30 community leader interviews and 30 of infrastructure checklists were also completed, one for each selected cluster (see Table 13).

**Table 13. Number of interviews completed, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009</b>	<b>Mali 2009</b>
Household Interview ( <i>household survey</i> )	753 households 6,506 individuals	751 households 5,892 individuals
Head of household interview ( <i>household survey</i> )	726	750
Child interview ( <i>household survey</i> )	748	748
Community leader interview ( <i>household survey</i> )	30	29
Infrastructure checklist ( <i>household survey</i> )	34	29
Household Interview ( <i>snowball sample</i> )	79 households 589 individuals	3 households 18 individuals
Caregiver interview ( <i>snowball sample</i> )	61	2
Child interview ( <i>snowball sample</i> )	297	302
Border guard interview ( <i>border crossing study</i> )	5	1
Law enforcement interview ( <i>border crossing study</i> )	5	0
Community leader interview ( <i>border crossing study</i> )	5	0

The final snowball sample of respondents with work experience in the cocoa sector consisted of 297 completed child interviews in Burkina Faso and 302 interviews in Mali. Caregivers for these children/young adults were only occasionally interviewed, since most of the respondents had reached adulthood by the time of the interview, resulting in a much smaller number of completed caregiver interviews for this sample.

The border crossing study was carried out at five border crossings in Burkina Faso and one in Mali. The following three interviews were completed per border crossing, whenever permission could be obtained: a border guard interview, a law enforcement interview and an interview with a community leader. All of these interviews were completed in Burkina Faso, resulting in 15 interviews, but only one, a border guard interview, in Mali.

### **B3. Data Collection**

The field research was implemented by Tulane University in collaboration with the École Nationale de Statistique et d'Économie Appliquée (ENSEA) in Côte d'Ivoire, who was in charge of logistics and supervision. Local subcontractors in Burkina Faso and Mali oversaw the practical aspects of field data collection. Caref was hired for this purpose in Mali and Apidon in Burkina Faso. Both Caref and Apidon are small private research institutions with extensive survey experience in their respective countries. Survey

questionnaires and field data procedures were reviewed by all partners during several workshops followed by pilot research activities.

The field data were collected by 5-7 teams of surveyors, typically including four surveyors and one team leader, associated with Caref and Apidon. Supervisors were responsible for visiting all teams in the field during data collection. Most surveyors and all team leaders and supervisors had previous experience in survey research and all were fluent in the relevant local languages. The field data collection personnel were trained over several days prior to the start of data collection and participated in the pilot testing of survey instruments.

The surveyors were instructed how to react in cases of survey and item non-response. If a household was selected, appointments were taken with respondents. When there was no reply from a household, inquiries were made from neighbors to identify at what time the residents could be expected to return. The surveyors spent several days in each community and revisited households more than once if needed. The surveyors followed detailed guidelines to ask for consent from adult respondents and assent from child respondents. The guidelines had been approved with the survey methodology and the questionnaires by the Tulane Institutional Review Board (IRB) prior to data collection. Local government permission to conduct the research was also obtained by Caref and Apidon in Burkina Faso and Mali.

#### **B4. Data Entry and Reporting**

The interviews were carried out in a paper and pencil format. Most questions were pre-coded, however, some open-ended questions were also asked. All questionnaires were entered into a database by our local implementing partners, Apidon and Caref, using CS Pro, a census and survey processing system. All entered data were verified by ENSEA. The data analysis was completed by Tulane University in collaboration with ENSEA using SPSS, a statistical analysis system.

### **C. Survey Results**

The findings presented in this section focus on the identification and description of cases of child trafficking to the cocoa growing areas based on the ILO statistical definitions and local regulations. The emphasis of the data analysis is on the snowball sample of children with work experience in cocoa agriculture. Results are compared to findings from the household survey to obtain an understanding of the frequency of migration and child trafficking in Burkina Faso and Mali for work on cocoa farms. Due to the non-probability nature of the snowball sample and the small number of children with work experience in cocoa in the household sample, the data are presented as recorded and findings are not weighted and projected to the total population. They are, while illustrative, not necessarily representative of a larger population.

#### **C1. Respondent Characteristics**

*The snowball sample of respondents with work experience in the cocoa sector was almost exclusively male and significantly older than the sample of children interviewed as part of the household survey.*

The average age of the interviewed children in the household sample was 13.3 years in both Burkina Faso and Mali. These children were more often male than female reflecting a pattern also observed in the findings from the household-based survey research in Côte d'Ivoire and Ghana. The non-probability snowball sample of children/young adults with work experience in the cocoa sector was almost exclusively male (85% in Burkina Faso and >99% in Mali). These respondents were considerably older than the children interviewed as part of the household sample. While having worked in cocoa when they were under eighteen years of age, most often years had past since this period of time and the respondents were no longer minors (see Table 14).

**Table 14. Respondent characteristics, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009		Mali 2009	
	Household sample (n=748)	Snowball sample (n=297)	Household sample (n=748)	Snowball sample (n=302)
Average age (years)	13.3	21.8	13.3	30.6
Gender	M 421 (56.3%)	M 252 (84.8%)	M 450 (60.2%)	M 301 (99.7%)
	F 327 (43.7%)	F 45 (15.2%)	F 298 (39.8%)	F 1 (0.3%)

Most of the interviewed heads of household/caregivers in Burkina Faso and Mali, 80-100% of respondents, were male. The average age of the interviewed heads of household was 48 years in Burkina Faso and 49 years in Mali for the household sample. For the snowball sample, a much smaller number of caregivers were interviewed since this sample mostly consisted of young adults that were no longer living with caregivers. The average age of the caregivers interviewed as part of the snowball survey was 40 years in Burkina Faso, and in Mali, where only 2 caregivers were interviewed, it was 23 years (see Table 15).

**Table 15. Respondent characteristics, heads of household/caregiver interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009		Mali 2009	
	Household sample (n=735)	Snowball sample (n=61)	Household sample (n=750)	Snowball sample (n=2)
Average age (years)	48.0	40.3	49.3	23.0
Gender	M 613 (83.4%)	M 54 (88.5%)	M 692 (92.3%)	M 2 (100%)
	F 122 (16.6%)	F 7 (11.5%)	F 58 (7.7%)	F 0 (0%)

The household sample of children living in agricultural households in Burkina Faso and Mali and the snowball sample of respondents with work experience in cocoa differ in many respects. Most respondents in the snowball sample were male, who more frequently migrate. In addition, these respondents were older due to the time lag between the initial migration or trafficking to the cocoa sector and their return to Burkina

Faso and Mali. The differences between the household and snowball samples make these two samples not directly comparable and have to be taken into account as part of the data analysis.

## C2. Place of Birth and Nationality of Respondents

*The vast majority of children interviewed in Burkina Faso were Burkinabe and almost all children interviewed in Mali were Malian, however, around 10% of interviewed children in both countries had been born in Côte d'Ivoire.*

The vast majority of heads of household/caregivers in both household and snowball samples was born and maintained citizenship in the countries where they were interviewed, Burkina Faso and Mali. Between 90 and 100% of respondents were born in their country of current residence, and more than 95% maintained citizenship there. The largest minority was that of Ivoirians in both countries (see Table 16).

**Table 16. Place of birth and nationality of survey respondents, household listing, Burkina Faso and Mali, 2009**

	Burkina Faso 2009		Mali 2009	
	Household sample (n=750)	Snowball sample (n=79)	Household sample (n=750)	Snowball sample (n=3)
# of respondents born in				
Côte d'Ivoire	9	6	7	0
Ghana	3	0	0	0
Burkina Faso	732	71	0	0
Mali	3	0	740	3
Other	2	0	3	0
Unknown/no response	1	2	0	0
# of respondents with				
Ivorian nationality	2	0	1	0
Ghanaian nationality	0	0	1	0
Burkinabe nationality	746	77	0	0
Malian nationality	1	0	748	3
Other	1	0	0	0
Unknown/no response	0	2	0	0

Place of birth and nationality of the interviewed children resembled those of the caregivers. The vast majority of children interviewed in Burkina Faso were Burkinabe and almost all children interviewed in Mali were Malian although around 10% of interviewed children had been born in Côte d'Ivoire (see Table 17).

**Table 17. Place of birth and nationality of survey respondents, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009		Mali 2009	
	Household sample (n=748)	Snowball sample (n=297)	Household sample (n=748)	Snowball sample (n=302)
# of respondents born in				
Côte d'Ivoire	67	20	14	39
Ghana	2	4	1	1
Burkina Faso	678	271	0	13
Mali	0	1	722	248
Other	1	0	10	1
Unknown/no response	0	1	1	0
# of respondents with				
Ivorian nationality	2	0	0	6
Ghanaian nationality	0	0	0	0
Burkinabe nationality	744	295	0	14
Malian nationality	0	1	748	282
Other	2	0	0	0
Unknown/no response	0	1	0	0

### **C3. Experience Working on Cocoa Farm and Element of Movement**

*Around 90% of respondents in the snowball sample in both Burkina Faso and Mali had moved to the cocoa growing areas without their natural parents/guardians when they were less than 18 years old.*

All respondents interviewed as part of the snowball sample had lived and worked on a cocoa farm at some point previously in their lives. The vast majority of respondents indicated that they had worked on a cocoa farm in Côte d'Ivoire and only one child in the Burkinabe sample and five children in the Malian sample had worked on a cocoa farm in Ghana (see Table 18).

**Table 18. Experience working on cocoa farm, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009 Snowball sample (n=297)</b>	<b>Mali 2009 Snowball sample (n=302)</b>
# of respondents who lived on cocoa farm	297 (100%)	302 (100%)
# of respondents who lived on cocoa farm in		
Côte d'Ivoire	296	300
Ghana	1	5
Other	0	1
# of respondents who moved to cocoa farm with		
One or both natural parents/guardians	19	23
Other relatives/extended family	87	56
Stranger	111	32
Child moved alone	71	173
Child born on cocoa farm	9	11
Other/no response	0	7
<b># of respondents who moved to cocoa farm without their natural parents/guardians (excluding children born on cocoa farm)</b>	<b>269 (90.6%)</b>	<b>268 (88.7%)</b>

Most of the respondents in the snowball sample had moved to the cocoa farm with a stranger, or alone, or with a relative other than their natural parents/guardians. In a minority of cases, children had moved with their parents, or they were born on the cocoa farm. Overall, around 90% of respondents in both countries had moved to the cocoa farm without their parents. This percentage excludes cases of children who were born on the cocoa farm.

An element of movement is required to fulfill the definition of child trafficking put forward by the ILO. While the Elements of Child Trafficking for the Purpose of ILO/IPEC Operations do not explicitly specify “movement without parents” as an indicator of child trafficking, it remains controversial if movement of children within the extended family can be considered child trafficking.<sup>46</sup> In the subsequent analysis, in line with the ILO definition, we assumed that children can well be trafficked within the extended family, however, we excluded cases of children who had moved with biological parents/primary caregivers.

The Elements of Child Trafficking for the Purpose of ILO/IPEC Operations point out that “threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any time of the recruitment and movement do not need to be present in case of children (other than with adults).” While data on these indicators were collected, based on the ILO definition, they are not considered to determine whether or not a child has been trafficked.

<sup>46</sup> At Tulane’s Conference in New Orleans it was controversial among the conference participants whether or not children that migrate within the extended family can be considered victims of child trafficking. We are taking a middle way here, including children who moved within the extended family, but excluding children who moved to the cocoa farm with their biological parents/primary caregivers.

## C4. Age of Child and Minimum Working Age

*Between 10-20% of respondents in the snowball sample started working on the cocoa farm when they were below minimum working age.*

The respondents in the snowball sample in both Burkina Faso and Mali started working on the cocoa farm at an average age of 15 years. They reported an overall length of stay in the cocoa growing areas of a little more than 3 years on average in Burkina Faso and close to 5 years on average in Mali (see Table 19).

**Table 19. Age of child and minimum working age, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009 Snowball sample (n=297)</b>	<b>Mali 2009 Snowball sample (n=302)</b>
Average age of respondent at time of interview	21.8 years Range: 12-26 years	30.6 years Range: 13-69 years
Average age when respondent started working on cocoa farm	15.0 years	15.3 years
Average length of stay on cocoa farm	3.3 years	4.8 years
<b># of respondents who worked on cocoa farm when they were below minimum working age (14 years in Côte d'Ivoire /13 years in Ghana)*</b>	<b>47 (15.8%)</b>	<b>39 (12.9%)</b>

*\* All of these children except one worked on a cocoa farm in Côte d'Ivoire.*

Between 10-20% of respondents in the snowball sample reported starting to work on the cocoa farm when they were below minimum working age, which is 14 years in Côte d'Ivoire and 13 years in Ghana. While older children are allowed to migrate and perform some work, children below minimum working age are not allowed to perform economic activity of any kind, indicating labor exploitation based on violation of minimum age regulations in this particular subset of population.

## C5. Involvement of Third Person or Group

*Approximately 80% of respondents in the snowball sample in Burkina Faso and 72% in Mali experienced the involvement of a third person or group when moving to the cocoa growing areas at a time when they were under 18 years old.*

According to the Elements of Child Trafficking for the Purpose of ILO/IPEC Operations, for a child considered to be trafficked, a third person or group has to be involved. This third person or group consists of individuals other than the child's natural parents or guardians and is involved in the recruitment, transportation, transfer, harboring or receipt of the child for the purpose of exploitation.



**Table 20. Recruitment, transportation, transfer, harboring or receipt by third person or group, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Snowball sample (n=297)	Mali 2009 Snowball sample (n=302)
Respondent reporting recruitment by third person or group	126 (42.4%)	172 (57.0%)
Recruiter was		
Stranger that child had recently met	49	116
Stranger that caregiver had recently met	5	13
Friend of child	4	1
Friend of caregiver	0	11
Family member (other than natural parent/guardian)	13	14
Does not apply/other/no response	226	147
Person who traveled with respondent to cocoa farm was		
Recruiter	92	75
Person connected to recruiter	18	32
Family member (other than natural parent/guardian)	108	56
Does not apply/other/no response <i>(multiple answers allowed)</i>	84	145
Person in charge of cocoa farm was		
Stranger	5	5
Family member previously unknown to child	13	10
Family friend	3	1
Does not apply/other/no response	276	286
<b># of respondents who experienced recruitment, transportation, transfer, harboring or receipt by third person or group (based on any of the exposures reported above)</b>	<b>240 (80.8%)</b>	<b>218 (72.2%)</b>

About 50% of the respondents with work experience in the cocoa sector report recruitment by a third person or group. This percentage is close to 60% in Mali, and in Burkina Faso, where many people have family ties to the Ivorian cocoa sector, it is somewhat lower, around 40%. When being asked about the relationship between recruiter and child, most respondents describe that he was a stranger. Most respondents also indicate that they rather than their parents had first met this stranger. The respondents reported travelling to the cocoa growing areas either with the recruiter, a person connected to recruiter, or a family member other than their natural parents/guardians in a majority of the cases. While few respondents were able to explain who was in charge of the cocoa farm, those who do most frequently indicate that he or she was a family member previously unknown to the child or a stranger. Overall, around 80% of respondents in Burkina Faso and 72% in Mali experienced some form of recruitment, transportation, transfer, harboring or receipt by a third person or group as part of the migration process based on the survey data (see Table 20).

## **C6. Evidence of Exploitation**

*All respondents in the snowball sample in both countries were exposed to some form of exploitation while working on the cocoa farm and many report multiple exposures.*

The ILO statistical definition of child trafficking includes an element of exploitation. Children are considered exploited with they are (a) exposed to hazardous work while working on the cocoa farm, (b) involved in WFCL other than hazardous work, or (c) working while they are below minimum working age.

Hazardous child labor is defined by country frameworks, which differ between Côte d'Ivoire and Ghana. Tables 21 and 22 summarize key indicators on hazardous work relevant to one or both of the frameworks. However, since the interviewed respondents overwhelmingly worked on a cocoa farm in Côte d'Ivoire, only the Ivorian framework is considered for the subsequent analysis and classification of the survey population (see Table 22).

**Table 21. Evidence of exploitation: Hazardous work, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009 Snowball sample (n=297)</b>	<b>Mali 2009 Snowball sample (n=302)</b>
Respondent involved in land clearing or burning activities while staying on cocoa farm		
Land clearing	276	239
Burning	88	120
Respondent involved in carrying heavy loads while staying on cocoa farm	272	280
Respondent exposed chemicals while staying on cocoa farm		
Spraying of pesticides, insecticides	92	77
Being present or working in the vicinity of farm during pesticide spraying	11	23
Reentering a sprayed farm within less than 12 hours of spraying	14	10
Respondent working with dangerous tools while staying on cocoa farm		
Climbing trees higher than 3 meters to cut mistletoe with cutlass	72	107
Using machetes/long cutlasses for weeding	283	268
Working with motorized mist blower, knapsack sprayer and/or chainsaw	103	91
Harvesting overhead cocoa pods with harvesting hook	263	181
Breaking cocoa pods with breaking knife	257	189
Respondents involved in night work or working on farm in isolation while staying on cocoa farm		
Working alone on the farm in isolation	132	30
Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.	75	40
Respondent out of school while staying on cocoa farm		
Child not in school	158	54
Child in school	8	16
No response	131	232

In both the Burkinabe and the Malian sample, the vast majority of respondents reported exposure to hazardous working conditions while staying on the cocoa farm. In fact, all of the hazards on the Ivorian listing of hazardous working conditions were common in the survey population. More than 95% of respondents in both samples indicated exposure to one or more of the hazards listed in Côte d'Ivoire's framework (see Table 22).

**Table 22. Evidence of exploitation: Hazardous work – Côte d'Ivoire's framework only, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009 Snowball sample (n=297)</b>	<b>Mali 2009 Snowball sample (n=302)</b>
Respondent involved in land clearing or burning activities while staying on cocoa farm		
Land clearing	276	239
Burning	88	120
Respondent involved in carrying heavy loads while staying on cocoa farm	272	280
Respondent involve in application of pesticides, insecticides	92	77
<b># of respondents who experienced exposure to hazardous work while working on cocoa farm (one or more of the exposures above)*</b>	<b>292 (98.3%)</b>	<b>295 (97.7%)</b>

\* All of these children worked on a cocoa farm in Côte d'Ivoire.

Exposure to WFCL other than hazardous work also appeared common among respondents in the snowball sample. A majority of respondents reported exposure to verbal or physical abuse while staying on the cocoa farm, and freedom of movement was often restricted. In addition, around a third of respondents in the Burkinabe sample and 15% of the Malian respondents reported having been forced to work while staying on the cocoa farm (see Table 23).

**Table 23. Evidence of exploitation: WFCL other than hazardous work, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Snowball sample (n=297)	Mali 2009 Snowball sample (n=302)
Respondent exposed to verbal or physical abuse while staying on cocoa farm		
Verbal insults	177	105
Physical violence (beatings, etc.)	99	21
Sexual abuse	24	3
Assault/threat to safety or life	182	253
Respondent experienced restriction of freedom of movement while staying on cocoa farm		
Not free to move around on farm	79	206
Not free to return home	95	195
Respondent reporting having been forced to work against his/her will	100 (33.7%)	48 (14.9%)
Respondent reporting having to work to pay off debts		
Child's debts	21	3
Family's debts	1	3
<b># of respondents who experienced WFCL other than hazardous work while working on cocoa farm (one or more of the exposures above)</b>	<b>294 (99%)</b>	<b>302 (100%)</b>

With widespread exposure to both hazardous work and elements of WFCL other than hazardous work, as well as a significant minority of respondents reporting work below minimum working age, all of the respondents in the snowball sample (100%) reported exposure to one or more activities classified as exploitation by the ILO while working on the cocoa farm (see Table 24).

**Table 24. Evidence of exploitation: Any type, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Snowball sample (n=297)	Mali 2009 Snowball sample (n=302)
# of respondents who experienced WFCL other than hazardous work while working on cocoa farm	294 (99%)	302 (100%)
# of respondents who experienced exposure to hazardous work while working on cocoa farm ( <i>Côte d'Ivoire's framework only</i> )*	292 (98.3%)	295 (97.7%)
# of respondents who worked on cocoa farm when they were below minimum working age ( <i>14 years in Côte d'Ivoire /13 years in Ghana</i> )	47 (15.8%)	39 (12.9%)
<b># of respondents who experienced exploitation while working on cocoa farm (one or more of the exposures above)</b>	<b>297 (100%)</b>	<b>302 (100%)</b>

\* All of these children worked on a cocoa farm in Côte d'Ivoire.

## C7. Evidence of Child Trafficking for Work in Cocoa Agriculture in Snowball Sample

*Based on the ILO classification, a majority of respondents in the snowball sample were victims of child trafficking when working on the cocoa farm.*

According to ILO, a child is considered trafficked if he or she (a) moved to a different location without natural parents/guardians, (b) experienced recruitment, transportation, transfer, harboring or receipt by a third person or group as part of this process, and (c) is exposed to exploitation while performing work for a third person or group. A majority of respondents in the snowball sample in both Burkina Faso and Mali, 75% of respondents in the Burkinabe sample and 63% of respondents in the Malian sample, have been exposed to all three of these elements when moving to and working in the cocoa growing areas and thus have to be considered former victims of child trafficking (see Table 25).

**Table 25. Evidence of children with experience of trafficking to cocoa farm, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	<b>Burkina Faso 2009 Snowball sample (n=297)</b>	<b>Mali 2009 Snowball sample (n=302)</b>
# of respondents who moved to cocoa farm without their natural parents/guardians ( <i>excluding children born on cocoa farm</i> )*	269 (90.6%)	268 (88.7%)
# of respondents who experienced recruitment, transportation, transfer, harboring or receipt by third person or group ( <i>excluding natural parents/guardians of child</i> )	240 (80.8%)	218 (72.2%)
# of respondents who experienced exploitation while working on cocoa farm	297 (100%)	302 (100%)
<b># of respondents who experienced child trafficking to cocoa farm (all of the exposures above)**</b>	<b>222 (74.7%)</b>	<b>191 (63.2%)</b>

\* While the Elements of Child Trafficking for the Purpose of ILO/IPEC Operations do not explicitly specify “movement without parents” as an indicator of child trafficking, it remains controversial if movement of children within the extended family should be considered child trafficking. In line with the ILO definition, we assumed that children may be trafficked within the extended family, however, we excluded cases of children who had moved with biological parents/primary caregivers.

\*\* The Elements of Child Trafficking for the Purpose of ILO/IPEC Operations point out that “threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any time of the recruitment and movement do not need to be present in case of children (other than with adults).” While data on these indicators were collected, based on the ILO definition, they are not considered to determine whether or not a child has been trafficked.

Comparing those respondents that met the characteristics of child trafficking with the entire snowball sample shows that the trafficked children were slightly more often male, started working in cocoa at a slightly older age, and their overall stay on the cocoa farm was slightly shorter compared to children without child trafficking experience (see Table 26).

**Table 26. Characteristics of children with experience of trafficking for work in cocoa agriculture, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso Snowball sample 2009		Mali Snowball sample 2009	
	Entire sample (n=297)	Trafficked children only (n=222)	Entire sample (n=302)	Trafficked children only (n=191)
Average age (years)	21.8	21.8	30.6	31.0
Gender	M 251 (84.8%)	M 182 (82.0%)	M 301 (99.7%)	M 190 (99.5%)
	F 45 (15.2%)	F 40 (18.0%)	F 1 (0.3%)	F 1 (0.5%)
# of respondents born in				
Côte d'Ivoire	20	5	39	11
Ghana	4	4	1	0
Burkina Faso	271	212	13	11
Mali	1	1	248	169
Other/no response	1	0	1	0
# of respondents with				
Ivorian nationality	0	0	6	3
Ghanaian nationality	0	0	0	0
Burkinabe nationality	295	221	14	11
Malian nationality	1	1	282	177
Other/no response	1	0	0	0
Average age when respondent started working on cocoa farm	15.0	15.1	15.3	15.6
Average length of stay on cocoa farm	3.3 years Range: 1-19 years	3.2 years Range: 1-10 years	4.8 years Range: 0-31 years	3.9 years Range 1-31 years

## **C8. Evidence of Child Trafficking for Work in Cocoa Agriculture in Household Sample**

*While child trafficking for work in cocoa agriculture in the general population was found to be rare in both Burkina Faso and Mali, two out of sixteen children in the household sample who had worked in cocoa agriculture were identified as likely victims of child trafficking.*

The representative household survey indicates that while work in cocoa agriculture is not common among children living in agricultural households in either Burkina Faso or Mali, a sizable minority has international experience, and in Burkina Faso a relatively large percentage of the population has lived in the cocoa growing areas, including many children. Among the children, age 10-17 years, interviewed as part of the household survey, none indicated that they had previously lived in Ghana, however, 98 out of 748 children in the Burkinabe sample (13.1%) and 27 out of 748 children in the Malian sample (3.6%) had lived in Côte d'Ivoire at some point previously in their lives. Asked about living on a cocoa farm specifically 62 out of 748 children in Burkina Faso (8.3%) and 9 out of 748 children in Mali (1.2%) indicated that they had previously lived on a cocoa farm. Among these children, 15 children in Burkina Faso (2.0%) and one child in Mali (0.1%) indicated that they had worked in cocoa agriculture while living on the cocoa farm (see Table 27).

**Table 27. Experience living and working on cocoa farm, household sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Household sample (n=748)	Mali 2009 Household sample (n=748)
# of children, age 10-17 years, who ever lived in another country		
Côte d'Ivoire	98	27
Ghana	0	0
Other/unknown	4	10
# of children who lived on cocoa farm	62 (8.3%)	9 (1.2%)
# of children who lived on cocoa farm in		
Côte d'Ivoire	61	2
Ghana	0	0
Other/unknown	1	7
# of children who moved to cocoa farm with		
One or both natural parents/guardians	26	2
Other relatives/extended family	3	1
Stranger	0	0
Child moved alone	1	0
Child born on cocoa farm	30	3
Other/no response	2	3
# of children who ever worked in another country	24 (3.2%)	5 (0.7%)
# of children who ever worked in		
Côte d'Ivoire	23	2
Ghana	0	0
Other/unknown	1	3
# of children who worked in another country in		
Agriculture (any type)	18	3
Cocoa agriculture	15	1
Other economic activities	20	4
# of children who worked in another country for		
One or both natural parents/guardians	14	1
Other relatives/extended family	0	0
Farm owner	0	2
Other/no response	2	2
# of children who moved to another country without their natural parents/guardians, worked in cocoa agriculture, and performed hazardous child labor and/or work below minimum working age while staying on the cocoa farm (evidence of exploitation)	1 (0.1%)	1 (0.1%)

Among the 16 children interviewed as part of the household sample that report work in cocoa agriculture, one child in Burkina Faso and one child in Mali described working conditions that indicate an experience of child trafficking by the respondent. These two boys had not only moved to Côte d'Ivoire without their natural parents/guardians and worked in cocoa but they had also performed hazardous work while staying on the cocoa farm and one of the boys reported having worked while he was below minimum working age (see Box 8).

**Box 8. Children at risk of trafficking for work in cocoa agriculture, household sample, child interviews, Burkina Faso and Mali, 2009**

<p><b>Boy, 17 years, Burkina Faso</b></p> <ul style="list-style-type: none"> <li>• Moved to Côte d'Ivoire alone</li> <li>• Started working in Côte d'Ivoire in 2006 (age 14)</li> <li>• Worked in cocoa agriculture for relatives other than parents</li> <li>• Received payment for work</li> <li>• Performed hazardous work (including land clearing, burning, and spraying)</li> <li>• Stayed on cocoa farm for 3 years</li> </ul>	<p><b>Boy, 15 years, Mali</b></p> <ul style="list-style-type: none"> <li>• Moved to Côte d'Ivoire with relatives other than parents</li> <li>• Started working in Côte d'Ivoire in 2007 (age 13)</li> <li>• Worked in cocoa agriculture for owner of farm (non-relative)</li> <li>• Was not paid and felt deceived about payment and exploited</li> <li>• Performed hazardous work (including land clearing, burning, and spraying)</li> <li>• Stayed on cocoa farm for 2 years</li> </ul>
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The children interviewed as part of the household survey were between 10 and 17 years at the time of the interview. However, findings from the non-probability snowball sample indicate that trafficked children often stay in the cocoa sector until adulthood. Based on their experience, it can be assumed that childhood work experience in cocoa may be more common than indicated by the household sample, which does not include children that are currently working in the cocoa sector. Another potential source of bias, working in the opposite direction, is the stratification process that was used as part of the household sampling procedure, which oversampled population pockets with relatively higher migration rates. In the overall population, we would expect somewhat lower migration rates to the cocoa growing areas than indicated by the household survey population.

**C9. Evidence of Child Trafficking at Border Crossings and Findings from Interviews with Community Leaders**

*The interviews indicate that police and border guards in Burkina Faso and Mali are not adequately trained nor do they have the resources needed to effectively respond to the problem of child trafficking.*

The research at border crossings shows that police officers and border guards in Burkina Faso and Mali are aware of the problem of child trafficking, and between 30 and 50% reported having been personally involved in intercepting cases of child trafficking at one or more occasions. Côte d'Ivoire and Ghana are both mentioned as destination countries for trafficked children. However, only one respondent reported having ever been trained in intercepting cases of child trafficking, and none of the respondents was able to describe an intervention strategy if a case of child trafficking was suspected. In fact, most respondents indicate that they do “nothing” in this situation.

The responses by the interviewed community leaders showed some awareness of the problem of child trafficking and most respondents in both Burkina Faso and Mali had heard of the concept. However, 11 out of 29 interviewed community leaders in Mali (38%) and 6 out of 35 respondents in Burkina Faso (17%) reported that they had not previously heard of child trafficking. One community leader in Burkina Faso and none of the community leaders in Mali were aware of a case of child trafficking in their community. A majority of respondents in both countries indicated that they would contact



the police in case a trafficked child was identified in the community.

## **C10. Push and Pull Factors Associated with the Migration and Trafficking of Children**

*A majority of respondents in the snowball report that they were looking for work prior to moving to the cocoa-growing areas and most were promised payment in return for working on the cocoa farm.*

A majority of respondents in the snowball sample - more than 60% in Burkina Faso and more than 75% in Mali - report that they were looking for work before moving to the cocoa farm and a majority of children was promised some type of enumeration for working in cocoa. Most respondents were promised monetary enumeration but items, such as bicycles, were also promised. At the same time, before leaving for the cocoa-growing areas, only about 40% of respondents in the snowball sample report having been in school in Burkina Faso and 20% of respondents were in school in Mali. Overall, children with trafficking experience were more likely to look for work and they were more frequently promised payment for working on the cocoa farm compared to the overall sample. Trafficked children were also less likely to attend school prior to leaving for the cocoa-growing areas (see Table 28).

**Table 28. Push and pull factors associated with the migration and trafficking of children, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso Snowball sample 2009		Mali Snowball sample 2009	
	Entire sample (n=297)	Trafficked children only (n=222)	Entire sample (n=302)	Trafficked children only (n=191)
Child was looking for work before moving to cocoa farm	186 (62.6%)	143 (64.4%)	233 (77.2%)	164 (85.9%)
Child was promised money for working on cocoa farm	171 (57.6%)	137 (61.7%)	159 (52.6%)	136 (71.2%)
Child was promised bike for working on cocoa farm	37 (12.5%)	33 (14.9%)	16 (5.3%)	11 (5.8%)
Cocoa farm earnings were used to pay off debts				
Child's debts	21	18	3	2
Family's debts	1	1	3	2
Child attended school before moving to cocoa farm				
Yes	119	85	61	30
No/no response	178	137	241	161
Suggested actions to stop the trafficking of children				
Better jobs/income opportunities at home	23	18	6	5
Better access to education	29	18	8	5
Information campaigns	30	18	18	14
Change in laws	5	3	1	1
Improved law enforcement	23	14	7	3
Stricter penalties for traffickers	32	19	10	6

Towards the end of the interview, the respondents in the snowball sample were asked for their suggestions on how to stop the trafficking of children. Information campaigns about child trafficking were most frequently mentioned as an intervention strategy together with stricter penalties for traffickers/intermediaries. Some respondents also mentioned better income opportunities at home, better access to education, and better law enforcement.

### **C11. Victims of Child Trafficking Reached by Interventions**

*Most respondents with experience of child trafficking have not interacted with the police at any point of time, and only 2 out of more than 400 former victims of child trafficking have received social services.*

Based on the snowball sample results, children who experience trafficking to work in cocoa agriculture are unlikely to be reached by interventions. None of the 222 respondents in the Burkinabe sample and only 2 out of almost 191 respondents in the Malian sample report having ever been in contact with an NGO, government agency, or other institution that provides social services. At the same time, only a minority of respondents report contact with law enforcement at any point of time. Those who report

contact interacted with police on the road or while crossing the border and in none of the cases did the police intercept the trafficking process (see Table 29).

**Table 29. Trafficked children reached by interventions, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Snowball sample Trafficked children only (n=222)	Mali 2009 Snowball sample Trafficked children only (n=191)
# of respondents who Have heard of child trafficking	100	97
Believe they themselves have been trafficked for work in cocoa agriculture (after concept was explained to them)	147	51
# of respondents who received assistance returning home from cocoa farm		
None	147	166
Farm owner/manager	6	8
Family	1	0
Another adult	13	9
Another child	6	4
Other	51	8
No response	1	0
# of respondents who have interacted with law enforcement agencies or the police		
On the road	44	17
While crossing the border	15	16
While working on the cocoa farm	1	1
Since returning from cocoa farm	0	2
In another context	1	1
Never	168	160
# of respondents who have been in contact with NGOs, government agencies, or other institutions that provide social services	0 (0.0%)	2 (1.0%)

## D. Conclusions

The survey research indicates that child trafficking for work in cocoa agriculture continues to be a problem in Burkina Faso and Mali. The snowball sample, while not representative, documents respondents with childhood work experience in cocoa that have been trafficked. In fact, a majority of respondents in the snowball sample - 75% in Burkina Faso and 63% in Mali - were identified as former victims of child trafficking.

The respondents with work experience in cocoa interviewed as part of the snowball sample overwhelmingly worked in Côte d'Ivoire (>95%) including all respondents identified as victims of child trafficking. This population was most often male (>80%), had left as teenagers (average age: 15 years) and stayed on the cocoa farm for several years (average length of stay: 3-5 years). Respondents with child trafficking experience were slightly more often male, started working in cocoa at a slightly older age, and their overall stay on the cocoa farm was slightly shorter compared to migrant children without trafficking experience. Children with trafficking experience also were more likely to report having searched for work at the time of recruitment and they were more frequently

promised payment for working on the cocoa farm compared to the overall sample. Trafficked children were less likely to attend school prior to leaving for the cocoa-growing areas.

The household survey findings indicate that child trafficking for work in cocoa agriculture is uncommon in the overall population in Burkina Faso and Mali. However, in the household sample 16 children reported work experience in cocoa agriculture and two of these children were identified as former victims of child trafficking, one child in each the Burkinabe and the Malian sample. If projected to the total population, this suggests that a minority of children with child trafficking experience to the cocoa growing areas exists in both Burkina Faso and Mali, as evidenced by Tulane's household survey (and the snowball sampling survey).

Based on the interviews, police and border guards in Burkina Faso and Mali are not able to respond effectively to the problem of child trafficking and victims of child trafficking are not reached by interventions. The majority of respondents with experience of child trafficking – 75% of respondents in Burkina Faso and more than 80% in Mali – had not interacted with the police at any point of time. At the same time, most respondents reported no outside assistance with returning from the cocoa farm, and only 2 out of 413 respondents with trafficking experience report any contact with NGOs, government agencies and/or other institutions that provide social services.

## ***E. Recommendations***

The survey of child migration and trafficking indicates that child trafficking is insufficiently addressed by the current initiatives. Remediation activities in response to the survey's findings should be targeted at improving law enforcement as well as directly assisting impacted children. The primary focus of international efforts should be on Côte d'Ivoire, where the vast majority of cases of child trafficking in cocoa agriculture can be found, as well as the countries of origin of trafficked children including both Burkina Faso and Mali.

Program intervention activities targeted at improving law enforcement to more effectively fight the trafficking of children should include:

- Training of police and border guards in countries of origin and of destination to more effectively identify trafficked children and respond to cases of child trafficking,
- Investments that provide law enforcement with the minimum resources needed to intercept the trafficking of children, prosecute traffickers and assist victims, and
- Sector-wide activities targeted at fighting corruption, inefficiency and indifference in the police force regarding the problem of child trafficking.

Activities targeted at children that have been trafficked or are at risk of being trafficked should focus on:

- Sensitization campaigns in Burkina Faso and Mali for children, in and out of school, and their caregivers informing them about the risks associated with cross-border migration and the tactics of intermediaries,
- Activities providing children at risk with opportunities in their communities of origin including access to education, skills training and paid employment, and

- Community-based interventions to identify trafficked children in the cocoa sector linked with access to education and rehabilitation services.

## **VI. Research on Forced Adult Labor (FAL) and Interventions Addressing FAL in the Cocoa Sector**

Task 5 of Tulane’s contract with USDOL is to “assess efforts to remediate forced adult labor (FAL) in the cocoa supply chain.” In line with this task, Tulane conducted research to describe the characteristics and prevalence of FAL in the cocoa sector and to determine the number of pertinent interventions on the ground and their nature. The subsequent chapter is divided into four parts: (a) Definitions and concepts relevant to the research of FAL in the cocoa sector; (b) research findings on FAL in the cocoa sector; (c) research of intervention activities carried out against FAL in the cocoa sector; and (d) recommendations based on the research findings.

### **A. Definitions and Concepts**

#### **A1. ILO and UN Conventions**

International regulation of forced labor commenced with ILO Convention 29 (1930), the Forced Labour Convention. Article 1(1) of the Convention prescribes: “*Each Member of the International Labour Organisation which ratifies this Convention undertakes to suppress the use of forced or compulsory labour in all its forms within the shortest possible period.*” Article 2(1) defines forced or compulsory labor as follows: “*For the purposes of this Convention the term forced or compulsory labour shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily*” (ILO 1930).

Regulation continued with the 1956 United Nations Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery. Article 1 reads:

“Each of the States Parties to this Convention shall take all practicable and necessary legislative and other measures to bring about progressively and as soon as possible the complete abolition or abandonment of the following institutions and practices, where they still exist and whether or not they are covered by the definition of slavery contained in Article 1 of the Slavery Convention signed at Geneva on 25 September 1926:

- (a) Debt bondage, that is to say, the status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined;
- (b) Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labour on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status;
- (c) Any institution or practice whereby:
  - (i) A woman, without the right to refuse, is promised or given in marriage on payment of a consideration in money or in kind to her parents, guardian, family or any other person or group; or

- (ii) The husband of a woman, his family, or his clan, has the right to transfer her to another person for value received or otherwise; or
- (iii) A woman on the death of her husband is liable to be inherited by another person;
- (d) Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labour” (OHCHR 1956).

The ILO enacted further legislation the following year with Convention 105 (1957), which states that “Each Member of the International Labour Organisation which ratifies this Convention undertakes to suppress and not to make use of any form of forced or compulsory labour –

- (a) as a means of political coercion or education or as a punishment for holding or expressing political views or views ideologically opposed to the established political, social or economic system;
- (b) as a method of mobilising and using labour for purposes of economic development;
- (c) as a means of labour discipline;
- (d) as a punishment for having participated in strikes;
- (e) as a means of racial, social, national or religious discrimination” (ILO 1957).

In sum, both Ghana and Côte d’Ivoire have ratified Conventions 29 and 105 and have accepted the UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery.

## **A2. Harkin-Engel Protocol on FAL**

Article 2 of the Harkin-Engel Protocol charges Industry to constitute an advisory group “*with particular responsibility for the on-going investigation of **labor practices** in West Africa,*” which would encompass research on the phenomena of FAL. The Joint Industry Statement of 2001 witnessed by the ILO addresses FAL directly in recognizing “*the need to identify and eliminate practices in violation of ILO Convention 29 [Forced Labour Convention] with equal urgency.*” The Joint Statement also expresses “*the shared commitment of the Signatories to work collaboratively toward the goal of eliminating the worst forms of child labour and forced labour in cocoa growing*” (Industry 2001).

FAL is discussed synonymously with WFCL throughout the Joint Statement 2005:

*Today, the Protocol stands as a framework for progress, bringing together industry, West African governments, organized labor, non-governmental organizations (NGOs), farmer groups and experts in a concerted effort to eliminate the worst forms of child labor and **forced labor** from the growing, processing and supply chain of cocoa in West Africa.*

FAL is furthermore mentioned in the Joint Statement 2008: “*The agreement laid out a series of steps aimed at eliminating the worst forms of child labor and forced adult labor from cocoa growing in West Africa.*”

### **A3. National Laws and Regulations**

#### **A3.a. Local Laws and Regulations in Côte d'Ivoire**

The pertinent national precedents of Côte d'Ivoire comprise:

Article 3 of the Constitution of, July 23, 2000, which states that: "*Slavery, forced labor, inhuman and cruel, degrading and humiliating treatment, physical or moral torture, physical violence and mutilation and all forms of debasement of the human being, are forbidden and punished by the law*" (Government of Côte d'Ivoire 2000).

Article 3 of Law number 95 of January 12, 1995 (the labor code), which states that: "*Forced or compulsory labor is absolutely prohibited. Meant by forced labor is all compulsory work or service extracted from any person under the threat of penalty for which said individual did not offer him or herself voluntarily*" (Government of Côte d'Ivoire 2000).

#### **A3.b. Local Laws and Regulations in Ghana**

Ghana's legislation makes provisions outlawing forced and compulsory labor. These are primarily outlined in:

Part 14 (116) of Ghana's Labour Act (2003)

"Prohibition of forced labour

(1) A person shall not be required to perform forced labour

(2) It is an offence for an employer to exact or cause to be exacted, or permit to be exacted, for his or her benefit forced labour from any worker.

(3) Any employer convicted of an offense under subsection (2) is liable to a fine not exceeding 250 penalty units" (GOG 2003).

Part 14 (117) of Ghana's Labour Act (2003)

"Interpretation of forced 'labour'

In this Part "forced labour" means work or service that is exacted from a person under threat of a penalty and for which that person has not offered himself or herself voluntarily [Except in special cases imposed by court or a service discipline]" (GOG 2003).

Chapter 5, Article 15(2) of Ghana's Constitution:

No person shall be subjected to:

"(a) Torture or other cruel or degrading treatment or punishment

(a) [sic] any other condition that detracts or is likely to detract from his dignity and worth as a human being" (GOG 1992).

Chapter 5, Article 16 of Ghana's Constitution:

"(1) No person shall be held in slavery or servitude

(2) No person shall be required to perform forced labour" except in special cases imposed by court or a service discipline (GOG 1992).



Criminal Code Amendment Act (1998)

It is a criminal offense to hold someone in servitude for any reason including for ritual or religious purposes (GOG 1998 #1).

## **B. Research on FAL in the Cocoa Sector**

### **B1. Tulane’s Population-Based Household Surveys**

As previously reported in Tulane’s Third Annual Report to the US Congress, a few cases of adult workers reporting forced adult labor - fewer than ten cases in each Côte d’Ivoire and Ghana - were identified as part of our 2008/09 representative household survey, a majority of them working in cocoa. Among these respondents, two out of five interviewed adult workers in Côte d’Ivoire and seven out of nine adult workers in Ghana indicated that they had been forced to perform work by a non-relative (see Table 30).<sup>47</sup>

**Table 30. Forced and involuntary work reported by adult workers, adult worker interviews, Côte d’Ivoire and Ghana, 2008/09**

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

\* Sample count, strata 1-3, cocoa-growing areas only.

\*\* There are limitations in the ability to draw valid conclusions on the extent of the occurrence due to the relatively small number of adult workers in the household sample.

### **B2. Tulane’s Survey of Child Migration and Trafficking to the Cocoa-Growing Areas**

Tulane’s survey of child migration and trafficking from Burkina Faso and Mali to the cocoa growing areas indicated that not only children but also young adults were vulnerable to forced labor as part of the trafficking process. While the respondents in the snowball sample identified as victims of child trafficking had started working on the

<sup>47</sup> The survey methodology used to select and interview the sample of adult workers is described in Tulane’s Third Annual Report to the US Congress.

cocoa farm as children, many of them returned to Burkina Faso and Mali as adults. In fact, a majority – 56% of respondents with experience of child trafficking in Burkina Faso and 61% of respondents in Mali – left the cocoa farm when they were 18 years or older indicating that victims of child trafficking are at risk of forced adult labor once they reach adulthood (see Table 31).

**Table 31. Forced adult labor among respondents with experience of child trafficking to work on cocoa farm, snowball sample, child interviews, Burkina Faso and Mali, 2009**

	Burkina Faso 2009 Snowball sample Trafficked children only (n=222)	Mali 2009 Snowball sample Trafficked children only (n=191)
Average age when respondent started working on cocoa farm	15.1	15.6
Average length of stay on cocoa farm	3.2 years Range: 1-10 years	3.9 years Range 1-31 years
Average age when respondent left cocoa farm	18.2	19.4
Number of respondents who were		
18 years or above when returning from cocoa farm	125 (56%)	116 (61%)
Below 18 years when returning from cocoa farm	75 (34%)	64 (34%)
Unknown/no response	21 (10%)	11 (6%)

### B3. Research Conducted by the Government of Côte d'Ivoire

According to findings published in *SSTE-Certification's* "Supplemental Study on the Initial Diagnostic Survey" (*Etude Complémentaire sur l'Enquête Initiale du Diagnostic*), a reported 1% of adults working in cocoa reported an "obligation to work." 3.5% reported that they were a "victim of physical or verbal violence," 5.3% reported "restriction on freedom of movement," 17.6% reported "debt," 2.5% reported the "impossibility of leaving after payment," and 81.8% reported "possession of identity card" (SSTE-Certification Dec 2009).

The "profile of adults declaring that they are unable to leave the village freely" is as follows: 53.5% are "married or in cohabitation," 46.5% have "at least one child," 3.7% have been a "victim of violence," 57.0% are in "possession of identity card" and 20.6% have "debts" (SSTE-Certification Dec 2009).

In terms of "holding of identity cards of adults," 1% of workers "coming from abroad" reported "having an identity card kept by the employer" and .6% reported "having an identity card kept by other persons." No workers who had come "from another region of [Côte d'Ivoire]" reported "having an identity card kept by the employer," although 0.2% of them reported "having an identity card kept by other persons" (SSTE-Certification Dec 2009).

Thus, according to *SSTE-Certification's* analysis of their data, "with a combined analysis of the origin and holding of identity cards belonging to the adult workers, it was

determined that around 4,000 adult workers, or a percentage of 1.8%, may be victims of trafficking” (SSTE-Certification Dec 2009).

#### **B4. Research Conducted by the Government of Ghana**

As NPECLC did not weight its FAL-related data from the scaled-up survey as reported in the “Cocoa Labour Survey in Ghana – 2007/2008” (MMYE 2008), findings in this section are not nationally representative.

When asked about the ease with which they can leave their jobs, 6.2% of respondents thought it would be “*difficult to leave*” and 2.1% thought it would be “*impossible to leave*.” 16.0% of those interviewed cited an “*agreement/contract arrangement*” as the reason they were not free to leave their job, 0.7% cited “*no peace at home/hometown due to conflict/constraint*,” 9.0% cited “*harsh economic/natural conditions at home*,” 12.5% said they “*need to meet personal/family commitment*,” 34.0% said they had “*no alternative*,” and 27.8% responded “*other*” (MMYE 2008).

When asked about their “*freedom to leave the household or community*” “*to either attend festivals, funerals or visit family members*,” 1.0% said it would be “*difficult to leave*” and 0.1% said it would be “*impossible to leave*” (MMYE 2008).

“*Reasons for inability to leave household/community*” included: 61.9% “*farm owner will not be happy with me*,” 7.9% “*farm owner fears that I will abscond with his money*” 1.6% “*farm owner is against loss of person/ hours /days*,” 28.6% “*other*” (MMYE 2008).

Of the 52 adult workers who reported “*working against their will*,” 5.8% said they owed “*the farm owner*,” 44.3% said it was “*to redeem a family debt owed to the farm owner*,” 1.9% said it was “*ritual servitude*,” and 3.8% said they were in a “*forced marriage to the farm owner or his/her relative*” (MMYE 2008).

Additionally, 5.1% of those interviewed reported an “*experience of violence from owner-operators*” and 3.6% reported “*feeling obliged to work when sick or injured*” (MMYE 2008).

### **C. Survey of Interventions against FAL in the Cocoa Sector**

#### **C1. Methodology**

Tulane employed the following methodology to conduct the Survey of FAL Interventions:

##### *1. Literature review*

Tulane performed a literature review of primarily online sources to identify any possible remediation activities that counter FAL in Côte d’Ivoire and Ghana.

##### *2. Determine sampling frame*

Tulane then established the size of its sample frame using the snowball method. This entailed interviewing all pertinent stakeholders, including those referenced in Tulane’s Intervention Database, the governments of Côte d’Ivoire and Ghana, pertinent NGOs,

and other organizations as to whether they themselves or any organization they knew of was working on FAL.

### *3. Conduct process evaluation*

A process evaluation is operationally defined as seeking to validate and verify the existence of activities proven or hypothesized to be part of the solution to a problem. To carry out the process evaluation, Tulane conducted key-informant interviews of organizations that reported to be intervening in FAL and followed-up with responsible government parties to determine the extent of government involvement in FAL remediation.

## **C2. Research Findings**

### **C2.a. Interventions against FAL in Côte d'Ivoire**

Employing the snowball method to determine the sample frame of organizations reporting to be intervening in the phenomenon of FAL, Tulane contacted 30 organizations for its initial survey in Côte d'Ivoire. None of the organizations or government agencies contacted confirmed they were engaged in activities to counter FAL in cocoa growing. To further substantiate this information and to solicit the government's perspective on the lack of programs, Tulane followed up with government actors *SSTE-Certification* and the *Ministère de l'Emploi et de la Fonction Publique/Direction de la Réglementation* by administering key-informant interviews.

According to the government officials interviewed, before a government program to address FAL would be instituted, a proper study that researched the nature and prevalence of FAL would have to be completed.

Tulane and *SSTE-Certification* survey results both confirm the presence of FAL in the cocoa growing sector of Côte d'Ivoire. Despite recognition of the problem by all pertinent parties, Tulane's Survey of Interventions found that there are no remediation programs in place in Côte d'Ivoire – the stated reason being the absence of a survey dedicated to FAL that would fully expose the nature and extent of the issue.

### **C2.b. Interventions against FAL in Ghana**

Employing the snowball method to determine the sample frame of organizations claiming to be intervening in the phenomenon of FAL, Tulane contacted 52 organizations for its initial survey in Ghana. Key informant interviews were administered to four government branches that respondents indicated might be working on the issue:

- NPECLC
- Anti-Trafficking Unit of the Ghana Police
- Labour Department of the Ministry of Employment and Social Welfare (MESW)
- Ghana Labour Commission

Of those organizations, only the Police Anti-Trafficking Unit reported engaging in anti-FAL activities – albeit not specific to cocoa production – as part of their surveillance activities and enforcement of national anti-trafficking laws. The Police Anti-Trafficking Unit is funded by the Government of Ghana and works in all 10 regions of the country.

Reported interventions include “*capacity building of border towns, sensitization, and public education.*” The Unit could not however report the number of adults sensitized, and indicated that it had not removed any adults from FAL.

Ghana’s Labour Department (of the MESW) reported that it did not address FAL, because their “*focus has been on child labor*” and they lack sufficient funding – in part because, unlike for child labor issues, they “*don’t have particular donors for FAL.*” The Labour Commission and NPECLC also cited “*lack of funding*” as the reason they have no programs related to FAL.

Both Tulane and NPECLC survey results in Ghana have confirmed the presence of FAL. Reasons key informants cited for the dearth of interest in FAL are: (1) government priority in terms of funding is on child labor as it is seen as a bigger issue than FAL (2) there is no funding for research in this area, (3) foreign donors seem to be more interested in child labor than FAL, (4) most NGOs undertake projects only when they obtain funding.

All four government agencies in Ghana surveyed stated that they have the capacity to conduct research and roll out interventions, however that the lack of funding was their main handicap.

### **C2.c. Industry Efforts to Address FAL**

As detailed in section A2. *Harkin-Engel Protocol on FAL* above, Industry included mention of FAL in the Joint Industry Statement of 2001, FAL is discussed synonymously with WFCL throughout the Joint statement of 2005, and FAL is furthermore mentioned in the Joint Statement of 2008. In light of its recognition of the issue in the cocoa sector, how has Industry ensured that FAL is not practiced in the cocoa sector?

Industry’s “Joint Foundation” per the Protocol is ICI, which with respect to FAL has reportedly trained more than 1,000 people on child and forced labor issues in Ghana and Côte d’Ivoire as part of its mandate to support capacity building for local partners and institutions (ICI 2008 #2). Since 2004, ICI’s two master trainers, Mme Sylvia Hinson of FURDEV in Ghana and Dr. Alfred Babo in Côte d’Ivoire, have trained ICI’s implementing partners, NGOs, officials, Ghana Cocoa Board (COCOBOD) staff, security officers, and journalists to this regard (ICI 2008 #2). A specific module concerning FAL is delivered in each ICI training session in Côte d’Ivoire as well as in Ghana (ICI 2010 #2).

Community Action Plans (CAPs), which constitute ICI’s principle remediation vehicle at the community level, focuses primarily on WFCL. In Côte d’Ivoire, nevertheless, 14 communities have mentioned sensitization on forced adult labor (*travail forcé*) as one of their priorities. Sensitization on the subject is to be implemented by local committees (*comité local de lutte contre les pires formes de travail des enfants et du travail forcé*), with support of ICI implementing partners. In CAPs developed in Ghana, forced labor has not been mentioned as separate activity in any CAP (ICI 2010 #2).

Tulane’s survey findings, corroborated by findings of both government survey findings, suggest that the phenomenon of FAL in Côte d’Ivoire and Ghana is a reality. This population-based data, in conjunction with Tulane’s findings indicate that no national programs – or any interventions for that matter – are addressing the issue, which is

problematic. The fact that both governments are willing to study and launch targeted programs on the issue of FAL, but for a lack of funding are to date hamstrung, suggests that Industry is insufficiently engaging the matter.

#### ***D. Recommendations***

In order to establish a more solid evidence-base on FAL in the cocoa sector and start addressing the cases of adults exposed to or at risk of abusive labor, Tulane recommends:

- Concerted efforts by governments and international stakeholders to arrive at an accepted and standardized operational definition of FAL in the cocoa sector and corresponding survey instruments,
- Government-led research targeted at identifying, describing and quantifying FAL in the cocoa sector of Côte d'Ivoire and Ghana, and
- Remediation programs targeted at identifying and withdrawing victims of FAL based on the research findings, carried out by the governments of Côte d'Ivoire and Ghana, with Industry support.

## VII. Remediation Activities Addressing the Worst Forms of Child Labor (WFCL) in the Cocoa Sector

Tulane University, in its Third Annual Report of 2009 to Congress, details the findings of its Intervention Database (ID) research, encompassing interventions and investments which reportedly countered WFCL in the cocoa growing regions of Côte d'Ivoire and Ghana from 2001 to 2009. Tulane's principal ID research findings are found in pages 95 to 146 of Tulane's Third Annual Report. In this section we will provide an update on government-led activities that have taken place in response to the Harkin-Engel Protocol.

### A. Côte d'Ivoire

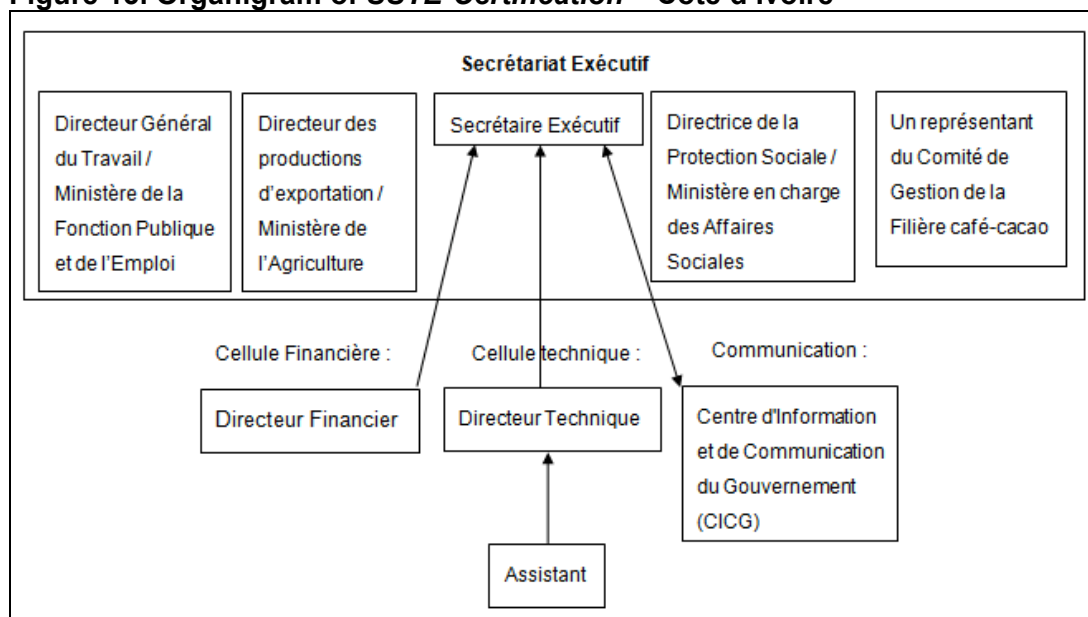
#### A1. Management of SSTE-Certification

As reported in Tulane's Third Annual Report, the response of the Ivorian government concerning the WFCL and FAL revolves around two key bodies, the Steering Committee<sup>48</sup> and the *SSTE – Certification Executive Secretariat*, both formed in 2007. The organigram of the latter body, including its technical arm, is depicted in Figure 13 below. The Ivorian remediation management is characterized by a heavy executive presence, overseen by the Executive Secretary Malick Tohé, yet its technical, program-level staff strength numbers only two individuals (see *SSTE-Certification's* Organigram below). The organizational budget is drawn up and executed by the Executive Secretary.

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<sup>48</sup> The steering committee (*Committee de pilotage*) is comprised of the Prime Minister's Office (*Premier Ministre*) and 10 Ministries: the Ministry of Public Service and Employment (*Ministère de la Fonction Publique et de l'Emploi*); the Ministry of Agriculture (*Ministère de l'Agriculture*); the Ministry of National Education (*Ministère de l'Education Nationale*); the Ministry of Teaching and Professional Training (*Ministère de l'Enseignement et Technique et de la Formation Professionnelle*); the Ministry of Justice (*Ministère de la Justice*); the Ministry of the Interior (*Ministère de l'Intérieur*); the Ministry of Family, Children, and Social Affairs (*Ministère de la Famille, de l'Enfant et des Affaires Sociales*); the Ministry of Youth and Sports (*Ministère de la Jeunesse et du Sport*); the Ministry of the Economy and Finance (*Ministère de l'Economie et des Finances*); and the Ministry of Communication (*Ministère de la Communication*).

**Figure 13. Organigram of SSTE-Certification – Côte d'Ivoire**



## **A2. Remediation Activities of the SSTE-Certification**

SSTE-Certification's remediation plan was reportedly based on results of the Ivorian Government Survey (*Enquête Initial de Diagnostic*), the Ivorian government survey, and predicated on the observation that the phenomenon of child labor in the cocoa sector is linked to "poverty" in rural areas. The concept of the "Pack Self Help Village" was born, which seeks to intervene at the community level with the following action:

- mobilization of the community;
- sensitization on the consequences of WFCL;
- establishment of health units and community education centers;
- establishment of Revenue Generating Activities (RGA) for households.

Thirty villages within Côte d'Ivoire were selected to participate in the initiative, reportedly based on the following criteria:

- (1) village location in area that produces cocoa,
- (2) the absence of educational infrastructure, and
- (3) a certain level of organization within the organization.

Thereafter, SSTE-Certification awarded contracts to the following NGO implementing partners: ICK Consulting, Afrique Secours et Assistance (ASA), Femme Action Développement (FEMAD), Caritas, Assistance Internationale à l'Enfance Cœur et Action (AIECA), Renforcement de Capacité (RENFCAP), *Fraternité Sans Limite* and Alliance Internationale pour la Coopération et le Développement Durable (AICD). SSTE-Certification also made provisions to coordinate its activities with decentralized structures, principally with the following ministries: the Ministry of Health (*Ministère de la Santé*); the Ministry of National Education (*Ministère de l'Education Nationale*); and the



Ministry of Family, Children, and Social Affairs (*Ministère de la Famille, de l'Enfant et des Affaires Sociales*) (SSTE-Certification 2010 #2).

A total of CFA 900 million (US\$ 1,988,687<sup>49</sup>) was thereafter budgeted by the Ivorian government for this purpose, roughly CFA 30 million (US\$ 66,291<sup>50</sup>) per village. On July 22, 2009 in the town of Adiaou, which is located in the *département* of Aboisso, SSTE-Certification officially launched the "Pack Self Help Village" (CICG 2009). Table 32 itemizes goods and services that the 9 villages reportedly received to date.

**Table 32. SSTE-Certification's reported remediation results**

<i>Activity</i>	<i>Reported Result</i>	<i>Implementing Partner</i>
Farmer sensitization	2,000 cocoa farmers were sensitized	NGOs
De-worming of children	approximately 5,000 children were de-wormed	NGOs
Creation of community development plans	9 community development plans were developed	NGOs
Building of community education centers	9 community education centers were constructed and equipped, benefiting an estimated 1,200 people including 1,000 children and 200 adults	General contractor
Training of community educators	36 instructors responsible for the delivery of education services at the community education centers were trained	<i>Service Autonome d'Alphabétisation (SAA)</i>
Training of health care workers	18 community health workers were trained	District-level Department of Health of the Ministry of Health (districts sanitaires du <i>Ministère de la Santé</i> )
Building and equipping health care units	9 health units were built and equipped, benefiting almost 11,500 people including 1,000 children	General contractor
Establishment of Child Labor Committees ( <i>Comités de Lutte Contre le Travail des Enfants</i> )	9 Child Labor Committees were established	NGOs
Revenue Generating Activities (RGA)	-	-

Source: SSTE-Certification 2010 #2

According to SSTE-Certification, RGA is the only initiative yet to be carried out in the 9 villages. SSTE-Certification originally planned to complete the implementation of its remediation activities by 2011. According to the SSTE-Certification, its village remediation program is being rolled out in three phases, each phase consisting of reaching 10 villages, and between each phase there is reportedly a two-month interval. To date, the SSTE-Certification is still reportedly operating in the first phase of implementation and has yet to announce a completion date for the program (SSTE-Certification 2010 #2).

<sup>49</sup> Oanda. Exchange Rate: US\$ 1 = CFA 452.55, July 7, 2009. [www.oanda.com](http://www.oanda.com)

<sup>50</sup> Ibid.

### **Remediation Activities of the Service Autonome d'Alphabétisation (SAA)**

Another branch of the Ivorian government taking an active role in combating WFCL is the Ministry of Education (*Ministère de l'Éducation Nationale*) with its agency the Autonomous Literacy Agency [*Service Autonome d'Alphabétisation (SAA)*]. The SAA has established a program to prevent WFCL through literacy, facilitating educational and vocational integration of children engaged in – or at risk of engaging in – hazardous work in the cocoa sector. These actions have led to the withdrawal of 2,599 children from cocoa farms. 974 children withdrawn from work have been reintegrated in school and 1,625 have received vocational training (SSTE-Certification 2010 #2).

### **Training Activities of the Police Nationale**

With regard to training, the Ivorian Ministry of National Security (*Ministère de la Sécurité Nationale*), through the Sub-Directorate for the Fight against Child Trafficking and Juvenile Delinquency (*Sous-Direction de la Lutte Contre le Trafic d'Enfants et la Délinquance Juvénile*) of the National Police (*Police Nationale*) has trained 669 police and military officers in the cocoa production regions of the country on techniques to identify child victims of trafficking and WFCL (SSTE-Certification 2010 #2).

## **A3. Assessment of Efforts to Address WFCL**

Since reporting on country remediation activities in Tulane's Third Annual Report of 2009, the Ivorian government has engaged in a variety of activities to remediate WFCL, which include (1) a social and development-related program rolled out in 9 villages thus far, (2) a literacy program that also withdraws and re-inserts children affected – or at risk from being affected – by WFCL, and (3) a training program targeting security forces in the country in trafficking victim identification techniques.

While all these initiatives are important, we note that *SSTE-Certification* did not select beneficiary villages based on criteria that (1) the village grow cocoa and (2) demonstrate a high prevalence of WFCL, as its survey results would have indicated. Furthermore, *SSTE-Certification* applies an identical remediation “package” to each of the 9 beneficiary villages, which includes investments in village infrastructure. While the NGOs contracted by *SSTE-Certification* did conduct baseline research in the form of a situational analysis (*analyse situationnelle*) in each village before commencing their activities, *SSTE-Certification* did not implement CLM before launching its remediation activities. *SSTE-Certification* is therefore only able to approximate the outcome of its interventions – but not account for how many children have been withdrawn or provided with educational opportunities on a case-by-case basis.

## **B. Ghana**

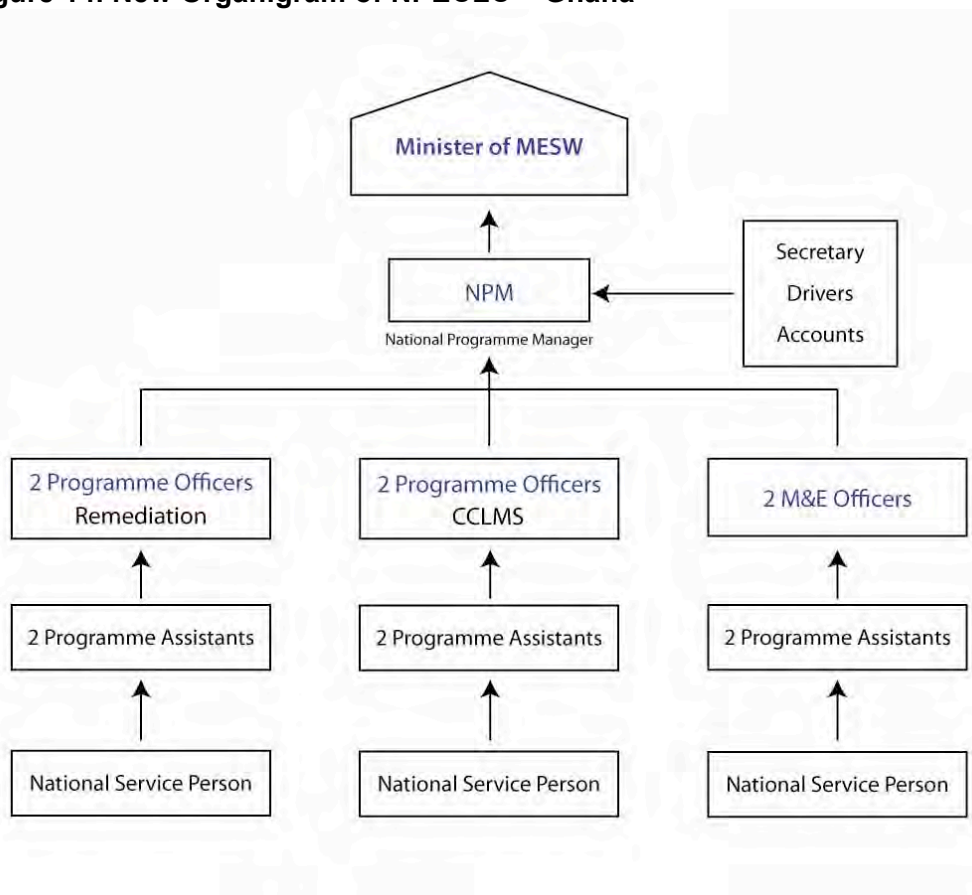
### **B1. Management of NPECLC**

In Ghana, the lead government agency concerning WFCL is the *NPECLC*, established in 2006 with the overall goal “to eliminate the worst forms of child labor in the cocoa sector by 2011 and in other sectors by 2015” (NPECLC 2009). As reported in Tulane's Third

Annual Report, NPECLC was created as an initiative to promote the welfare and protection of children in cocoa growing areas of Ghana.

NPECLC's National Programme Manager is Dr. Richard Bani, formerly a lecturer of the University of Ghana's Department of Agriculture. In terms of its organizational structure, NPECLC is currently being restructured into three main units: the Remediation Unit, CCLMS Unit, and the M&E Unit (see NPECLC's new organigram below). Two Programme Assistants each are placed in the Remediation, CCLMS and the M&E units. In addition, a National Service Person will assist each of the units. The Communication Unit will not be maintained due to the establishment of a Public Affairs Unit in the Ministry for the purposes of public relations. The organigram however maintains a division of labor between the various Project Officers, each with clearly delineated roles and responsibilities.

**Figure 14. New Organigram of NPECLC – Ghana**



## B2. Remediation Activities of the NPECLC

NPECLC pursues its mission to eliminate WFCL in cocoa sector by providing direct support to vulnerable children (e.g. provision of basic school needs), benefiting their adult family members (e.g. through Revenue Generating Activities [RGA]), and indirectly benefiting cocoa farmers and entire communities. NPECLC partners with a cadre of 18 NGOs and 47 district assemblies to date that comprise their main implementing partners (NPECLC 2010).

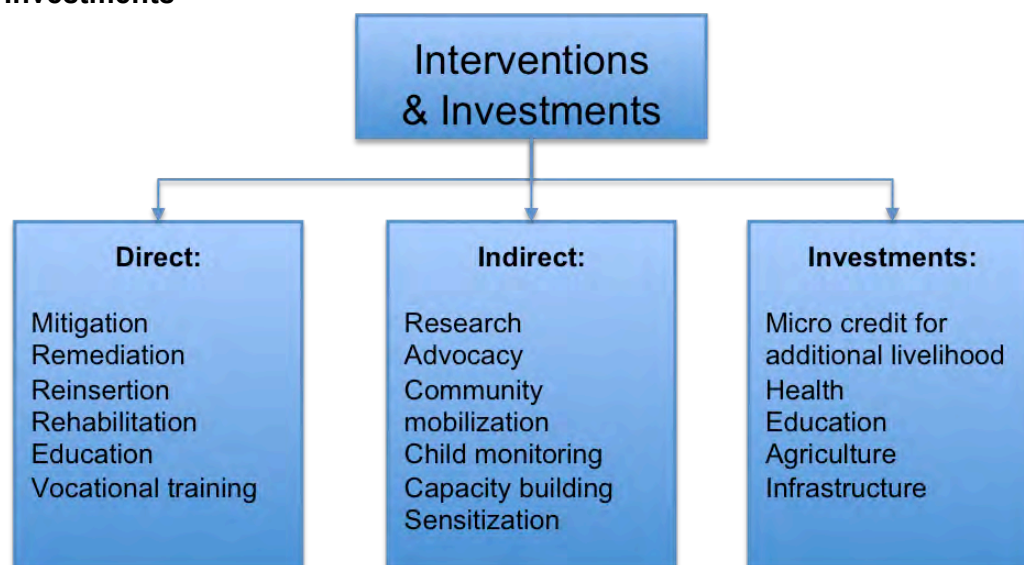
A principal mechanism employed by NPECLC is to assist the partner district assemblies in developing District Action Plans (DAPs). Under the supervision of NPECLC, the district assemblies then in turn assist target communities in the development of CAPs. Another mechanism employed by NPECLC is the establishment and training of District Child Protection Committees (CCPCs) and the Community Child Protection Committees (CCPCs) at the district and community levels to coordinate and implement child labor activities at their respective levels (NPECLC 2010).

NPECLC's strategic objectives are:

- Enhancement of the knowledge base on child labor in the cocoa sector
- Strengthening of the legal framework for dealing with WFCL in cocoa
- Mobilization of cocoa growing communities, district assemblies, the local cocoa industry and other stakeholders to work together to deal with child labor in cocoa
- Development and implementation of interventions for eliminating WFCL with priority emphasis on different stages of the cocoa production process
- Promotion of universal basic education and human resource development in cocoa growing communities
- Development and implementation of interventions that reduce the need for child labor in cocoa
- Development of institutional, technical and organizational capacities at central, regional, district and community levels to effectively deal with child labor (NPECLC 2010).

Ghana's concept of remediation comprises action that is child-centered, community-driven, participatory, and development oriented. Remediation in Ghana is in response to findings of surveys (e.g. low literacy rate among children in cocoa growing communities) and encompasses all NPECLC interventions (NPECLC 2010). The intervention components are, according to NPECLC, adapted from Tulane University's conceptual framework and definitions of interventions (see Figure 15 below).

**Figure 15. NPECLC Conceptual Framework of Remediation Interventions and Investments**



Source: NPECLC 2010

The above table demonstrates that NPECLC’s remediation concept is holistic and covers almost all the various types of interventions and investments as detailed in Tulane’s ID conceptual framework. With regard to the operationalization of its remediation concept, Table 33 below enumerates the specific activities and reported results that have been achieved through NPECLC’s engagement.

**Table 33. NPECLC’s Reported Remediation Results - Ghana**

<b>Intervention/Investment Type</b>	<b>Activity</b>	<b>Reported Status of Activities from 2007 to 2010</b>	<b>Implementer(s)</b>
Mitigation	Awareness creation and sensitization	Communities sensitized on WFCL	NGOs, DAs, CCPCs, NPECLC
	Stakeholder mobilization	Stakeholders mobilized in all program operation areas	NPECLC, DAs
	Promotion of formal education	- Community members educated on the need to send their pupils to school	NGOs, NPECLC, CCPCs, DAs
	Development and enforcement of child protection rules	- Communities sensitized on existing child labor laws and international conventions. - Communities have formulated community rules (by-laws) to protect children	CCPCs, NGOs, DAs
	Development and implementation of Community Action Plans (CAPs)	400 communities are developing and implementing Community Action Plans (CAPs)	CCPCs, NGOs, DAs

<b>Intervention/ Investment Type</b>	<b>Activity</b>	<b>Reported Status of Activities from 2007 to 2010</b>	<b>Implementer (s)</b>
Remediation	Child identification	About 6,300 children have been identified and yet to receive support	
	Social investigation	Beneficiary children have been verified to ascertain their background	CCPCs, DAs, NGOs
	Psychosocial and career counseling	Counseling services have been provided to beneficiary children and their parents or guardians	DAs, NGOs
	Placement	6,300 are yet to be placed in schools and skills training	DAs, NGOs
	Provision of learning materials	About 2,000 children have received learning materials	DAs, NGOs, NPECLC
	Continuous monitoring and support visits	NPECLC and partner organizations have been embarking on periodic monitoring exercises to check performance of supported children	DAs, NGOs, NPECLC
	Graduation of beneficiaries (who have completed the acquisition of skills training under the program)	TBD	NPECLC, DAs, NGOs
Reinsertion	Repatriation of children to place of origin	- 5 cases of trafficked children originating from Sefwi Wiawso and Wassa Amenfi West repatriated and reintegrated in 2009	NGOs, DAs, NPECLC
	Reconciling child trafficking victims with parents		NGOs, DAs, NPECLC
	Reintegration of school drop-outs in schools	- The Secretariat is yet to establish contact with DAs in the Northern Regions of Ghana to stem the inflow of children to the South	NGOs, DAs, NPECLC
	Formation of partnership with DAs and CSOs in Northern Ghana		NPECLC
Rehabilitation	Referral system	Referrals to the district <a href="#">social welfare officers</a> for action	NGOs, NPECLC
	Counseling services	Counseling services have been provided to beneficiary children and their parents or guardians	DAs, NGOs
Education	Placement of children in schools	About 8,000 children have been placed in school	DAs, NGOs, NPECLC
	Provision of learning materials to children	About 2,000 children have received learning materials	DAs, NGOs, NPECLC
	Adoption of SCREAM methodology	NPECLC yet to sign MOU with GES to train teachers in partner communities on SCREAM Methodology	NPECLC, GES
	Formation of Child Development Clubs	56 Child Development Clubs (CDCs) have been formed in 11 districts	DAs, NPECLC
	Promotion of literacy	NPECLC, DAs, NGOs have educated community members on the importance of education	DAs, NGOs, NPECLC
	Training of teachers	NPECLC is incorporating the training of teachers in partners communities to equip them with the requisite skills and methodologies for teaching	NGOs, DAs, GES, NPECLC

<b>Intervention/ Investment Type</b>	<b>Activity</b>	<b>Reported Status of Activities from 2007 to 2010</b>	<b>Implementer (s)</b>
Vocational Training	Placement of children in apprenticeship	NPECLC has placed 200 children in various skill training centers	NGOs, NPECLC, DAs
	Payment of apprenticeship fees	NPECLC has paid the fees of 200 apprentices	NGOs DAs, NPECLC
	Provision of training materials (e.g. tools)	TBD	NGOs DAs, NPECLC
Research	Use of PLA tools	NPECLC, DAs, NGOs have used PLA tools in their community sensitization and education drives	NGOs, DAs, NPECLC
	Child identification by CCPCs	CCPCs have assisted in the identification vulnerable children for support	CCPCs
	Participate in conduct of surveys	The GSS, DAs and other partners supported the NPECLC in the conduct the two major surveys, Pilot and Scale-up	DAs, GSS, NPECLC, other Partner Organizations
	Use of community Registers by CCPCs to collect household data to feed into CCLMS	Being developed	
Sensitization/ Advocacy	Use of mass media (e.g. community radio sensitization)	<ul style="list-style-type: none"> <li>• 1,070 Community durbars</li> <li>• Workshops <ul style="list-style-type: none"> <li>- CCPCs, 535</li> <li>- DCPSs, 94</li> </ul> </li> <li>• 1,070 Focus Group Discussions (FGDs)</li> <li>• 30 Child Labor Ambassadors (role models) sensitization events</li> <li>• 168 Child Development Club (CDC) meetings</li> <li>• 168 CDC drama events</li> <li>• 141 Radio programs</li> <li>• 1 Documentary</li> <li>• 30,000 packets of literature on WFCL and OSH distributed</li> <li>• 20,000 cases of one-on-one sensitization</li> </ul>	NPECLC, NGOs, DAs, Media
	International events (e.g. World Day Against Child Labour)	The NPECLC has supported partner DAs to celebrate World Day Against Child Labour	NGOs, NPECLC, DAs
	Stakeholder meetings & sensitization (e.g. Regional Houses of Chiefs, PSC on Social services)	The NPECLC has sensitized the Ashanti Regional House of Chiefs on child labor issues and has a program to sensitize other Regional Houses of Chiefs	NPECLC
	Publications on remediation activities (e.g. newsletters)	Since 2007, the NPECLC has published newsletters, quarterly and annual reports which contain remediation activities	NPECLC

<b>Intervention/ Investment Type</b>	<b>Activity</b>	<b>Reported Status of Activities from 2007 to 2010</b>	<b>Implementer (s)</b>
Community Mobilization	Formation of DCPCs	All 47 partner districts have their DCPCs formed and trained	NPECLC
	Formation of CCPCs	535 CCPCs have been formed and trained	NPECLC, DCPCs, DAs
	Development and implementation of District Action Plans	All 47 partners DAs have developed District Action Plans	DAs, NGOs
	Development and implementation of Community Action Plans	About 400 communities have developed their CAPs	NPECLC, NGOs, DAs, CCPCs
	Involvement of traditional leaders	During inception workshop, the NPECLC has involved one traditional Chief from each district (in all 47 chiefs trained). And during community sensitization, chiefs of the communities are involved. One Regional House of Chiefs has also been sensitized	NPECLC, NGOs,
	Involvement of religious leaders	Pastors, Church elders and Muslim leaders have been involved in the sensitization drive of the NPECLC, DAs, NGOs	NPECLC, NGOs, DAs
	Involvement of other identifiable groups (e.g. PTAs and SMCs)	Women's Groups, Youth Associations, PTAs, SMCs have been involved in the education and sensitization of communities	DAs, NGOs, CCPCs, NPECLC
Child Monitoring	Opening of community registers	Being developed	NPECLC, CCPCs, NGOs, DAs
	Investigation and follow-up on suspected child trafficking cases	6 suspected cases of child trafficking in Sefwi Wiawso, Wassa Amenfi West and Aowin Suaman districts have been followed up	NPECLC, DAs, NGOs
	Monitoring and support visits to children placed in schools and skills training	DAs, NGOs, NPECLC do periodic monitoring of children placed in school and in skills training	DAs, NGOs, NPECLC
Capacity Building	Provision of logistical equipment to District Assemblies (e.g. computers and motorbikes)	The NPECLC has provided 47 motorbikes, 928 bicycles, computer and accessories to 47 DAs and 5 motorbikes to 5 NGOs	NPECLC
	Provision of bicycles to CCPCs for child monitoring	Each CCPC has been provided a bicycle each (535 bicycles)	NPECLC
	Provision of logistics to partner MDAs (like DoCs, GES, ICCES, etc.)	ICCES 1 motorbike, 1 motorbike for Dept. of Cooperatives	NPECLC
	Disbursement of funds to 47 DAs, 18 NGOs, partner MDAs, etc.)	43 DAs have received their Second Tranche funds. All 18 NGOs received their first tranche funds	NPECLC
	Training of actors at all levels (PSC, MDAs, DCPCs, DCEs, CCPCs, Law Enforcement Agencies, Media persons, etc.	30 members of PSC briefed on Child Labor issues, 47 MDAs trained, 470 DCPC members trained, 47 DCEs trained, 2,675 CCPC (an average of 5 members per community) members trained, 100 Law Enforcement Agency staff (Police, Immigration, CEPS) trained, 205 media persons (electronic, print, radio) trained	NPECLC
	Creation of Partners' Forum	The Partners' Forum was created in 2007 and a meeting is organized 3 times in a year. 10 meetings have taken place since its inception	NPECLC



<b>Intervention/ Investment Type</b>	<b>Activity</b>	<b>Reported Status of Activities from 2007 to 2010</b>	<b>Implementer (s)</b>
Sensitization and Awareness Creation	Issues: - Concepts of child labour - Existing laws and international convention - Hazardous Child Labour Activity Framework (HAF) - Child rights, welfare and protection - Importance of education - Roles of stakeholders in eliminating WFCL	- National, district and community level stakeholders sensitized  - Law enforcement and security agencies sensitized	NPELCL
Additional Livelihood (micro credit scheme)	Identification of female parents or guardians of child beneficiaries	Process put in place (collaborating with Dept. of Cooperation) to achieve this	DAs, NGOs, NPECLC, CCPCs
	Formation of Cooperative Societies	30 farmer groups formed in 15 pilot districts (2 per district)	Dept. of Cooperatives, DAs, NPECLC
	Training (e.g. entrepreneurial and financial management skills)	1,500 farmer group members trained	Dept. of Cooperatives, DAs, NPECLC
	Provision of small loans	Developing modalities	NPECLC
	Operation of small businesses on alternative livelihoods (e.g. cocoa by-products)	Developing modalities	NPECLC
	Referral to LEAP	- 2,000 children have been identified to benefit from LEAP - NPECLC yet to sign MOU with the LEAP program	DAs, NGOs, NPECLC, CCPCs
Health	Health education on personal and environmental hygiene	All 535 communities sensitized on personal and environmental hygiene	NGOs, DAs, NPECLC
	Occupational Safety and Health (OSH)	All 535 communities educated and sensitized on OSH	NPECLC, DAs, NGOs
	Dissemination of HAF	All DCPC members have received copies of the HAF	NPECLC
	Promotion of registration of community members with the National Health Insurance Scheme (NHIS)	NPECLC and partners have sensitized community members on the importance of registering with the NHIS	NPECLC, DAs, NGOs
	Use of CAPs to facilitate linkages with Community water and sanitation	The NPECLC has plans to execute this activity	NPECLC
Agriculture	Labour Saving Technologies	NPECLC is collaborating with relevant agencies to develop labour saving tools for cocoa farmers	NPECLC, CRIG
	Training of personnel of LBCs and COCOBOD field staff on mainstreaming CL issues into their activities	NPECLC has not yet to perform this activity with LBCs and COCOBOD field staff	NPECLC
Infrastructure	Libraries	Facilitating a Community Library Project at Duase in Asante Akyim North District	NPECLC, DAs
	School buildings	Supporting Amansie West and Adansi South Districts to build a classroom block	NPECLC, DAs

Source: NPECLC 2010

Ghana's NPECLC has reportedly undertaken a plethora of activities to achieve its stated goal of eliminating WFCL in the cocoa sector by 2011 (NPECLC 2009). NPECLC is planning to further ramp up its remediation coverage by expanding its existing 47 districts by an additional 22 cocoa districts in 2010 (NPECLC 2010). During the opening address of the National Partners Forum on March 10, 2010, Deputy Minister of Employment and Social Welfare Mr. Antwi Bosiako-Sekyere announced that NPECLC was targeting a total of 11,600 children to support them with school uniforms, shoes, school bags and exercise books.

### **B3. Assessment of Efforts to Address WFCL**

Since reporting on country remediation activities in Tulane's Third Annual Report of 2009, it is evident that Ghana's decentralized approach to abolish WFCL is having the desired multiplier effect. The concerted engagement at the national level of District Assemblies is in turn prompting them to act on their own behalf. For example, Atwima-Mponua's District Assembly hosted a durbar<sup>51</sup> on June 25, 2010 – the "World's Day against Child Labour," under the banner of "Go for the goal - End child labour" – an event attended by chiefs, assembly members, civil society groups and non-governmental organizations (The Mail 2010). The District Chief Executive (DCE) for Atwima-Mponua, Mrs. Theresa Adomako Tawiah, urged parents, especially those in cocoa growing communities, not to engage children on their farms but instead place them in school to assure them of a better and more secure future (Ghana Business News 2010). In order to financially support this vision, the District Assembly approved GHS 15,000 (US\$ 10,306.30)<sup>52</sup> to support planned programs and activities to help to significantly reduce child labor in the area, e.g. providing school uniforms, sandals, school bags and learning materials to children in 15 communities that engaged in WFCL.<sup>53</sup> The District Assembly furthermore planned to buy bicycles to help monitor child labor activities. Decentralizing remediation activities to local levels of government, as well as strengthening local accountability on the issue, thus appear to be effective, ongoing and sustainable measures to continue to address the problem at hand.

### **C. Recommendations**

- Allow remedial action to be based on CAPs and CLMS, tailoring the type of remediation to the specific needs of the community and children on a case-by-case basis.
- Target regions, districts (*départements* in Côte d'Ivoire) and communities based on high prevalence of WFCL and FAL.
- Perform independent evaluations of national programs to determine impact.
- Perform independent audits – recently executed on the national program in Ghana – on the national program of Côte d'Ivoire (*SSTE-Certification*).

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<sup>51</sup> Community party

<sup>52</sup> Oanda. Exchange Rate: US\$ 1 = GHS 1.419, June 25, 2010. [www.oanda.com](http://www.oanda.com)

<sup>53</sup> Ibid.

- Support the new *Service Autonome de Lutte Contre le Travail des Enfants (SALTE)* in Côte d'Ivoire in the mission to:
  - Develop, monitor and implement the national policies concerning the fight against WFCL,
  - Coordinate all activities implemented in response to WFCL, and
  - Represent Côte d'Ivoire in national and international meetings and conferences that address the WFCL.
- Hold stakeholder meetings in Côte d'Ivoire on a quarterly basis.
- Effectively coordinate and document stakeholder activities with methodologies similar to those Tulane applied in its Intervention Database.

## **VIII. Summary of Other Activities**

### **A. Completion of Intervention Database (ID)**

In January 2010, Tulane completed the development of the IDs for Côte d'Ivoire and Ghana. This activity entailed developing an html platform with interactive features, and posting the survey instruments and other relevant data online. The ID features the publication of raw data collected from organizations that carried out interventions and investments between 2001 and 2009, which reportedly countered WFCL in the cocoa growing regions of Côte d'Ivoire and Ghana. The ID also features:

- GIS maps, which plot – by location and number of children reached – the various types of interventions that provided children with goods and services,
- a diagram featuring the relationships between donor and implementing organizations, and
- respondent-informed recommendations.

The IDs are publically available at:

Côte d'Ivoire: <http://cidb.childlabor-payson.org/>

Ghana: <http://ghanadb.childlabor-payson.org/>

To read about the principal research findings, please refer to pages 95 – 146 of Tulane's Third Annual Report.

National stakeholders have identified the ID as a useful learning and coordination tool. As pertinent interventions and investments are made on an ongoing basis, and in light of the upcoming completion of Tulane's Oversight mandate in April 2011, the transfer of the ID to an appropriate national institution of Côte d'Ivoire and an appropriate national institution of Ghana should be considered.

Transfer of operational responsibility would entail that the recipient institution continually update the ID. As national partners already interact with stakeholders on an ongoing basis, updating of the ID could be easily incorporated into standard operating procedures of the responsible organization. NPECLC's Partner's Forum of Ghana, for example, convenes national and international stakeholders on a quarterly basis. The SALTE in Côte d'Ivoire – with a mandate to coordinate all relevant stakeholder efforts concerning the elimination of child labor in the country and anchored in Côte d'Ivoire's *Ministère de la Fonction Publique et de l'Emploi* – appears to be the appropriate counterpart in Côte d'Ivoire. Tulane will initiate a collaborative process involving USDOL, both governments, Industry representatives and civil society in order to effect the transfer of the Intervention Databases.

### **B. Development of Knowledge Database**

Tulane's Knowledge Database is an interactive, online media project that offers many resources to stakeholders – primarily offering content based on research conducted and training delivered by the Oversight project. The final Knowledge Database will offer three main components accessible through the project's Web site:

1. *Child Labor in the Cocoa Sector Library* including Tulane's:
  - annual reports,
  - background papers and supporting documentation,
  - content delivered during the annual consultative meetings, and
  - other research carried out under the contract.
2. Training and education materials prepared as part of Tulane's Capacity Building of Government Officials workshops.
3. A GIS and data visualization component that maps:
  - population-based survey data,
  - remediation data (Intervention Database data), and
  - cocoa production data.

These three main components will be accessible through Tulane's Oversight project Web site (<http://www.childlabor-payson.org>). The *Child Labor in the Cocoa Sector Library* is currently being compiled, many items which are already available on the project Web site. Training and education materials prepared as part of Tulane's Capacity Building of Government Officials will also be available at the project Web site under the link (<http://learn.childlabor-payson.org>) and include the videotaped presentations of Tulane and guest speakers, powerpoint presentations, as well as supporting didactic materials documentation (see section D. Capacity Building Activities below for more details).

The GIS and data visualization component of the Knowledge Database is the Child Labor In the Cocoa Sector (CLICS) tool, which consists of the multivariate visualization of the project's location-specific data collected mainly between 2007 and 2009. Employing GIS technology, CLICS dynamically maps and overlays indicators according to user-determined combinations in a particular geographical and environmental context.

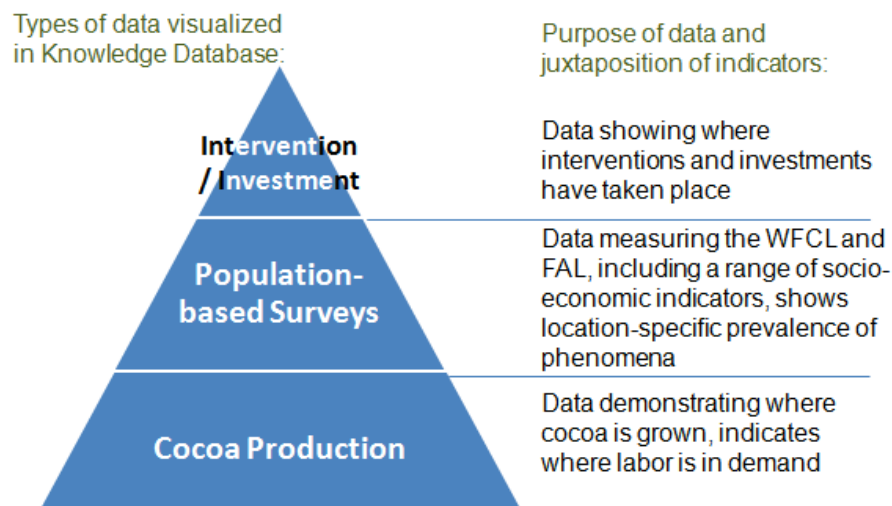
Spatial analyses such as identifying variation and anomalies between surfaced variables will allow the user to appreciate the data in ways that may not be apparent through classical statistical analyses. More sophisticated spatial analyses may even identify patterns and develop models to predict behavior which can thereafter be modified or encouraged to attain desired outcomes.

In order to develop CLICS, Tulane is collaborating with aWhere (<http://awhere.com/Home.aspx>) – a company headquartered in Golden, Colorado, which specializes in GIS software applications that visualize complex data and delivers tailored location-based intelligence. The aWhere-hosted GIS platform provides a customized solution specific to client needs including web-based portals, demographic and causal data sets, and extensive data integration services. As such, aWhere was identified as the ideal collaborator to develop the CLICS tool with Tulane.

## B1. Type of Data Visualized by CLICS

The type of data to be displayed by CLICS encompasses (1) cocoa production data, (2) population-based survey data and (3) Intervention/Investment data (also referred to as response/remediation data), as illustrated by the diagram below:

**Figure 16. Types of Data Visualized by CLICS**



## B2. CLICS Specifications

### B2.a. Visualization of data

Visualizing data brings it life. Clusters of behavior or even trends over space and time visually emerge and are readily identifiable. These trends provide decision-makers with the necessary evidence to take action in specific local targets. They may also serve as a signal for further hypothesizing, or prompting further impetus for research. The aWhere/Tulane's CLICS tool displays data notably through two means:

- i. *interpolating/surfacing*: for select aggregate indicators (think 'a heat map'), a surface will be created enabling the user to see the aggregate point value and a smoothed map view as well. Interpolated/surfaced indicators are shaded according to output value and found under the "Show" menu option.
- ii. *mousing-over*: select aggregate indicators are displayed by mousing-over and clicking on a hot button (triangle or other symbol in CLICS).

### B2.b. Aggregation – Disaggregation

By providing a drill-down feature allowing the user to dynamically hone in on a data cluster, household or even the individual level, CLICS enhances user accessibility of the data and so enhances transparency on the issue. From the national level down to the level of the individual, CLICS allows for disaggregation of the data (by pressing "-" top left corner) and for aggregation of the data (by pressing "+" top left corner). In the case of

Ghana, the disaggregation is as follows: national -> strata -> region -> district/cocoa growing district. In the case of Côte d'Ivoire the disaggregation is as follows: national -> strata -> region -> département -> sous-prefecture.

### **B2.c. Filtering by respondent type**

Another dynamic feature of CLICS is filtering, which allows the user to hone down to the **individual** level treating each child as a case. Further segmentation of the data, e.g. by age or sex, or regional-level aggregation of variables, e.g. in terms of access to education or degree of cocoa production, can be called up at a click of a button. Depending on the characteristics selected by the user, CLICS filters the data and displays a table itemizing the corresponding individuals. This feature is currently realized with the setting: "Survey Responses" by "Respondent Data."

### **B2.d. Multivariate layering**

Visualized indicators can also be juxtaposed by the user. Thus, it is possible to view variation of measured values over time between the historical survey points. Viewing differences between the 2007 and 2008/09 surveys, for example, enables the user to track prevalence over time or may indicate a particular impact of any given intervention/investment. An interpolated map can be overlaid with an indicator displayed in *mouse-over* mode to reveal congruence or anomalies, for example when comparing intervention vs. intervention indicators.

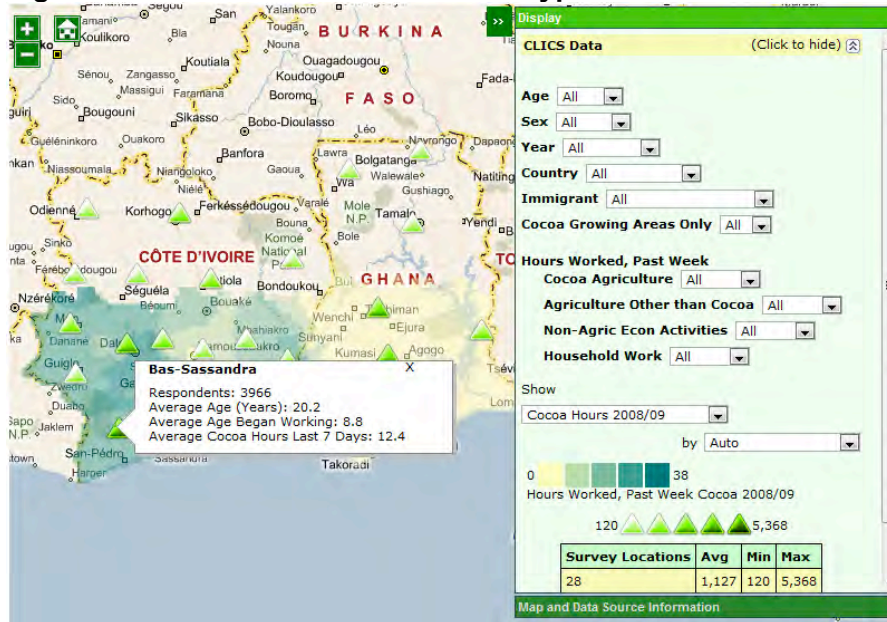
### **B2.e. Information boxes and hot buttons**

Click on a hot button (triangle or other symbol in CLICS) and a box pops up containing aggregated data. Up to 10 indicators can be displayed in the pop-up box.

## **B3. CLICS Prototype**

A prototype version of CLICS, featuring a limited set of indicators, is available for review online at: (<http://insite.awhere.com/clientsites/clics/>). CLICS will also be made accessible through Tulane's project Web site.

**Figure 17. Screenshot of CLICS Prototype**



## B4. Conclusion

In sum, Tulane's Knowledge Database will provide access to data and findings from survey research and monitoring activities completed under the contract and visualize research results using GIS technology. This media project will be developed maximizing user accessibility to the data and will thus enhance transparency on the issue. A fully functional Knowledge Database will be completed by March 2011.

## C. Data Collection Conference Findings

In fulfillment of Task 8 under its contract with the USDOL, to organize and execute a Conference on Data Collection in the Cocoa Sector, Tulane University hosted a 3-day conference from April 27-29, 2010, convening the main stakeholders and academic researchers to discuss shared experiences of collecting data on child labor in West Africa, the challenges of quantifying the WFCL and FAL in the cocoa sector, and approaches that address them. Among the conference participants were representatives of the USDOL, the U.S. State Department, the Government of Côte d'Ivoire, the Cocoa/Chocolate Industry, ILO, civil society, and academic experts. In all, 24 institutions were represented with 35 participants present. Unfortunately, due to an internal governmental investigation, the invited representatives of the Government of Ghana were not able to attend the meeting (See Appendix 10 for a list of conference participants and the institutions they represented).

### C1. Conference Objectives

The conference format combined expert presentations with facilitated group discussions and addressed the following five objectives:



1. Development of a module or set of questions based on agreed-upon indicators for WFCL and related variables for effective certification activities, and other data collection efforts,
2. Establishment of a preferred frequency data collection standard to accurately report prevalence of WFCL and FAL in the cocoa sector and to measure expected change in outcome indicators over time,
3. Review of the currently available data sets in order to develop a strategy for collective and meta-analysis,
4. Discussion of scaling strategies that allow indicators to be combined for greater explanatory outcomes, and
5. Development and discussion of strategies that evolve from the survey data methodologies for targeting more qualitative efforts, including CLMS.

## **C2. Conference Outcomes**

The conference participants reached a working consensus on a number of questions following lively and at times heated discussion. Key conference outcomes include a move toward consensus on: (1) the frequency of data collection in the cocoa sector, (2) continual monitoring through CCLMS, (3) additional data collection targeted at hidden populations (victims of child trafficking and forced labor), and (4) systematic M&E of remediation efforts. Participants discussed, provided input on, and provided recommendations for key indicators to measure WFCL and FAL in the cocoa sector.

### **C2.a. Interval of Full Population-Based Household Surveys**

Before the recent round of representative household surveys were implemented in Côte d'Ivoire and Ghana, there was debate between the stakeholders concerning the nature and scope of the phenomenon of WFCL in the cocoa sector. Since the implementation of Tulane's surveys as well as the government-led certification surveys, the international discourse has since largely shifted from "is there really a problem" to "what to do about it."

Survey data are important in that it can provide estimates on the prevalence of a phenomenon in question. Surveys are furthermore imperative for developing remediation strategies and project designs that are based on evidence. However, in the cocoa sector there is not enough change annually to merit yearly surveys. Jumping to 10 years is conversely too great as there is a significant amount of activity on the ground and the context of child labor and WFCL in the cocoa growing areas is constantly evolving. Several conference participants suggested 3-5 year intervals for representative survey research, with the emerging consensus that 5 years was the optimal interval for conducting representative survey research in this environment.

### **C2.b. Continual Monitoring Through Community-Based CLMS**

In addition to national surveys, there was a growing consensus among the conference participants that systems would need to be established on the ground that would monitor the phenomenon of WFCL (and FAL) on a recurring basis. Community-based CLMS, as piloted by the Government of Ghana, serves to enhance social accountability and provides data to chart progress towards social contracts and goals. With a focus on an individual community, CLMS serves as a source of information on community specific needs and capacities. CLMS furthermore serves as a bridge to connect measurement of

child labor with the process of remediation. Industry has expressed support of the Governments of Côte d'Ivoire and Ghana in rolling out CLMS, designed and executed through pilots.

### **C2.c. Special Studies to Reach Hidden Populations**

The conference participants agreed that population-based household surveys alone are not an effective method to identify cases of child trafficking. While Tulane had yet to release its findings from the survey of migration and trafficking to the cocoa growing areas, from a methodological standpoint it was suggested that additional data collection involving more “qualitative” methods would be required to reach hidden populations. A snowball method was suggested as a viable method, in sending as well as in receiving countries. Special studies should however adopt a child participatory approach. The interviewer must have “child-centered knowledge” and proper procedures must be in place for rescuing a victim of child trafficking in a manner that complies with the victim’s human rights and local laws and regulations. Some conference participants disagreed with the need for additional studies indicating that they felt that sufficient research had already been conducted and special studies to reach hidden populations were not needed.

### **C2.d. M&E of Remediation Efforts**

Based on the conference discussion, monitoring and evaluation needs to be built into remediation efforts, starting with the pilot project. Regular monitoring should be performed during the implementation phase of the intervention. After the implementation of the project, an impact assessment should be carried out, whenever feasible, to understand the broader implications of the intervention on the target population. M&E findings should be shared with all stakeholders.

### **C2.e. Key Indicators for the Measurement of Child Labor, WFCL and FAL**

Two sets of key indicators for the measurement of child labor, WFCL and FAL in the cocoa sector were discussed at Tulane’s Conference on Data Collection in the Cocoa Sector: (1) the Child Labor and WFCL Module, and (2) the Forced Adult Labor Module. The Child Labor and WFCL Module has been designed for administration to children aged 5-17 years working in cocoa agriculture and/or to their caregivers. The Forced Adult Labor Module has been prepared for administration to adults, 18 years and older, working in the cocoa sector. Both modules are intended to be administered either in stand-alone form, as part of a larger survey, or as a part of other types of data collection (e.g. CLMS, census, etc.). (See Appendix 9 for the revised draft indicator modules for the measurement of child labor, WFCL and FAL in the cocoa sector based on the conference discussions.)

While many additions to the draft listing of key indicators were proposed at the conference, conference participants also pointed out that it was important to keep the listing short and include only essential items. In fact, the key indicators could be grouped into a “long form” for use with national surveys, and a “short form” for use with CLMS.

### **C3. Next Steps**

Following the conference, Tulane reviewed and discussed a preliminary revision of the two indicator modules with the practitioners attending the second round of capacity building activities in Côte d'Ivoire and Ghana in May/June 2010. This provided the opportunity to introduce the list of key indicators to representatives of the Government of Ghana, who were not able to attend the conference in New Orleans, as well as a wider range of stakeholders in Côte d'Ivoire. The detailed feedback received by the training participants has provided valuable insight and was used to further refine the listing.

Following release of this Annual Report, Tulane will circulate the conference report with the consensus points and draft list of key questions for stakeholder comment and feedback. Upon receiving their feedback, Tulane will undertake a final review of the consensus points and indicators. The revised report together with the final listing of indicators will then be posted to Tulane's project Web site.

### ***D. Capacity Building Activities***

Task 11 of Tulane's contract with USDOL stipulates that Tulane "develop local capacity to monitor and verify efforts to eliminate exploitation of children in the cocoa sector." In accordance with this deliverable, Tulane is carrying out a series of Training of Trainers (TOT) workshops in Ghana and Côte d'Ivoire throughout 2010 under the banner of "Capacity Building of Government Officials." The main thrust of this activity is to train government officials and implementing partners in Ghana and Côte d'Ivoire to undertake or cooperate with future efforts to monitor and verify progress made toward eliminating exploitive child labor and forced adult labor in the cocoa sector. To this end, Tulane, in consultation with USDOL and the Governments of Côte d'Ivoire and Ghana, has developed eight training modules to be delivered in each country over the course of four workshops, individual workshops lasting four or five days.

To date, two workshops have been completed in Ghana at the Ghana-India Kofi Annan Centre of Excellence in ICT (AITI-KACE) and two in Côte d'Ivoire at the ENSEA. In Côte d'Ivoire, 10 government officials and five representatives of stakeholder NGOs were invited and have attended the workshops, while in Ghana 13 government officials and five representatives of stakeholder NGOs were invited and have attended the workshops.

The training modules are designed to instruct participants on specific skill sets including research, problem analysis, needs assessment, and program design & implementation pertinent to the remediation of WFCL in the cocoa sector. In addition, the modules expose participants to innovations in monitoring and verification, GIS methods, database development, and transmission of best practices. The eight topics are indicated in Table 34.

**Table 34. Topics of Tulane's Eight Training Modules**

<i>Module Number</i>	<i>Topic</i>
1	An Introductory Overview Seminar
2	Community Needs Assessment and Intervention Planning
3	Child Labor Monitoring Systems
4	Intervention Management, Data Collection and GIS System Applications
5	Information Technology and Personal Productivity Tools for Intervention Management and Monitoring
6	Intervention Management, Data Collection and GIS System Applications
7	Survey Technology: Statistical Packages for Data Collection and Analysis
8	Impact Evaluation, Positive Deviance and Intervention Attribution Assessment

Presentations developed in accordance with these training modules are being delivered by Tulane project staff as well as guest presenters. The following table enumerates the presentations that have been delivered thus far.

**Table 35. Presentations delivered to date in Ghana**

Presentation Topic	Presenter	Organization
<b>Ghana – 1<sup>st</sup> Training – Tulane Presentations</b>		
Definitions and Concepts	Elke de Buhr	Tulane
Child Labor Measurement	Elke de Buhr	
Remediation Activities - Intervention Database	Chris Bayer	
Monitoring and Evaluation	Elke de Buhr	
Introduction to Community Needs Assessments	Elke de Buhr	
Needs Assessment and Community Action Plans	Chris Bayer	
Positive vs. Negative Rights	Chris Bayer	
The Case Study Method for evaluation and application of positive deviance strategies	William E. Bertrand	
The Case of Rwanda	William E. Bertrand	
<b>Ghana – 1<sup>st</sup> Training – Guest Presentations</b>		
Ghana's Laws and Regulation on Child Labor, WFCL and Education	Sylvia Hinson-Ekong	Future Resource Development
Government Child labor Certification Survey	Nicholas N.N. Nsawah-Numah	ISSER, University of Ghana
The NPECLC Remediation Concept	Vincent Frimpong Manu	NPECLC
Needs Assessment as part of District/Community Action Plans and CLMS	Vincent Frimpong Manu	NPECLC
<b>Ghana – 2<sup>nd</sup> Training – Tulane Presentations</b>		
Introduction to Child Labor Monitoring Systems (CLMS)	Elke de Buhr	Tulane
CLMS – The Case of Ghana	Chris Bayer	
Tools for Intervention Management and Monitoring	Elke de Buhr	
Development of Draft Indicators for Measuring WFCL and FAL in the Cocoa Sector	Elke de Buhr & Sarah Grossman-Greene	
An Introduction to Open Project	Chris Bayer	
An Introduction to Excel Part I	Sarah Grossman-Greene	
<b>Ghana – 2<sup>nd</sup> Training – Guest Presentations</b>		
NPECLC's CCLMS	Atukwei Sam Quaye	NPECLC
NPECLC Updates – 2010	Kenneth Mamadu	NPECLC
Health and Safety in Cocoa Agriculture	Philip Amoo	NPECLC Consultant
Farm Safety and Technology Innovation in Cocoa Agriculture	Philip Amoo	NPECLC Consultant
Developing Hazardous Child Labour Framework For the Cocoa Sector in Ghana	Philip Amoo	NPECLC Consultant
Hazardous Child Labor Framework for the Cocoa Sector in Ghana	Philip Amoo	NPECLC Consultant
Using Skype as a Communication Tool	Newton Vivor	Pricewaterhouse Coopers
Getting to Know Your Computer and Maintenance Tips	Newton Vivor	Pricewaterhouse Coopers
CLMS: The Context, Concept, and Concerns: A Presentation by ILO Field Office in Ghana	Kwame Mensah	ILO, Ghana
West Africa Project WAP-ECOWAS	Kwame Mensah	ILO, Ghana
SCREAM: Supporting Children's Rights through Education, the Arts and the Media	Josephine Kufour-Duah	Ghana Education Service – Basic Education Division

**Table 36. Presentations delivered to date in Côte d'Ivoire**

Presentation Topic	Presenter	Organization
<b>Côte d'Ivoire – 1<sup>st</sup> Training – Tulane Presentations</b>		
Définitions et Concepts	Elke de Buhr	Tulane
Mésures du Travail de l'Enfant	Elke de Buhr	
Activités de Rémédiation	Elke de Buhr	
Suivi & Evaluation	Elke de Buhr	
Introduction à l'Evaluation des Besoins Communautaires	Elke de Buhr	
Evaluation des Besoins et Plans d'Action Communautaires	Chris Bayer	
Base de données des interventions	Chris Bayer/Landry Niava	
Les droits positives vs. négatives	Chris Bayer	
Modèle: Système du Suivi du Travail des Enfants	Chris Bayer	
Suivi & Evaluation et la Méthode Etude de Cas	William E. Bertrand	
Présentation de l'Enquête Initiale de Diagnostic (EID)	Jean Marc Kouadjo	ENSEA
<b>Côte d'Ivoire – 1<sup>st</sup> Training – Guest Presentations</b>		
Présentation du processus de planification	Alfred Babo	Bouake University
Droit du Travail et Droits des Enfants	Barthélémy Loba	Direction de la Réglementation du Travail
Certification du Processus de Production du Cacao en Côte d'Ivoire	Serge Pacôme N'Cho	Comité de Pilotage SSTE-Certification
<b>Côte d'Ivoire – 2<sup>nd</sup> Training – Tulane Presentations</b>		
Systèmes de Suivi du Travail des Enfants (SSTE)	Elke de Buhr	Tulane
Outils pour la Gestion et le Suivi des Interventions	Elke de Buhr	
Elaboration d'une Ebauche d'Indicateurs Standards pour la Mesure du Travail des Enfants, PFTE et TFA dans le Secteur Cacaoyer	Elke de Buhr	
<b>Côte d'Ivoire – 2<sup>nd</sup> Training – Guest Presentations</b>		
Executive Order (EO) 13126 and 2005 Trafficking Victims Protection Reauthorization Act (TVPPRA)	Kendall Moss	American Embassy in Côte d'Ivoire
Concepts de Base sur les Pires Formes du Travail des Enfants	Atukwei Sam Quaye	NPECLC
Présentation sur le STE/SCSTE		
Systèmes Communautaires de Suivi du Travail des Enfants (SCSTE)		
Ethique Communautaire pour le SCSTE		
Rôles des Districts/Structures Communautaires/ ONG Dans la Mise en Œuvre Effective des Activités de Remediation		
Aptitudes Communautaires pour le SCSTE		
Concept le Concept de Remediation du NPECLC: Un Contributeur Clé Pour l'Elimination du Travail des Enfants au Ghana		
Travailler avec les Enfants et les Femmes Vulnérables en Zones Rurales avec SCSTE		

Each presentation was followed by a group discussion and in many instances group exercises are assigned. These have included:

- Positive vs. Negative Rights Paradigm in ILO Convention 182 as it applies to the context of country-specific laws and programs
- Creating sensitive indicators to measure pertinent phenomena
- Operationalizing Hazardous Child Labor

- Using and updating Tulane's Intervention Database
- Analysis of Community Action Plans
- Applied ICT exercises as applied to project planning and implementation

At the end of each workshop, participants are asked to complete a post-training evaluation, which includes questions asking participants to assess what they have learned, how effectively the material was delivered, and how the training could be improved upon.

Based on the responses of the workshop's participants in Ghana, one may conclude that the participants overwhelmingly affirm having deepened their understanding of the workshop's principal learning objectives. Significant is that even seasoned members of NPECLC reported having acquired knowledge, skills, and tools to more effectively engage their respective implementing environments. For example, NPECLC's programme remediation officer stated: *"I got to know the other aspects of human trafficking, especially ways of identifying whether a particular case is trafficking or not."* Another NPECLC team member, the program remediation assistant, remarked that he was *"able to understand how negative and positive rights are associated with WFCL."*

As part of the second training workshop in Côte d'Ivoire, Kendall Moss, Economic Advisor of the American Embassy in Côte d'Ivoire, and Atukwei Sam Quaye, CCLMS Coordinator for NPECLC, were invited as guest speakers. Mr. Moss presented on the Executive Order (EO) 13126 and 2005 Trafficking Victims Protection Reauthorization Act (TVPR) lists, which helped to clarify the meaning of Côte d'Ivoire's inclusion on these lists, prompting a discussion of the implications that could be expected. Mr. Quaye's series of nine presentations on CCLMS in Ghana were rated as the most important presentations of the second training by many of the participants. Participants commented that Mr. Quaye's presentations deepened their understanding of Ghana's approach to CLMS, which in turn shed light on their own situation.

To lend a multiplier effect to the Capacity Building workshops and support the training participants to themselves pass on the acquired knowledge and skills to their colleagues in line with Task's 11's Training of Trainer's (TOT) mission, Tulane will publically offer a multi-media learning platform featuring training modules as a part of its Knowledge Database. This multi-media platform, currently being developed by Tulane and hosted at (<http://learn.childlabor-payson.org>), will include recordings of the presentations of Tulane and guest speakers, PowerPoint presentations, as well as supporting didactic materials documentation.

## ***E. Consultative Meetings***

Tulane's Fourth Annual Consultative Meetings on Child Labor in the Cocoa Sector were held in June and July 2010 in Accra, Abidjan and Washington, DC. In attendance were representatives of various institutions including the Governments of Côte d'Ivoire and Ghana, the USDOL, the U.S. Department of State, the offices of Senator Harkin and Congressman Engels, Cocoa/Chocolate Industry Representatives, an array of NGOs as well as researchers, consultants and independent observers.

The objective of the meetings was to brief stakeholders on Tulane's research findings on the efforts of public and private organizations to eliminate the worst forms of child labor

in the cocoa growing areas. The one-day meetings furthermore presented the opportunity to exchange with and solicit feedback from the participants on Tulane's ongoing project activities. The following topics were covered by the presentations:

- Overview of Tulane's Activities in Year 4 and Summary of All Four Years of Tulane Activity,
- Surveys of Child Labor, Migration and Trafficking from Burkina-Faso and Mali to the Cocoa Growing Areas,
- Update on Tulane's Knowledge Database, Data Collection Conference, and Capacity Building Workshops,
- Progress Made Under the Harkin-Engel Protocol to Develop and Implement Certification, Monitoring, and Verification Systems, as well as Remediation Activities, and
- Research on Intervention Activities Addressing WFCL in the Cocoa Sector and Demonstration of Intervention Database.

After each presentation, time was reserved for follow-up questions from the audience and discussion. Discussion points ranged from requests for additional detail and clarification to concerns, constructive critique, and suggestions. Proceedings from the Fourth Annual Consultative Meetings are available and the feedback received from the stakeholders was taken into account in preparation of Tulane's Fourth Annual Report to the U.S. Congress.



## **IX. Continued Collaboration**

Although Tulane's official participation in activities described in this annual report come to an end in March of 2011, the end of the current contractual relationship with the Department of Labor, we intend to support and keep the Web site portal active for the foreseeable future. We have observed that one of the results of having an objective entity such as a University involved is that there has been increased interaction, even on difficult and unresolved issues, between all of the stakeholders in the effort to eliminate WFCL in the cocoa sector. We believe that the governments of Côte d'Ivoire and Ghana should take an increased role in sponsoring and encouraging this kind of interaction, in cooperation with Industry, in that it is truly their responsibility to work towards the well-being of their citizens. International interest and support for government-led initiatives, first and foremost by the Industry, to continue and expand collaboration should be welcomed and expected by all involved.

Tulane will continue to develop educational and research programs based on the data sets collected under this project and will make data available to interested and concerned parties as is befitting the role of a major research university. We are grateful to all who have assisted in providing insight and information during the past four years of this project and firmly believe that transparency on all sides leads to increased interaction and collaboration and supports achieving the ultimate goal of eliminating WFCL and FAL in the cocoa-producing regions of Ghana and Côte d'Ivoire.

## X. Conclusions and Recommendations

### *Summary of Conclusions*

#### **Status of Certification Systems**

As demonstrated, Industry's operationalization of Article 6 of the Harkin-Engel Protocol – that “*industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification*” – is insufficient. The model and subsequent definitions of Industry's “certification” falls short of the Protocol's vision of developing and implementing “credible” and “mutually acceptable” certification standards. Furthermore, Industry has yet to issue and implement standards on an “*industry-wide*” basis.

However, Industry has been involved in efforts in line with the development and implementation of “*credible,*” “*mutually-acceptable,*” and “*voluntary*” standards including:

- the sensitization and community dialogue on WFCL at the community level as per ICI's first step of 4-step CAP development process,
- product certification regimes controlling for WFCL and FAL on an ongoing basis at the farm/plantation level, and
- the practice among certain Industry actors (e.g. Armajaro) buying cocoa from suppliers requiring suppliers to sign a statement declaring that cocoa has been produced with standards (compliance with its Code of Conduct).

With respect to activities under its “certification” framework, Industry is accomplishing – to varying extents – elements of its model. The completion of the governments' surveys address the “Data Collection” and “Reporting” components of Industry's “certification” model, independently verified in January 2010.

With “Remediation” featured as one of four elements in Industry's certification model, Industry has fallen short of attaining its stated target – announced in 2005 – to cover “*50 percent of the two countries' cocoa-producing areas by July 2008*” (Joint Statement 2005). To date, Industry and the Ivorian government would still have to reach an estimated 3,655 cocoa growing communities (97.46%) with remediation activities in Côte d'Ivoire. In Ghana, Industry and the Government would still have to reach an estimated 4,315 communities (86.3%) with remediation activities.

In sum, while the data collected for the nationally representative surveys were collected and initial survey results were released to the ICVB before July 2008, Industry fell short of its goal of reaching 50% of the cocoa growing regions of both countries with remediation activities by July 2008. It is therefore questionable whether Industry rolled out its “certification” system “*as aggressively as possible in Côte d'Ivoire and Ghana,*” as promised in 2005 and in line with Senator Harkin's call to “*re-double efforts*” (Joint Statement 2005).

To determine its principle remediation vehicle, ICI/Industry did create an Advisory Council comprised of 12 members “*to formulate [its] own plans of action*” (McAllister 2010) and based its decisions on two qualitative studies, one in each country. However, as ICI's program design did not officially include the major stakeholders such as the

governments, the remediation approaches of both governments in turn diverge and different outcomes are expected.

In addition, Tulane notes that in Ghana, ICI has contracted more implementing partners, is rolling out CAPs twice the speed, and has attained almost double the number of CAPs as in Côte d'Ivoire. ICI has also yet to serve as "*a clearinghouse on best practices to eliminate [WFCL]*" as per Article 5 of the Protocol.

Given the rate at which ICI is developing CAPs - ICI/Industry-designated remediation vehicle - and the percentage of communities left to cover, 97.46% in Côte d'Ivoire and 86.3% in Ghana, the probability of having "a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010" as outlined in the Joint Statement 2008 is very low.

The implementation of the Protocol has necessitated pre-competitive action, which has involved companies, who usually find themselves in the context of a competitive marketplace, seeking agreement on initiatives in their common interest such as exemplified by the formation of the *Global Issues Group (GIG)*. Concerted pre-competitive action would furthermore be necessary were *product certification* - the only "credible" and "mutually acceptable" certification standards Industry actors are engaging that would fulfill Article 6 of the Protocol - to be scaled up on a sector-wide basis.

*Product certification* allows for the enforcement of standards through physical inspection at the farm level on an ongoing basis, which corresponds with the charge in Article 4 of the Protocol to "*enforce the internationally-recognized and mutually agreed upon standards to eliminate [WFCL]*" in the cocoa sector of both countries. *Product certification* as practiced by Rainforest Alliance, UTZ CERTIFIED and Fairtrade are therefore the only viable "certification" paradigms that live up to the Protocol. With the rapid increase in product certified cocoa, with Kraft as a product certification pioneer in the U.S. market, the question arises whether more communities have been "remediated" or more farmers have been product certified?

Although the major cocoa and chocolate companies have initiated CSR or agricultural projects in regions to boost the supply and quality of cocoa, that significant additional effort and resources are required for Industry to scale up activities as per the Protocol and its two extensions.

### **Status of Verification Systems**

Concerning Industry's "Independent Verification" framework, Industry may be credited for having established a verification mechanism that indeed permits independent verification. The independent verifiers may be credited for having validated the results of the government surveys. Both Ghana and Côte d'Ivoire may be credited for having cooperated with - and having completed - the verification process.

A number of important issues with Industry's "Independent Verification" framework, however, deserve mention. First, the Protocol's unit of measurement is the child. By validating nationally representative surveys which we now know are not sensitive enough to identify individual cases that most certainly exist, Industry has placed itself in the position of verifying a process that we know is inadequate for the task. To verify that children exposed to WFCL have been withdrawn and are no longer at risk, cocoa farm

level surveillance and reporting needs to exist in Ghana and Côte d'Ivoire. The two currently *credible* and viable systems for verifying such progress on the ground are: (1) CLMS – which monitors each child in the community, and/or (2) Product Certification – which focuses *inter alia* on farm practices and working conditions.

In light of these issues, “*a sector-wide independently verified certification process fully in place across each country’s cocoa-growing sector*” (Joint Statement 2008) is only credible once Industry has employed CLMS, product certification or both across the cocoa sector of each country.

## **Status of Child Labor Monitoring Systems**

### Côte d'Ivoire

Tulane observes that the Ivorian government did not continue to establish a CLMS in the country as initially set up in the WACAP initiative. The CLMS activities initiated through WACAP in Côte d'Ivoire ceased shortly after WACAP came to an end in 2006.

However, during Tulane’s Capacity Building workshop of March 22-25, 2010 in Abidjan, Côte d'Ivoire SSTE-Certification announced that it did intend to develop CLM in its “Pack Self Help” villages.

A promising development is the establishment of the *Service Autonome de Lutte Contre le Travail des Enfants* on June 3, 2010, by the *Ministère de la Fonction Publique et de l'Emploi*. This new agency, directly attached to the council of the *Ministère de la Fonction Publique et de l'Emploi* and led by Sigui Mockie Hyacinthe, is charged to carry out the following actions:

1. Develop, monitor and implement the national policies concerning the fight against WFCL;
2. Coordinate all activities implemented in response to WFCL;
3. Represent Côte d'Ivoire in national and international meetings and conferences that address WFCL.

Côte d'Ivoire is a complex and difficult political environment with many crucial problems to address. While there has been progress and strong commitment from the Government, the actual implementation of activities depends upon the presence of political will and trained field workers with appropriate resources to carry on the effort.

### Ghana

Ghana is taking concrete steps towards the establishment of a viable CLMS. The WACAP initiative from 2002-2006 *inter alia* sought to demonstrate that CLMS could feasibly be established also in the agricultural context. Building on the WACAP experience, the Government continues to develop its CLMS.

Tulane observed that the CCLMS as currently designed and implemented by NPECLC in Ghana, is comprised of three main components at the community level: (1) two community-based committees (the Community Child Protection Committee and the Child Panel), (2) a Child Labour Community Register, and (3) Data Collectors.

The CCLM varies in application. More work is needed to develop and standardize the CLM model in order to arrive at indicators and monitoring procedure shared across CLMS communities.

District-level quality control of data is imperative to ensure that the system accurately reports on the prevalence of WFCL in the CLM communities.

### Industry

Industry, through the GIG, contributed some financial support to ILO/IPEC's 2002-2006 WACAP initiative, which also featured the piloting of CLMS in Côte d'Ivoire and Ghana.

In Tulane-Industry discussions in December 2009 and January 2010, Industry representatives stated that Industry intended to work with the countries to institute CLMS programs that are credible and report on agreed and specific indicators. Furthermore, Industry representatives stated they would dedicate efforts in 2010 to the development of CLMS in both countries.

Tulane has found little evidence to support the existence of significant financial contribution or technical assistance from Industry towards the development of sector-wide child labor monitoring in the cocoa sector of Côte d'Ivoire and of Ghana – more than five years after its July 1, 2005 pledge to “*develop a child labor monitoring system.*” While there does appear to be current action directed towards this area, as yet these efforts have not been made public.

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

The survey research indicates that child trafficking for work in cocoa agriculture continues to be a problem in Burkina Faso and Mali. The snowball sample, while not representative, documents respondents with childhood work experience in cocoa that have been trafficked. In fact, a majority of respondents in the snowball sample – 75% in Burkina Faso and 63% in Mali – were identified as former victims of child trafficking.

The respondents with work experience in cocoa interviewed as part of the snowball sample overwhelmingly worked in Côte d'Ivoire (>95%) including all respondents identified as victims of child trafficking. This population was most often male (>80%), had left as teenagers (average age: 15 years) and stayed on the cocoa farm for several years (average length of stay: 3-5 years). Respondents with child trafficking experience were slightly more often male, started working in cocoa at a slightly older age, and their overall stay on the cocoa farm was slightly shorter compared to migrant children without trafficking experience. Children with trafficking experience also were more likely to report having searched for work at the time of recruitment and they were more frequently promised payment for working on the cocoa farm compared to the overall sample. Trafficked children were less likely to attend school prior to leaving for the cocoa-growing areas.

The household survey findings indicate that child trafficking for work in cocoa agriculture is uncommon in the overall population in Burkina Faso and Mali. However, in the household sample 16 children reported work experience in cocoa agriculture and two of these children were identified as former victims of child trafficking, one child in each the

Burkinabe and the Malian sample. If projected to the total population, this suggests that a minority of children with child trafficking experience to the cocoa growing areas exists in both Burkina Faso and Mali, as evidenced by Tulane's household survey (and snowball sampling survey).

Based on the interviews, police and border guards in Burkina Faso and Mali are not able to respond effectively to the problem of child trafficking and victims of child trafficking are not reached by interventions. The majority of respondents with experience of child trafficking - 75% of respondents in Burkina Faso and more than 80% in Mali - had not interacted with the police at any point of time. At the same time, most respondents reported no outside assistance with returning from the cocoa farm, and only 2 out of 413 respondents with trafficking experience report any contact with NGOs, government agencies and/or other institutions that provide social services.

### **Research on Interventions Addressing Forced Adult Labor (FAL) in the Cocoa Sector**

Tulane's University's surveys as well as the surveys implemented by the governments of Côte d'Ivoire and Ghana and financed by Industry confirm the presence of FAL in the cocoa growing areas. Despite recognition of the problem by all pertinent parties, Tulane's Survey of Interventions found that there are no remediation programs in place in Côte d'Ivoire – the stated reason being the absence of a survey dedicated to FAL that would fully expose the nature and extent of the issue. All four government branches in Ghana surveyed stated that they have the capacity to conduct research and roll out interventions, however that a lack of funding was their main handicap. The only organization performing work related to FAL in Ghana is the Police Anti-Trafficking Unit, which reportedly built capacity in border towns as well as sensitized and educated the public with regard to child trafficking.

### **Remediation Activities Addressing the WFCL in the Cocoa Sector**

#### Côte d'Ivoire

Since reporting on country remediation activities in Tulane's Third Annual Report of 2009, the Ivorian government has engaged in a variety of activities to remediate WFCL, which include (1) a social and development-related program rolled out in 9 villages thus far, (2) a literacy program that also withdraws and re-inserts children affected – or at risk from being affected – by WFCL, and (3) a training program targeting security forces in the country in trafficking victim identification techniques.

While all these initiatives are important, we note that *SSTE-Certification* did not select beneficiary villages based on criteria that (1) the village grow cocoa and (2) demonstrate a high prevalence of WFCL, as its survey results would have indicated. Furthermore, *SSTE-Certification* applies an identical remediation “package” to each of the 9 beneficiary villages, which includes investments in village infrastructure. While the NGOs contracted by *SSTE-Certification* did conduct baseline research in the form of a situational analysis (*analyse situationnelle*) in each village before commencing their activities, *SSTE-Certification* did not implement CLM before launching its remediation activities. *SSTE-Certification* is therefore only able to approximate the outcome of its interventions – but not account for how many children have been withdrawn or provided with educational opportunities on a case-by-case basis.

## Ghana

Since reporting on country remediation activities in Tulane's Third Annual Report of 2009, it is evident that Ghana's decentralized approach to abolish WFCL is having the desired multiplier effect. The concerted engagement at the national level of District Assemblies is in turn prompting them to act on their own behalf. The District Chief Executive (DCE) for Atwima-Mponua, Mrs. Theresa Adomako Tawiah, urged parents, especially those in cocoa growing communities, not to engage children on their farms but instead place them in school to assure them of a better and more secure future (Ghana Business News 2010). In order to financially support this vision, the District Assembly approved funds to support planned programs and activities to help to significantly reduce child labor in the area. The District Assembly furthermore planned to buy bicycles to help monitor child labor activities. Decentralizing remediation activities to local levels of government, as well as strengthening local accountability on the issue, thus appear to be effective, ongoing and sustainable measures to continue to address the problem at hand.

## Summary of Recommendations

### Status of Certification Systems

#### Cocoa/Chocolate Industry

- In order “to enforce the internationally-recognized and mutually agreed standards” – as called for in the Protocol – more direct company action with regard to **ethical sourcing** and supply chain management is necessary.
- Product certification is ethical, sustainable and constitutes a vehicle that would allow Industry to live up to commitments made in the Harkin-Engel Protocol. Industry would do well to scale up its consumption – and publically commit to new procurement targets – of product certified cocoa specifically in the U.S. market.
- Practicing traceability and Chain-of-Custody enables the enforcement of standards at the producer level and is a requirement of product certification. These practices should be mainstreamed “industry-wide.”
- In order to fulfill the commitment of “*formulating appropriate remedies,*” Industry should support research that employs the following methods:
  - Longitudinal impact-oriented studies examining the impact of promising interventions to counter WFCL and FAL,
  - Baseline studies and M&E before and after interventions.
  - Community-based CLMS.
  - In addition, case studies of communities that are able to overcome WFCL in cocoa could provide evidence of positive deviance.
- Industry and Government should support increased efforts in developing appropriate tools for “remediation” of WFCL and FAL, including those practiced by ICI and provide sufficient financial support to reach stated targets.
- The Protocol calls for the “*the need to identify positive developmental alternatives for the children removed from the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.*” Industry might issue a subsequent statement witnessed by the ILO with a focus on fulfilling this requirement.
- Develop an electronic system that will enable consumers to look up what certified products are being produced without – or with reduced – WFCL and FAL and how these product certifiers score on different criteria.
- With the development of the Intervention Database, Tulane has demonstrated that it is possible to obtain an aggregated view of the various actions in place. In order to demonstrate that its remediation activities have reached 50% or 100% of cocoa growing areas of Ghana and Côte d’Ivoire, it is advisable for Industry to develop its own Intervention Database or adapt Tulane’s ID reflecting up-to-date



Industry and government-sponsored interventions targeting WFCL and FAL in both countries.

#### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- The endogenous approach of the CAP development – a distinct strength in that the community owns the problem and the solutions – also presents a weakness in that innovation is not necessarily shared between communities. A *meta-analysis of CAPs* may yield a CAP framework that e.g. facilitators could internalize in order to better guide the target community in their CAP development.
- Linking ICI's CAP implementation with Child Labor Monitoring (CLM) would shed more light on the precise impact of ICI's actions at the community level.
- Conduct impact evaluations to determine the outcome of ICI's work, i.e. its effect on the reduction of WFCL and FAL in the cocoa sector of Côte d'Ivoire and Ghana, including an evaluation methodology that employs the of principles of case control, random selection of respondents, and longitudinal research to determine attribution.
- Explore additional opportunities for public-private partnerships as exemplified in the Netherlands.

#### **Status of Verification Systems**

##### Cocoa/Chocolate Industry

- Continue to scale up *product certification* as its 4<sup>th</sup>-party farm audits provides location-specific, independent verification of the absence of WFCL and FAL in the certified cocoa farms and plantations of Côte d'Ivoire and Ghana.

#### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Firmly support and establish CLMS with the support of ILO in both countries and scale-up to sector-wide level, which would allow Industry and governments alike to verify the impact of remediation activities at the community-level.
- Support further data analysis including meta-analysis of Governments' and Tulane's surveys to compare the data and findings concerning WFCL and FAL in the cocoa sector and increase understanding of all aspects o the WFCL.
- Continue to improve the methodology and acceptable approaches for independent verification to avoid the patchwork and post hoc pattern applied to date. Work with all parties to establish a true "gold standard" for independent verification.

## **Status of Child Labor Monitoring Systems**

### Government of Côte d'Ivoire, Cocoa/Chocolate Industry

- “*Independent means of monitoring and public reporting on compliance with those standards*” – as called for in Article 4 of the Protocol – More effort needs to be directed towards a viable Child Labor Monitoring System (CLMS).
- Build on the current relationship with ILO on the development of a CLM model given their extensive experience in this domain.
- Embed any technical effort to pilot and roll out a CLMS in the newly mandated *Service Autonome de Lutte Contre le Travail des Enfants*, whose personnel have WACAP experience.

### Government of Ghana, Cocoa/Chocolate Industry

The Government of Ghana’s vision to roll out a CLMS across all cocoa growing districts might consider the following suggestions:

- Standardize indicators and monitoring procedure,
- Enhance district-level engagement of target communities with regard to training, supervision and data quality control,
- Link the data aggregated at the district level to the national level,
- Triangulate CCLMS and school attendance data,
- Introduce technology to community-based data collection and reporting,
- Sufficiently Motivate Data Collectors,
- Add periphery indicators to the set of core indicators on WFCL and FAL, and
- Explore potential synergies between CLMS, agricultural extension services, CAPs and product certification.

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

### Cocoa/Chocolate Industry, Governments of Côte d'Ivoire, Ghana, Burkina Faso, and Mali

The survey of child migration and trafficking indicates that child trafficking is insufficiently addressed by the current initiatives. Remediation activities in response to the survey’s findings should be targeted at improving law enforcement as well as directly assisting impacted children. The primary focus of international efforts should be on Côte d'Ivoire, where the vast majority of cases of child trafficking in cocoa agriculture can be found, as well as the countries of origin of trafficked children including both Burkina Faso and Mali.

Program intervention activities targeted at improving law enforcement to more effectively fight the trafficking of children should include:

- Training of police and border guards in countries of origin and of destination to more effectively identify trafficked children and respond to cases of child trafficking,
- Investments that provide law enforcement with the minimum resources needed to intercept the trafficking of children, prosecute traffickers and assist victims, and
- Sector-wide activities targeted at fighting corruption, inefficiency and indifference in the police force regarding the problem of child trafficking.

Activities targeted at children that have been trafficked or are at risk of being trafficked should focus on:

- Sensitization campaigns in Burkina Faso and Mali for children, in and out of school, and their caregivers informing them about the risks associated with cross-border migration and the tactics of intermediaries,
- Activities providing children at risk with opportunities in their communities of origin including access to education, skills training and paid employment, and
- Community-based interventions to identify trafficked children in the cocoa sector linked with access to education and rehabilitation services.

### **Research on Interventions Addressing Forced Adult Labor (FAL) in the Cocoa Sector**

In order to establish a solid evidence-base on FAL in the cocoa sector and start addressing the cases of adults exposed to or at risk of abusive labor, the following activities may be undertaken:

#### Government of Côte d'Ivoire, Government of Ghana

- Government-led research targeted at identifying, describing and quantifying FAL in the cocoa sector of Côte d'Ivoire and Ghana.

#### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Concerted efforts by governments and international stakeholders to arrive at an accepted and standardized operational definition of FAL in the cocoa sector and corresponding survey instruments.
- Remediation programs targeted at identifying and withdrawing victims of FAL based on the research findings, carried out by the governments of Côte d'Ivoire and Ghana, with Industry support.

## **Remediation Activities Addressing the WFCL in the Cocoa Sector**

### Government of Ghana, Cocoa/Chocolate Industry

- Increasingly base remedial action on CAPs and CLMS, tailoring the type of remediation to the specific needs of the community and children on a case-by-case basis.

### Government of Côte d'Ivoire, Cocoa/Chocolate Industry

- Base remedial action on CAPs and CLMS, tailoring the type of remediation to the specific needs of the community and children on a case-by-case basis.
- Perform independent audits – recently executed on the national program in Ghana – on the national program of Côte d'Ivoire (*SSTE-Certification*).
- Support the new *Service Autonome de Lutte Contre le Travail des Enfants* in Côte d'Ivoire in its mission to:
  - Develop, monitor and implement the national policies concerning the fight against WFCL,
  - Coordinate all activities implemented in response to WFCL, and
  - Represent Côte d'Ivoire in national and international meetings and conferences that address the WFCL.
- Hold stakeholder meetings in Côte d'Ivoire on a quarterly basis.

### Cocoa/Chocolate Industry, Government of Côte d'Ivoire, Government of Ghana

- Target regions, districts (*départements* in Côte d'Ivoire) and communities based on high prevalence of WFCL and FAL.
- Perform independent evaluations of national programs to determine impact.
- Effectively coordinate and document stakeholder activities with methodologies similar to those Tulane applied in its Intervention Database.

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## **Appendix 1a: The Harkin-Engel Protocol**





## Chocolate Manufacturers Association

### PROTOCOL FOR THE GROWING AND PROCESSING OF COCOA BEANS AND THEIR DERIVATIVE PRODUCTS IN A MANNER THAT COMPLIES WITH ILO CONVENTION 182 CONCERNING THE PROHIBITION AND IMMEDIATE ACTION FOR THE ELIMINATION OF THE WORST FORMS OF CHILD LABOR

#### Guiding Principles:

- \* *OBJECTIVE* – Cocoa beans and their derivative products should be grown and processed in a manner that complies with International Labor Organization (ILO) Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor. ILO Convention 182 is attached hereto and incorporated herein by reference.
- \* *RESPONSIBILITY* – Achieving this objective is possible only through partnership among the major stakeholders: governments, global industry (comprised of major manufacturers of cocoa and chocolate products as well as other, major cocoa users), cocoa producers, organized labor, non-governmental organizations, and consumers. Each partner has important responsibilities. This protocol evidences industry's commitment to carry out its responsibilities through continuation and expansion of ongoing programs in cocoa-producing countries and through the other steps described in this document.
- \* *CREDIBLE, EFFECTIVE PROBLEM SOLVING* – In fashioning a long-term solution, the problem-solving process should involve the major stakeholders in order to maximize both the credibility and effectiveness of the problem-solving action plan that is mutually-agreed upon.
- \* *SUSTAINABILITY* – A multi-sectoral infrastructure, including but independent of the industry, should be created to develop the action plan expeditiously.
- \* *ILO EXPERTISE* – Consistent with its support for ILO Convention 182, industry recognizes the ILO's unique expertise and welcomes its involvement in addressing this serious problem. The ILO must have a "seat at the table" and an active role in assessing, monitoring, reporting on, and remedying the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.

## **Key Action Plan and Steps to Eliminate the Worst Forms of Child Labor:**

(1) *Public Statement of Need for and Terms of an Action Plan* – Industry has publicly acknowledged the problem of forced child labor in West Africa and will continue to commit significant resources to address it. West African nations also have acknowledged the problem and have taken steps under their own laws to stop the practice. More is needed because, while the scope of the problem is uncertain, the occurrence of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products is simply unacceptable. Industry will reiterate its acknowledgment of the problem and in a highly-public way will commit itself to this protocol.

(2) *Formation of Multi-Sectoral Advisory Groups* – By October 1, 2001, an advisory group will be constituted with particular responsibility for the on-going investigation of labor practices in West Africa. By December 1, 2001, industry will constitute a broad consultative group with representatives of major stakeholders to advise in the formulation of appropriate remedies for the elimination of the worst forms of child labor in the growing and processing of cocoa beans and their derivative products.

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

(4) *Memorandum of Cooperation* – By May 1, 2002, there will be a binding memorandum of cooperation among the major stakeholders that establishes a joint action program of research, information exchange, and action to enforce the internationally-recognized and mutually-agreed upon standards to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products and to establish independent means of monitoring and public reporting on compliance with those standards.

(5) *Establishment of Joint Foundation* – By July 1, 2002, industry will establish a joint international foundation to oversee and sustain efforts to eliminate the worst forms of child labor in the growing and processing of cocoa beans and their derivative products. This private, not-for-profit foundation will be governed by a Board comprised of industry and other, non-governmental stakeholders. Industry will provide initial and on-going, primary financial support for the foundation. The foundation's purposes will include field projects and a clearinghouse on best practices to eliminate the worst forms of child labor.

*(6) Building Toward Credible Standards* — In conjunction with governmental agencies and other parties, industry is currently conducting baseline-investigative surveys of child labor practices in West Africa to be completed by December 31, 2001. Taking into account those surveys and in accordance with the other deadlines prescribed in this action plan, by July 1, 2005, the industry in partnership with other major stakeholders will develop and implement credible, mutually-acceptable, voluntary, industry-wide standards of public certification, consistent with applicable federal law, that cocoa beans and their derivative products have been grown and/or processed without any of the worst forms of child labor.

We, the undersigned, as of September 19, 2001 and henceforth, commit the Chocolate Manufacturers Association, the World Cocoa Foundation, and all of our members wholeheartedly to work with the other major stakeholders, to fulfill the letter and spirit of this Protocol, and to do so in accordance with the deadlines prescribed herein.



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Mr. Larry Graham  
President  
Chocolate Manufacturers Association



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Mr. William Guyton  
President  
World Cocoa Foundation



## Chocolate Manufacturers Association

### WITNESSETH

We hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

\_\_\_\_\_  
Senator Tom Harkin  
US Senate – Iowa

\_\_\_\_\_  
Senator Herbert Kohl  
US Senate – Wisconsin

\_\_\_\_\_  
Congressman Eliot Engel  
US Congress – New York

\_\_\_\_\_  
Ambassador Youssoufou Bamba  
Embassy of the Ivory Coast



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

---

Mr. Frans Roselaers, Director  
International Programme on the Elimination of Child Labour  
(IPEC)  
International Labor Organization



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

**Mr. Ron Orwald**  
**General Secretary**  
**International Union of Food, Agricultural, Hotel, Restaurant,**  
**Catering, Tobacco and Allied Workers' Associations (IUF)**



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

Mr. Kevin Bales  
Executive Director  
Free The Slaves



## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

A handwritten signature in black ink, appearing to read "Linda Golodner", is written over a horizontal line.

Ms. Linda Golodner  
President  
National Consumers League





## Chocolate Manufacturers Association

### WITNESSETH

I hereby witness the commitment of leaders of the cocoa and chocolate industry evidenced on September 19, 2001 and henceforth to fulfill the letter and spirit of this Protocol to eliminate the worst forms of child labor from this sector as a matter of urgency and in accordance with the terms and deadlines prescribed herein.

Ms. Darlene Adkins  
National Coordinator  
The Child Labor Coalition



## Chocolate Manufacturers Association

**ATTACHMENT TO  
PROTOCOL FOR THE GROWING AND PROCESSING OF  
COCOA BEANS AND THEIR DERIVATIVE PRODUCTS  
IN A MANNER THAT COMPLIES WITH ILO CONVENTION 182  
CONCERNING THE PROHIBITION AND IMMEDIATE ACTION FOR THE  
ELIMINATION OF THE WORST FORMS OF CHILD LABOR**

Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour.

Convention: C182

Place: Geneva

Session of the Conference: 87

Date of adoption: 17 June 1999

The General Conference of the International Labour Organization:

- Having been convened at Geneva by the Governing Body of the International Labour Office, and having met in its 87th Session on 1 June 1999.
- Considering the need to adopt new instruments for the prohibition and elimination of the worst forms of child labour, as the main priority for national and international action, including international cooperation and assistance, to complement the Convention and the Recommendation concerning Minimum Age for Admission to Employment, 1973, which remain fundamental instruments on child labour.
- Considering that the effective elimination of the worst forms of child labour requires immediate and comprehensive action, taking into account the importance of free basic education and the need to remove the children concerned from all such work and to provide for their rehabilitation and social integration while addressing the needs of their families.
- Recalling the resolution concerning the elimination of child labour adopted by the International Labour Conference at its 83rd Session in 1996.
- Recognizing that child labour is to a great extent caused by poverty and that the long-term solution lies in sustained economic growth leading to social progress, in particular poverty alleviation and universal education.
- Recalling the Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989.
- Recalling the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, adopted by the International Labour Conference at its 86th Session in 1998.
- Recalling that some of the worst forms of child labour are covered by other international instruments, in particular the Forced Labour Convention, 1930, and the United Nations Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956.

- Having decided upon the adoption of certain proposals with regard to child labour, which is the fourth item on the agenda of the session.
- Having determined that these proposals shall take the form of an international Convention adopts this seventeenth day of June of the year one thousand nine hundred and ninety-nine the following Convention, which may be cited as the Worst Forms of Child Labour Convention.

### **Article 1**

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.

### **Article 2**

For the purposes of this Convention, the term *child* shall apply to all persons under the age of 18.

### **Article 3**

For the purposes of this Convention, the term *the worst forms of child labour* comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

### **Article 4**

1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.
2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.
3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.

## **Article 5**

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

## **Article 6**

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.
2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

## **Article 7**

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
  - (a) prevent the engagement of children in the worst forms of child labour;
  - (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
  - (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
  - (d) identify and reach out to children at special risk; and
  - (e) take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

## **Article 8**

Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programmes and universal education.

## **Article 9**

The formal ratifications of this Convention shall be communicated to the Director-General of the International Labour Office for registration.

## **Article 10**

1. This Convention shall be binding only upon those Members of the International Labour Organization whose ratifications have been registered with the Director-General of the International Labour Office.
2. It shall come into force 12 months after the date on which the ratifications of two Members have been registered with the Director-General.
3. Thereafter, this Convention shall come into force for any Member 12 months after the date on which its ratification has been registered.

## **Article 11**

1. A Member which has ratified this Convention may denounce it after the expiration of ten years from the date on which the Convention first comes into force, by an act communicated to the Director-General of the International Labour Office for registration. Such denunciation shall not take effect until one year after the date on which it is registered.
2. Each Member which has ratified this Convention and which does not, within the year following the expiration of the period of ten years mentioned in the preceding paragraph, exercise the right of denunciation provided for in this Article, will be bound for another period of ten years and, thereafter, may denounce this Convention at the expiration of each period of ten years under the terms provided for in this Article.

## **Article 12**

1. The Director-General of the International Labour Office shall notify all Members of the International Labour Organization of the registration of all ratifications and acts of denunciation communicated by the Members of the Organization.
2. When notifying the Members of the Organization of the registration of the second ratification, the Director-General shall draw the attention of the Members of the Organization to the date upon which the Convention shall come into force.

## **Article 13**

The Director-General of the International Labour Office shall communicate to the Secretary-General of the United Nations, for registration in accordance with article 102 of the Charter of the United Nations, full particulars of all ratifications and acts of denunciation registered by the Director-General in accordance with the provisions of the preceding Articles.

## **Article 14**

At such times as it may consider necessary, the Governing Body of the International Labour Office shall present to the General Conference a report on the working of this Convention and shall examine the desirability of placing on the agenda of the Conference the question of its revision in whole or in part.

## **Article 15**

1. Should the Conference adopt a new Convention revising this Convention in whole or in part, then, unless the new Convention otherwise provides --

(a) the ratification by a Member of the new revising Convention shall ipso jure involve the immediate denunciation of this Convention, notwithstanding the provisions of Article 11 above, if and when the new revising Convention shall have come into force;

(b) as from the date when the new revising Convention comes into force, this Convention shall cease to be open to ratification by the Members.

2. This Convention shall in any case remain in force in its actual form and content for those Members which have ratified it but have not ratified the revising Convention.

## **Article 16**

The English and French versions of the text of this Convention are equally authoritative.



## Chocolate Manufacturers Association

We personally support the protocol entered into by industry *Protocol for the Growing and Processing of Cocoa Beans and their Derivative products In a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor* and look forward to its successful execution which we support wholeheartedly.

**Gary Guittard**  
*President*  
Guittard Chocolate Company

**Paul Michaels**  
*President*  
M&M / Mars, Inc.

**Edmond Opler, Jr.**  
*President*  
World's Finest Chocolate, Inc.

**G. Allen Andreas**  
*Chairman and Chief Executive*  
Archer Daniels Midland Company

**Bradley Alford**  
*President*  
Nestle Chocolate & Confections USA

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

**Richard H. Lenny**  
*President and CEO*  
Hershey Food Corporation

**Andreas Schmid**  
*Chairman & CEO*  
Barry Callebaut AG



## Chocolate Manufacturers Association

We personally support the protocol entered into by industry *Protocol for the Growing and Processing of Cocoa Beans and their Derivative products In a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor* and look forward to its successful execution which we support wholeheartedly.

**Gary Guittard**  
*President*  
Guittard Chocolate Company

**Paul Michaels**  
*President*  
M&M / Mars, Inc.

**Edmond Opler, Jr.**  
*President*  
World's Finest Chocolate, Inc.

**G. Allen Andreas**  
*Chairman and Chief Executive*  
Archer Daniels Midland Company

**Bradley Alford**  
*President*  
Nestle Chocolate & Confections USA

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

**Richard H. Lenny**  
*President and CEO*  
Hershey Food Corporation

**Andreas Schmid**  
*Chairman & CEO*  
Barry Callebaut AG



## **Appendix 1b: The Joint Statement 2001**

## **JOINT STATEMENT**

**November 30, 2001**

The Association of the Chocolate, Biscuit and Confectionery Industries of the EU, the Chocolate Manufacturers Association of the USA, the Confectionery Manufacturers Association of Canada, the Cocoa Association of London and the Federation for Cocoa Commerce, the Cocoa Merchants Association of America, the European Cocoa Association, the International Office of Cocoa, Chocolate and Confectionery, the World Cocoa Foundation, the Child Labor Coalition, Free The Slaves, the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations, and the National Consumers League (sometimes hereinafter the “Signatories”) recognize the urgent need to identify and eliminate child labour in violation of International Labour Organization (“ILO”) Convention 182 with respect to the growing and processing of cocoa beans and their derivative products.

The Signatories also recognize the need to identify and eliminate practices in violation of ILO Convention 29 with equal urgency.

The Signatories affirm their support for the International Labour Organization’s (ILO) mission to improve working conditions worldwide, as exemplified in the ILO Declaration on Fundamental Principles and Rights at Work. We also share the view that practices in violation of ILO Conventions 182 (the “worst forms of child labour”) and 29 (“forced labour”) result from poverty and a complex set of social and economic conditions often faced by small family farmers and agricultural workers, and that effective solutions to address these violations must include action by appropriate parties to improve overall labour standards and access to education.

The Signatories support the framework provided in the Protocol signed by the Chocolate Manufacturers Association and the World Cocoa Foundation on September 19, 2001, which provides for cooperation and for credible, effective problem solving in West Africa, where a specific program of research, information exchange, and action is immediately warranted.

This Joint Statement expresses the shared commitment of the Signatories to work collaboratively toward the goal of eliminating the worst forms of child labour and forced labour in cocoa growing.

The strategies developed as part of this process will only be credible to the public and meet the expectations of consumers if there is committed engagement on the part of governments, global industry (comprised of major manufacturers of cocoa and chocolate products as well as other, major cocoa users), cocoa producers, labour representatives, non-governmental organizations, and consumers that have joined this process.

The Signatories recognize the need to work in concert with the ILO because the ILO will play an important role in identifying positive strategies, including developmental alternatives for children engaged in the worst forms of child labour and adults engaged in forced labour in the growing and processing of cocoa beans and their derivative products.

The strategies to be developed will be effective only if they are comprehensive and part of a durable initiative. The steps to be taken to sustain this initiative include:

- (i) execution of a binding memorandum of cooperation among the Signatories that establishes a joint action program of research, information exchange, and action to enforce the internationally-recognized and mutually-agreed upon standards to

eliminate the worst forms of child labour in the growing and processing of cocoa beans and their derivative products;

- (ii) incorporation of this research that will include efforts to determine the most appropriate and practicable independent means of monitoring and public reporting in compliance with those standards; and
- (iii) establishment of a joint foundation to oversee and sustain efforts to eliminate the worst forms of child labour and forced labour in the growing and processing of cocoa beans and their derivative products. The Signatories welcome industry's commitment to provide initial and ongoing, primary financial support for the foundation.

We anticipate that other parties may be able to play a positive role in our important work.

Subject to mutual consent by the Signatories, additional parties may be invited to sign onto this statement in the future.

Witnessed by the International Labour Organization this 30th day of November, 2001.

Geneva, Switzerland

By:



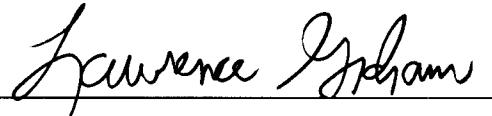
Mr. Frans Roselaers, Director  
International Programme on the Elimination of Child Labour  
(IPEC)  
International Labor Organization

ASSOCIATION OF THE CHOCOLATE, BISCUIT AND CONFECTIONERY INDUSTRIES  
OF THE EU

By:   
\_\_\_\_\_


Mr. David Zimmer  
Secretary General  
CAOBISCO

CHOCOLATE MANUFACTURERS ASSOCIATION OF THE USA

By:   
\_\_\_\_\_

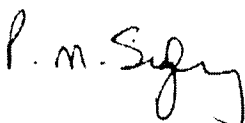
Mr. Lawrence Graham  
President  
Chocolate Manufacturers Association of the USA

CONFECTIONERY MANUFACTURERS ASSOCIATION OF CANADA

By:   
\_\_\_\_\_

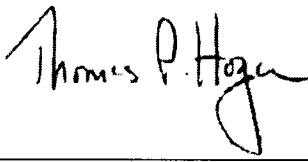
Mr. John Rowsome  
President  
Confectionery Manufacturers Association of Canada

COCOA ASSOCIATION OF LONDON AND FEDERATION FOR COCOA COMMERCE

By:   
\_\_\_\_\_

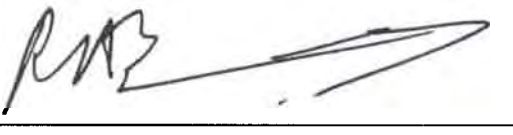
Mr. Phil Sigley  
Chief Executive  
Cocoa Association of London  
Federation for Cocoa Commerce

COCOA MERCHANTS ASSOCIATION OF AMERICA

By:  \_\_\_\_\_


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

EUROPEAN COCOA ASSOCIATION

By:  \_\_\_\_\_

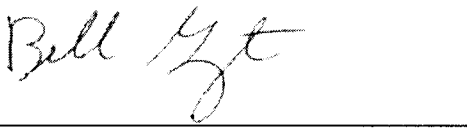
Mr. Robert Zehnder  
Secretary General  
European Cocoa Association

INTERNATIONAL OFFICE OF COCOA, CHOCOLATE AND CONFECTIONERY

By:  \_\_\_\_\_

Mr. Tom Harrison  
President  
International Office of Cocoa, Chocolate and Confectionery

WORLD COCOA FOUNDATION

By:  \_\_\_\_\_


Mr. Bill Guyton  
Executive Director  
World Cocoa Foundation

CHILD LABOR COALITION

By: 

Ms. Darlene Adkins  
National Coordinator  
The Child Labor Coalition

FREE THE SLAVES

By: 

Mr. Kevin Bales  
Executive Director  
Free the Slaves

INTERNATIONAL UNION OF FOOD, AGRICULTURAL, HOTEL, RESTAURANT,  
CATERING, TOBACCO AND ALLIED WORKERS ASSOCIATIONS

By: 

Mr. Ron Oswald  
General Secretary  
International Union of Food, Agriculture, Hotel, Restaurant, Catering, Tobacco and  
Allied Workers' Associations (IUF)

NATIONAL CONSUMERS LEAGUE

By: 

Ms. Linda Golodner  
President  
National Consumers League

## **Appendix 2: The Joint Statement 2005**



# **Joint Statement from U.S. Senator Tom Harkin, Representative Eliot Engel and the Chocolate/Cocoa Industry on Efforts to Address the Worst Forms of Child Labor in Cocoa Growing**

## **Protocol Work Continues**

WASHINGTON, DC, USA (July 1, 2005) - U.S. Senator Tom Harkin (D-IA), U.S. Representative Eliot Engel (D-NY) and the global chocolate/cocoa industry today issued a joint statement on efforts to address the worst forms of child labor and forced labor in the West African cocoa sector.

### Protocol Establishes Framework for Progress

In September 2001, chocolate and cocoa industry representatives signed an agreement, developed in partnership with Senator Harkin and Representative Engel, to eliminate the worst forms of child labor in the growing of cocoa beans and their derivative products from West Africa.

The agreement, known as the "Harkin-Engel Protocol," laid out a series of date-specific actions, including the development of credible, mutually acceptable, voluntary, industry-wide standards of public certification by July 1, 2005 -- to give a public accounting of labor practices in cocoa farming.

The Harkin-Engel Protocol marked an important first - an entire industry, including companies from the United States, Europe and the United Kingdom, taking responsibility for addressing the worst forms of child labor and forced labor in its supply chain. Today, the Protocol stands as a framework for progress, bringing together industry, West African governments, organized labor, non-governmental organizations (NGOs), farmer groups and experts in a concerted effort to eliminate the worst forms of child labor and forced labor from the growing, processing and supply chain of cocoa in West Africa.

Since the Harkin-Engel Protocol was signed, some positive steps have been taken to address the worst forms of child labor in cocoa growing. These include the creation of the International Cocoa Initiative foundation, which is now beginning to form partnerships with NGOs to provide social protection programs in West Africa. Also, small pilot projects have been initiated, which will be assessed and used to develop a child labor monitoring system. While the July 1, 2005 deadline will not be fully met, industry has assured Sen. Harkin and Rep. Engel that it is fully committed to achieving a certification system, which can be expanded across the cocoa-growing areas of West Africa and will cover 50% of the cocoa growing areas of Cote d'Ivoire and Ghana within three years.

“The Harkin-Engel Protocol established a framework to improve the living and working conditions for families and children who are growing, harvesting, and exporting the cocoa we enjoy here in America,” Sen. Harkin said. “I am disappointed that the July 1 deadline established in the Protocol was not fully met. But I am pleased that they have committed to redouble their efforts to create a certification system and eliminate the worst forms of child labor and forced labor in the cocoa fields and throughout the supply chain. The farmers and children in the cocoa growing countries deserve no less.”

“After meeting with the cocoa industry, I am comfortable that the industry is committed to moving forward even though I am disappointed that the original deadline was not fully met,” Rep. Engel said. “I am committed to working with them, because only with the cooperation of the chocolate industry will we end the worst forms of child labor and forced labor in Ghana and the Cote D'Ivoire. I am assured that progress will be made and deadlines will be met.”

Commenting on efforts to date and the road ahead, Lynn Bragg, President, Chocolate Manufacturers Association (CMA), and David Zimmer, Secretary General of Association of the Chocolate, Biscuit & Confectionery Industries of the EU (CAOBISCO), jointly said:

“The leadership of Senator Harkin and Representative Engel gave us an historic opportunity - when the Protocol was signed – to bring about meaningful, positive change. Today, we remain committed to the Protocol and to a supply chain free of the worst forms of child labor and forced labor.”

“While we would like to be further along than we are in this effort, the building blocks are in place today for the development of a certification system which can be expanded across the cocoa-growing areas of West Africa, and for programs to improve the well-being of farm families. The Harkin-Engel Protocol will continue as the framework for these efforts to get the job done.”

### Next Steps

Going forward, the chocolate and cocoa industry is dedicating more than \$5 million annually to support the full implementation of the certification system for cocoa farming labor practices, and for programs to improve the well-being of the more than 1.5 million farm families growing cocoa in West Africa, including efforts to eliminate the worst forms of child labor and forced labor. Specifically, industry efforts include:

- Rollout of the certification system -- including monitoring, data analysis, reporting and activities to address the worst forms of child labor -- as aggressively as possible in Cote d'Ivoire and Ghana, with a goal of covering 50 percent of the two countries' cocoa-producing areas by July 2008. This is a milestone on the way towards the ultimate goal of 100 percent coverage in the two countries.

- Support for programs to improve conditions in West African cocoa farming communities, and to address the worst forms of child labor and forced labor at the community level, through the International Cocoa Initiative (ICI) foundation, the World Cocoa Foundation (WCF) and the Initiative for African Cocoa Communities (IACC). These programs include, among others, recently announced support for expansion of Winrock International's education efforts in Cote d'Ivoire and for an International Foundation for Education & Self-Help (IFESH) teacher training program that will benefit approximately 40,000 children annually in Ghana and Cote d'Ivoire.

“Four years ago, I embarked on this historic effort with Sen. Harkin and the world's cocoa industry to combat the worst forms of child labor in cocoa fields,” Rep. Engel said. “Some progress has been made, but it is my fervent hope that in four more years Senator Harkin and I will be able to stand with the industry with pride as we see vastly improved conditions on cocoa farms in West Africa.”

“The industry-funded child labor oversight organization—the Cocoa Verification Working Group—recently published a discouraging report on the chocolate industry’s progress to eliminate the worst forms of child labor and forced labor from the cocoa fields. The report made several recommendations, and I hope that industry will take these recommendations seriously as we move forward in the Protocol process,” said Sen. Harkin. “To ensure accountability, positive momentum and transparency, we have agreed to establish an independent oversight entity to monitor the further implementation of the Harkin-Engel protocol.”

## **Appendix 3: The Joint Statement 2008**

For Immediate Release: June 16, 2008

Contact: Jennifer Mullin (Harkin): (202) 224-3254  
Joseph O'Brien (Engel): (718) 796-9700  
Susan Smith (NCA): (703) 790-5750

## **Joint Statement from U.S. Senator Tom Harkin, Representative Eliot Engel and the Chocolate and Cocoa Industry on the Implementation of the Harkin- Engel Protocol**

### *Protocol Drives Number of Achievements; Industry Outlines Next Steps*

WASHINGTON, DC, USA (June 16, 2008) - In September 2001, industry representatives signed an agreement, today known as the "Harkin-Engel Protocol," developed in partnership with U.S. Senator Tom Harkin (D-IA) and U.S. Representative Eliot Engel (D-NY). The agreement laid out a series of steps aimed at eliminating the worst forms of child labor and forced adult labor from cocoa growing in West Africa. An unprecedented effort, the Protocol marked the first time that an entire industry stepped forward and worked with governments, civil society and other stakeholders to address the worst forms of child labor and forced adult labor in its supply chain.

The development of a system of public certification is a key part of the Harkin-Engel Protocol. In an agreement made in 2005, the industry committed that by July 1, 2008, a public certification system would be in place that would cover 50% of the cocoa farming sector of Côte d'Ivoire and Ghana. In fact, the data collection element of the certification process covering an area that produces at least 50% of the cocoa farming output in each country has been completed, and reports detailing the preliminary results of these surveys by the respective governments are expected to be released by July 1. However, independent verification, which is critical to establishing the validity of the results of the government conducted surveys, partially funded by the industry, will not be fully completed until the end of the year. This robust verification process, which is underway, will improve data collection to ensure accurate reporting of the worst forms of child labor and forced adult labor and strengthen remediation efforts.

This certification process has been developed as a cooperative effort between the North American and European chocolate and cocoa industry together with their international affiliates and the governments of Côte d'Ivoire and Ghana. These surveys, as part of the certification process, will eventually be representative of the entire cocoa sector, reporting the incidence of child and adult labor practices that are unacceptable. This is not the same as product certification, whereby internationally recognized certifying organizations attest that particular products and their specific raw materials are produced according to labor practices that are confirmed by third party auditors.

The certification process being implemented will help governments, industry, and the International Cocoa Initiative (ICI), to focus their efforts toward eliminating the worst forms of child labor and forced adult labor in the cocoa supply chain. Ideally, over time, subsequent surveys will indicate an improvement in the status of child and adult labor practices.

Since its signing, the Protocol has been a positive and important catalyst for change, driving a number of important achievements.

Today, both the governments of Côte d'Ivoire and Ghana are working toward implementing detailed national plans of action, focused on child labor issues across all sectors of their economies, with dedicated senior level officials assigned to lead these ongoing efforts. Both countries have invested in the implementation of certification, and will publicly post the results of their surveys. In addition, each country has committed resources to address issues that are identified through the data collection / reporting process. These efforts are to be acknowledged and applauded.

“I had a chance to see, first hand, the progress that is being made in Ghana and Côte d'Ivoire during a trip in January,” **said Senator Tom Harkin**. “After that trip and meeting children who have already been affected by our work, I am more dedicated than ever to seeing through the commitments made by the industry and the national governments under the Protocol. I am hopeful that the industry will redouble its efforts to increase its contributions to the ICI to effectively deal with remediation needs.”

**Representative Eliot Engel** added, “Since 2001, I have been firmly committed to working with the cocoa industry and the governments of Ghana and Cote d'Ivoire to do everything we can to work in partnership to eliminate the worst forms of child labor and forced adult labor. My trip to West Africa in January reaffirmed my commitment to this crucial process.”

“The certification process currently being undertaken is delivering an assessment of cocoa labor practices across ever-larger areas of Côte d'Ivoire and Ghana,” **said Larry Graham, President of the National Confectioners Association (NCA)**. “Today, the ICI foundation is actively engaging communities to address labor issues and help children. And we have an ongoing, action-oriented partnership between industry, civil society and these governments, a partnership that will continue to drive change in the years ahead.”

### **The International Cocoa Initiative**

The International Cocoa Initiative (ICI) was established in 2002, as called for under the Protocol. A partnership among NGOs, trade unions, cocoa processors and major chocolate brands, the ICI is a unique initiative that combats the worst forms of child labor and forced adult labor in cocoa farming. To date, industry and individual companies have provided nearly \$10 million in financial support for the ICI and its programs since its formation and will continue to support the foundation in the future.

In 2008, the ICI is working in 104 communities in Côte d'Ivoire and 119 communities in Ghana. In 2006 – 2007 it organized 23 training sessions in Ghana and 17 in Côte d'Ivoire for government officials, local police, NGOs and media to sensitize participants with respect to child and adult labor practices.

“During my recent trip to Ghana and Cote d'Ivoire, I was impressed by the work being done by the International Cocoa Initiative (ICI). The ICI is not only sensitizing communities about the hazards of child and forced adult labor, but is also working to promote the important role of quality education in childhood development,” **said Representative Engel.**

“But if we are to make real progress in eliminating the worst forms of child labor and forced adult labor in the cocoa industry, I believe that the ICI must now substantially scale up its efforts in both Ghana and Cote d'Ivoire. I look forward to working with all of the stakeholders to ensure that ICI efforts are deepened over the next year.”

### **Future Commitment:**

Going forward, the chocolate and cocoa industry will continue to support efforts to eliminate the worst forms of child labor and forced adult labor on cocoa farms and to help cocoa farmers, their families and communities by continuing to work with the national governments to ensure that the certification process, including remediation and verification are fully implemented.

“As an industry, we see this effort as a long-term commitment, one that reflects a shared responsibility for the cocoa farmers and their families at the start of our supply chain,” **said David Zimmer, Secretary General of Association of the Chocolate, Biscuit & Confectionery Industries of the EU (CAOBISCO).** “It is not a commitment that expires with any one date but rather is an essential, ongoing part of how we conduct business. While we focus on near-term milestones, they are in fact part of a longer, sustained effort that reflects our corporate citizenship in this and other areas.”

In the next 2-3 years, this long-term commitment will include the following:

- Industry will work with the governments of Côte d'Ivoire and Ghana to have a sector-wide independently verified certification process fully in place across each country's cocoa-growing sector by the end of 2010.
- Industry will work closely with and assist the governments of Côte d'Ivoire and Ghana as they target and coordinate remediation efforts, based on the results from the certification data reports.
- Companies will deepen their support for the ICI as the foundation expands to additional communities in Côte d'Ivoire and Ghana; further strengthens

government capacity at the national level, and educates key stakeholders in the cocoa supply chain on safe, responsible labor practices.

“Looking ahead, there is still much work to do and our commitment will remain firm,” **remarked Bill Guyton, president of the World Cocoa Foundation (WCF)**, an industry-supported organization that plays a leadership role in improving economic and social conditions for cocoa farming families. “We will build upon the achievements within the Protocol framework, as well as upon our ongoing support for the economic and social development of cocoa farming communities, to make a better life for children and adults on cocoa farms.”

###



## Appendix 4: Organizations and Persons Consulted/Interviewed 2006 – 2010

### Government

ORGANIZATION	NAME
<b>Côte d'Ivoire</b>	
Bourse du Café et du Cacao (BCC)	Brou ATTA
Bourse du Café et du Cacao (BCC)	Tapé Doh
Bourse du Café et du Cacao (BCC)	Tano Kassi Kadio
Cabinet du Ministre de L'Enseignement Technique et de la Formation Professionnelle	Moussa DOSSO
Cocoa-Coffee Management Committee (CGFCC)	Abi Monnet Innocent
CICG	Anne Marie Konan-Payne
Direction de la Protection Sociale (DPS)	Adom COULIBALY
Direction de la Réglementation du Travail	Barthélémy LOBA (Dr.)
Direction des Cantines Scolaires (DCN/MEN)	Akabo Yvonne BALOGOUN
Direction des Lycées et Collèges (DLEC)	Aka J. KOUAME
Direction Général du Travail (DGT/MEFP)	Kieffé BOLOUBI
Direction Générale du Travail/Ministère de la Fonction Publique et de l'Emploi	Mokié Hyacinthe SIGUI
Government of Cote d'Ivoire	A. Georgette M'Brha
Government of Côte d'Ivoire	Georgette Aya M'brah
Government of Côte d'Ivoire	H.E. Koffi Y. Charles (Ambassador)
MFPE / DGT	Akpoue Celestin MISSA
MIFFAS / DPS	Amany Michel-Ange KONAN
Minagri / DPEX	LAH SINGO
Ministère Affaires Sociales Direction Protection Sociale	Victor KOFFI
Ministère de l'Agriculture CFC-LTTE	Kossa René
Ministère de l'Enseignement Technique et de la Formation Professionnelle	Moussa TOURE
Ministère de la Famille, de la Femme et des Affaires Sociales / Direction de la Protection Civile	Coulibaly ADOM
Ministère de la Fonction Publique et de l'Emploi	H.E. Emile Guiéroulou
Ministère de la Fonction Publique et de l'Emploi	Alexis GBANA GNALY
Ministère de la Fonction Publique et de l'Emploi	Missa Célestin
Ministre Interieur	Kanga Remi N'ZI
Ministère de l'Emploi et de la Fonction Publique / Direction Générale Travail	Désiré Bollou Bi Djéhiéffé
Primature Côte d'Ivoire	Oteme Ziriga Josue
Service Autonome d'Alphabétisation (SAA) Ministère de l'Education Nationale	Laurent GUITTEY
SSTE-CERTIFICATION	Lassina OUATTARA
SSTE-CERTIFICATION	Serge Pacome N'cho
SSTE-CERTIFICATION	Youssouf N'djore
SSTE-CERTIFICATION	Malick TOHE
<b>Ghana</b>	
Child Labor Unit (Labor Department)	Elizabeth Hagan
Child Labor Unit (Labor Department)	Stella Ofori
Child Labour Unit	Elizabeth Akanbombire
COCOBOD	Agnes Kpei-Frimpong
COCOBOD	Anthony Fofie
COCOBOD	Barnett Quaicoo
COCOBOD	Charles B. Ntim
COCOBOD	Gifty Nartey
COCOBOD	Kenneth M. Brew

COCOBOD	Paul Ntim
COCOBOD	Tei Quartey
COCOBOD	Adu Ampomah (Dr.)
COCOBOD	Ebenezer Quartey
COCOBOD	Samuel Saka Boateng
COCOBOD	Alhaji Dramani Egala
COCOBOD	Edem Amegashie-Duvon
Employment Information Bureau (EIB) Ghana	Joana Annan
Ghana Education Service (GES) - Basic Education Division	Josephine Kufuor Duah
Ghana Statistical Service	Anthony A. P. Amuzu
Government of Ghana	H.E. Dr. Kwame Bawuah-Edusei (Ambassador)
Government of Ghana	H.E. Aldolphus K. Arthur
Government of Ghana	Jennifer Larley
Government of Ghana	Johnson Adasi
Government of Ghana	Edith Hazel
Government of Ghana	Kwadwo Boateng
Government of Ghana	Francis Addo
Labor Department Ghana	Olivia Asante
Labor Department Ghana	Ben Aidoo
Minister Counselor of the Republic of Ghana	Matilda Osei-Agyeman
Ministry of Employment and Social Welfare	Akousua FREMA OSERI-OPARE (Hon.)
Ministry of Employment and Social Welfare (MESW)	Ernest Berko
Ministry of Employment and Social Welfare (MESW)	Antwi-Boasiako Kyere (Hon.)
Ministry of Employment and Social Welfare (MESW)	E.T. Mensah (Hon.)
Ministry of Finance and Economic Planning	Robert K. Poku Kyei
Ministry of Finance and Economic Planning	Ebenezer Yaw Sam
Ministry of Women and Children (MOWAC)	Sylvester Kyei Gyamfi
Ministry of Women and Children (MOWAC) Department of Children Ghana	Patience Hayford
NPECLC	Alex Gyedu
NPECLC	Atukwei Sam Quaye
NPECLC	Evelyn Owusu Ansah
NPECLC	Francis Asenso-Boakye
NPECLC	Frank Asuamah Yeboah
NPECLC	Justice Safo
NPECLC	Kenneth Mamudu
NPECLC	Rita OWUSU-AMANKWAH
NPECLC	Safiyatu Abubakr-Bibilazu
NPECLC	Vincent Frempong-Manu
Social Welfare Department (GOG)	Stephen Adongo
Social Welfare Department (GOG)	Lawrence A. Azam
<b>U.S.</b>	
Office of Representative Engel	Eric Jacobstein
Office of Senator Harkin	Rosemary Gutierrez
Office of Senator Harkin	Jaime Simon
Office of Senator Harkin	Thomas Heckroth
Office of Senator Harkin	Tom Buttry
U.S. Department of State	Laurie Weeks
U.S. Department of State	Tu Dang
U.S. Department of State	Steven Steiner (Ambassador)
U.S. Department of State	Zachery Townsend
U.S. Department of State	Steve Rhee
U.S. Department of State - Bureau of African Affairs	Emily Plum
U.S. Department of State - Trafficking in Persons	Kim Marie Natoli

U.S. Embassy Côte d'Ivoire	Tanya Salseth
U.S. Embassy Côte d'Ivoire	Beugré AMANTCHI
U.S. Embassy Côte d'Ivoire	Kendall Moss
U.S. Embassy Côte d'Ivoire	Wanda Nesbitt (Ambassador)
U.S. Embassy Ghana	Paul Stevenson
U.S. Embassy Ghana	John Verdoes
U.S. Embassy Ghana	Margaret Bunnell
U.S. Embassy Ghana	Raymond W. Stephens
U.S. Senate Appropriations	Mark Laisch
U.S. Senate	Jetaine Hart
USAID	Brianna Fischer
USAID	Martha Wumee
USAID, Ghana	Larry Dolan
USDOL	Kathleen Schalch
USDOL	Amit Pandya
USDOL	Adri Jayaratne
USDOL	Rebecca Dillender
USDOL	Amy Ritualo
USDOL	Chanda Leckie
USDOL	Charita Castro
USDOL	Charlotte M. Ponticelli
USDOL	Diantha Garms
USDOL	Jonathan Hammer
USDOL	Kevin Willcutts
USDOL	Larry Casey
USDOL	Lawrence W. Casey
USDOL	Malaika Jeter
USDOL	Marcia Eugenio
USDOL	Matthew P. Levin
USDOL	Patrick White
USDOL	Rob Owen
USDOL	Ron Herbison
USDOL	Samantha Schasberger
USDOL	Sandra Polaski
USDOL	Sarah Morgan
USDOL	Sherry Smith
USDOL	Tanya Rasa
USDOL	Veronica Zeitlin
<b>Germany</b>	
Gesellschaft fuer Technische Zusammenarbeit (GTZ - Côte d'Ivoire)	Nissoiti DIABY (Dr.)
Gesellschaft fuer Technische Zusammenarbeit (GTZ)	Frank Bremmer (Dr.)
Gesellschaft fuer Technische Zusammenarbeit (GTZ)	Holger Till (Dr.)
Gesellschaft fuer Technische Zusammenarbeit (GTZ)	Maxwell Hammond
Gesellschaft fuer Technische Zusammenarbeit (GTZ)	Susann Hoefs
Gesellschaft fuer Technische Zusammenarbeit (GTZ) / LTTE	Denise N'Doli
<b>The Netherlands</b>	
Danish Embassy / Danida	Akua Serwa Sarpong
Danish Embassy / Danida	Susan Yemidi

## Cocoa/Chocolate Industry

ORGANIZATION	NAME
<b>Côte d'Ivoire</b>	
Outspan/Olam Côte d'Ivoire	Danielle S. KOUASSI
Société Africaine de Cacao (SACO)	Assi Jean Ponce (Dr.)
TOUTON	Danielle AKPA
ZAMACOM	Leonard GARDEN
<b>Europe</b>	
Association of the Chocolate, Biscuit and Confectionery Industries of the EU (CAOBISCO)	Isabelle Adam
Federation of Cocoa Commerce (ECC)/Europe	Philip Sigley
<b>International</b>	
Archer Daniels Midland (ADM)	David LOUE
Armajaro Côte d'Ivoire	Lella Olivier Kouassi
Armajaro Ghana	Nelson Kpodo-Tay
Barry Callebaut	Marie laure N'DA AOUSSI
Barry Callebaut	Willy Geeraets
Barry Callebaut Ghana Limited	Gotzon De Aguirre
Cadbury	Tony Lass
Cadbury Schweppes	Theophilus Nkansah
Cadbury Schweppes	Yaa Amekudzi
Cargill	Devry Boughner
Cargill	Elizabeth Fay
Cargill	Siriki Diakité
Cargill	Matthieu GUEMAS
Common Way Communication - Industry Representative	Jonathan Atwood
Ferrero	Aldo Cristiano
Global Issues Group (GIG)	Joanna Scott
Kraft Foods	Debbie White
Kraft Foods	Sherrie Esposito
Mars	Eric Olsen
Mars	Jeffrey N. Morgan
Mars	Aastair Child
Nestlé	Diby Peggy
Nestlé	Gisèle KOFFY
Nestlé (Ghana)	Cecilia Dei-Anang
Nestle USA	Louise Hilsen
World Cocoa Foundation (WCF)	Charlie FEEZEL
World Cocoa Foundation (WCF)	Bill Guyton
<b>U.S.</b>	
Hershey's	Ronald P. Graf
National Confectioners Association	David Zimmer
National Confectioners Association	Melane R. BOYCE
National Confectioners Association	Melanie Rose Boyce
National Confectioners Association	Paul Rosenthal
National Confectioners Association	Susan Smith
National Confectioners Association	Patrick Aylward

## NGOs

ORGANIZATION	NAME
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Afrique Secours et Assistance (ASA)	Hyacinthe DAIGRE
Afrique Secours et Assistance (ASA)	Alice KOIHO
Agence Internationale de Coopération et de Développement (AICD)	Elisabeth Aguia ASSI (Dr.)
AIECA	Adou TANOH
AIECA	Kré Kadjo Edouard
AMIGO Fondation	Père Michel Vincent MARCH
Assistance Internationale à l'Enfance Cœur et Action (AIECA)	Yao Alphonse KOUADIO
Association des Enfants et Jeunes Travailleurs (AEJT)	Flavien BE
Bureau International Catholique pour l'Enfance (BICE)	Gilbert Koukoui DESIRE
Communauté ABEL	Emiliano COTTINI
Défense des Enfants International (DEI)	Kouamé Natim Michel
Défense International des Enfants (DEI)	Aubin ADJOBI
Femme Action Développement (FEMAD)	Aka Fobah Francois
Femme Action Développement (FEMAD)	Dorothe GOGOUA
Fondation Aman International (FAI)	Don Gamaliel N'CHOH
Fondation Aman International (FAI)	Marie Ginette AMANI-FRIDRICH
Fondation Aman International (FAI)	Gnahoré Serge Roland
Fondation Aman International (FAI)	Yao Brou Fabrice
Forum Africain des Femmes Educatrices (FAWE Côte d'Ivoire)	Angeline DJOUKA
Fraternité Sans Limite (FSL)	Joseph N'GUESSAN (Dr .)
GSDA (Global Sustainable Development Associates)	Amouan Assouan Acquah
HIRYE	Alexandre N'Guessan
HIRYE	Amani N'DAH
Human and Développement	Clément K. N'ZI
Institut les Belles Demeures	Benjamin SIEHI (Révérend)
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International Institute of Tropical Agriculture (IITA) - Sustainable Tree Crops Program (STCP)	Jean-Yves Couloud
International Institute of Tropical Agriculture (IITA) - Sustainable Tree Crops Program (STCP)	Florent Dji Keladoue
International Institute of Tropical Agriculture (IITA) / Sustainable Tree Crops Program (STCP)	Jean Hervé Yves COULLOUD
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Mouvement pour l'Education la Santé, et le Développement (MESAD)	Kouadio KOUAKOU
Plate Forme des Ecoles Familiales Agricoles de Côte d'Ivoire (PEFACI)	Gounongbé Théodore
Plate Forme des Ecoles Familiales Agricoles de Côte d'Ivoire (PEFACI)	Lionel Axel KADJA
RENFCAP (Renforcement des Capacités)	Théodore Seka Seka
RENFCAP (Renforcement des Capacités)	Yapi Abbe Paul
Social Vie Chrétienne Internationale (SVCIN)	Ohoueu Olivier YAPO (Dr.)
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ACTIONAID (Ghana)	Isaac Oware-Aboagye
Africare Ghana	Henry L. Nutakor
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Africare Ghana	Zakaria Fusheini
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AMPCAN	Peter Mugagga
Associates for Change, Ghana	Leslie Casely-Hayford (Dr.)
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CARE International	Daniel Attrams
CARE International	Justice Agyei-Quarety
CARE International	Kojo Ansah
CARE International	Mme Ahissatou
Center for the Development of People (CEDEP)	Benedict Fosu-Adjei
Center for the Development of People (CEDEP)	Charles S. Sakyi
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Child Labor Coalition	Reid Maki
Child Rights International	Bright Kweku Appiah
Children Research For Action and Development Agency (CRADA)	Brempong Antwi-Boasaiko
Christian Health Services Ghana	Gilbert BUCKLE (Dr.)
Community Development Consult (Codesult)	Aneurin Ebbah
Community Development Consult (Codesult)	Ebenezer Somiah
Community Development Consult (Codesult)	Robert Obiri-Yeboah
CRRECENT	Susan Sabaa
Environment Protection Association of Ghana (EPAG)	John Kwadwo Owusu
Family Health International (FHI)	Henry Nagai
Future Resource Development (FURDEV) Ghana	Kingsley Abrokwa
Future Resource Development (FURDEV) Ghana	Silvia Hinson-Ekong
Ghana Employers Association (GEA)	Charles Asante-Bempong
Ghana Employers Association (GEA)	Joseph Wilson
Global Responses Initiative (GLORI)	Samuel Arthur
Global Responses Initiative (GLORI)	Ebenezer Osei
Global Responses Initiative (GLORI)	Eddie Amoo
Global Responses Initiative (GLORI)	Jones Richard
Global Responses Initiative (GLORI)	Teddy Avotri (Dr.)
Help Advance Community Goal (HACOG)	Charles Okoampah
Help Advance Community Goal (HACOG)	Nicholas Adorsu
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International Institute of Tropical Agriculture (IITA) - Sustainable Tree Crops Program (STCP)	Soniia David
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Oasis Foundation International Ghana	Love Annang (Reverend)
Participatory Development Associates (PDA)	Emefa Avle-Gavor
Participatory Development Associates (PDA)	Joshua Roland Baidoo
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Rescue Foundation Ghana	Marvin Hanson
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Rural Environmental Care Association (RECA)	Richmond Antwi-Bediako
Save Life for all Foundation (SLF)	Samuel Nsiah Richardson
Support for Community Mobilization Programme / Project (SCMPP)	Agyapah Buah
Take Care Africa Foundation (T-CAF)	Sammuel Akoto
Window of Hope Foundation	Elizabeth Adubofuor
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Free the Slaves	Lauren Turner
Free the Slaves	Margaret Roggensack
Free the Slaves	Jody Sarich
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International Cocoa Initiative (ICI)	John Long
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International Cocoa Initiative (ICI)	Patience Dapaah
International Cocoa Initiative (ICI)	Peter McAllister
International Cocoa Initiative (ICI)	Robale Khogui
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International Labor Rights Fund	Brian Campbell
International Labor Rights Fund	Timothy Newman
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Rainforest Alliance Ghana	Christian Mensah
Save The Children Alliance	M Michel SEKA
Save the Children Canada	Anita Sheth
Save The Children Fund UK	Michel SEKA
Solidarity Center	Sonia Mistry
Voluntary Services Organization (VSO)	Emmanuel Sokpenyo (Dr.)
Voluntary Services Organization (VSO)	Thelma Dekyi
Voluntary Services Organization (VSO)	Zakaria Awudu
Winrock International	Patrick KASSI
Winrock International	Jason Befus
Winrock International (Côte d'Ivoire)	Patrice KASSI
Winrock International (Ghana)	Matilda Nyantaky Broni
Winrock USA	Vicki Walker
World Vision International	Auckhinleck Kwame Adow
<b>U.S.</b>	
Care USA	Tracy Gerstle
Center for Reflection, Education, and Action	Ruth Rosenbaum
International Initiative to End Child Labor	Diane MULL
National Consumers League	Linda Golodner
Verité	Mil Niepold
Verité	Allison ARBIB

## Multilateral Organizations

ORGANIZATION	NAME
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International Organization for Migration (IOM)	Florent Morier
International Organization for Migration (IOM)	Kadjo Eliel NAMA
International Organization for Migration (IOM)	Catherine R. OKOU
International Organization for Migration (IOM)	Jacques SEURT
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ILO – Ghana	Palmeç Asare-Nelson
<b>International</b>	
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ILO	Yacouba DIALLO
ILO	Nancy Donaldson
ILO	Victoria Hargis
ILO / IPEC	Simon Steyne
ILO / IPEC	Francesco D'OVIDIO
ILO / IPEC	Asare Nelson
ILO / IPEC	Margaret Sackey (Dr.)
ILO / IPEC	Yaa Frempomaa YEBOAH
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Interpol	Roger Ouedraogo
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New Partnership for Africa's Development (NEPAD)	Mzobanzi Mboya
UNICEF	Eric Appiah Okrah
UNICEF	Lestinne LUDIVINNE
West African Health Organisation	Jeanetta Johnson
West African Health Organisation	Olumade Badejo
West African Health Organisation	Sorho-Siwe Koulo
West African Health Organisation	Zouma Salifou
World Bank	Daniel SELLEN
World Food Program	Ismail Omer



## Education and Research Institutions

ORGANIZATION	NAME
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Côte d'Ivoire	
CSRS	Siaka Koné
ENSEA	Aly Serge KOUASSI
ENSEA	Ange Carlin AMA
ENSEA	Désiré KANGA
ENSEA	Diyomon Bertin SORO
ENSEA	Djiriga Désiré DAGO
ENSEA	Evrard K. GOUN ZHORLO
ENSEA	Jean Arnaud Kouakou
ENSEA	Jean-Marc KOUADJO (Dr.)
ENSEA	Lagassane OUATTARA
ENSEA	Mariam KOUYATE
ENSEA	N'Guessan Koffi
ENSEA	Nayo Ankouvi
ENSEA	Rosine Addy MOSSO (Dr.)
Université de Cocody	Djehi Rolf
Université de Cocody	Magloire N'DEHI
Université de Cocody / Cabinet ETA	Adjoua Rith Pascal
University of Cocody	Alain SISSOKO
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Accra Academy	Abdul Razak Toppoh
Accra Academy	Anthony Adjei
Accra Academy	Elizabeth Abbey
Hedge, Ghana	Afia Appiah
Hedge, Ghana	Miriam Oduro-Kwartan
Institute of African Studies, University of Ghana	Osman AL-HASSAN (Dr.)
ISSER	Ane Maria-Goretti
ISSER	Clement AHIADEKE (Dr.)
ISSER	George Adayi-Nwoza Adiah
ISSER	Hayford M. Ayerakwa
ISSER	Isaac Osei Akoto (Dr.)
ISSER	John K. Anarfii
ISSER	M.Y Mensah
ISSER	Nicholas Nsowah-Nuamah (Dr.)
ISSER	Daniel B. Sarpong (Dr.)
ISSER	Samuel Asuming-Brempong (Rev. Dr.)
<b>International</b>	
CIRAD Ghana	Francois Ruf (Dr.)
Random House	Oyoe Quartey
Random House	Steve Amale
<b>Mali</b>	
CAREF Mali	Mamadou Kani Konaté
CAREF Mali	Mouhamadou GUEYE
<b>Norway</b>	
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<b>South Africa</b>	
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Khulisa Management Services	Helene Aiello
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## Other Organizations

ORGANIZATION	NAME
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Agence Nationale d'Appui au Developpement Rural (ANADER)	Lorou Bi Gohore J. Maxine
Agence Nationale d'Appui au Developpement Rural (ANADER)	Guédé Béhinan
Agence Nationale d'Appui au Developpement Rural (ANADER)	Miaman Koné (Dr.)
APEX-CI	Amangoua Gerard
APEX-CI	Guy M'Bengue
APEX-CI	Ahoua Lucien
APEX-CI	Gérard AMANGOUA
Fonds Interprofessionnel pour la Recherche et le Conseil Agricoles (FIRCA)	Joseph Kouamé
Groupement Professionnel des Exportateurs de Café-Cacao (GEPEX)	Bintou OHIN
Réseau des Organisations de Lutte contre l'Exploitation des Enfants dans les Plantations (ROLEP)	Aka Christian Bodia Fiacre
Comite LTTE Aboisso	Paul Koffi Animan
EDE Consulting	Marcelin KIPRE
ICK Consulting	Tchian Serge DJE BI
Consultant	Babo Alfred (Dr.)
Consultant	Daouda TRAORE
Consultant (Tulane)	Georges GUIGUI
Consultant (Tulane)	Serge Gbappa Gobo
Consultant (Tulane)	Assetou Zitkoum
Consultant (Tulane)	Landry Niava
Consultant (Tulane)	Etien Luc Koua
Consultant (Tulane)	Lorougnon Felix
Consultant (Tulane)	Tape Doudou Lucien
ELCA	Patricia ZEREGA
Journalist	Trésor BADOU
<b>Ghana</b>	
Consultant	Martina Odonkor
Consultant	Dan McLaughlin
Consultant (NPECLC)	Philip Amoo (Dr.)
Consultant (Tulane)	Comfort B. Bonney
Consultant (Tulane)	Richard Attibu
Consultant (Tulane)	Benzet Yoa Vivor
General Agricultural Workers Union (GAWU) of Trades Union Congress (TUC)	Andrews Addoquaye Tagoe
General Agricultural Workers Union (GAWU) of Trades Union Congress (TUC)	Kennedy Andoh
General Agricultural Workers Union (GAWU) of Trades Union Congress (TUC)	Pascal Kaba
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## **Appendix 5: List of ILO and UN Definitions - Key Concepts and Definitions**

### **Child**

- A child is defined as an individual under the age of 18 years, based on the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182).
- Since it is commonly accepted that a child under 5 years of age is too young to be engaged in work (although there are cases of exploitation or abuse by adults) or to start schooling, we considered only the child population aged 5-17 years for the purpose of our estimates.” (Hagemann *et al.* 2006)

### **Child Work**

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

### **Child Labor**

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

### **Child Trafficking**

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

### **Forced Labor**

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

### **Hazardous Work**

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

- “Work which exposes children to physical, psychological or sexual abuse.” (ILO Recommendation 190)
- “Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.” (ILO Recommendation 190)
- “Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.” (ILO Recommendation 190)
- “Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.” (ILO Recommendation 190)
- “Consideration should be given, inter alia, to:
  - (a) work which exposes children to physical, psychological or sexual abuse;
  - (b) work underground, under water, at dangerous heights or in confined spaces;
  - (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
  - (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
  - (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.” (ILO Recommendation 190)

### **Migration**

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

### **Minimum Age**

- “The minimum age ... shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.” (ILO Convention 138)
- “The same Convention [C138] exempts children from the ages of 12 or 13 years if engaged in ‘light work’. For the purpose of our estimates, we used 12 years as the global cut-off for light work. Thus, all children aged 5-11 years working in economic activities are considered child labour that requires elimination. Working children aged 12-14 years are considered to be in child labour, unless they perform light work.” (Hagemann *et al.* 2006)
- “The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years.” (ILO Convention 138)
- “‘Child labour’ as estimated in this document therefore comprises all children under 15 years of age who are economically active, excluding (i) those under 5 years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance.” (Hagemann *et al.* 2006)

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

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

**Appendix 6: Survey of Child Trafficking and Migration to the  
Cocoa Growing Areas – Questionnaires (2009)**

## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS AU BURKINA FASO ET AU MALI

### *QUESTIONNAIRE CHEF DE MENAGE (ENFANT MENAGE)*

01. PAYS ...../___/	05. ZONE DE DENOMBREMENT/SECTION D'ENUMERATION.../___/___/
02. RÉGION ...../___/	06. VILLAGE/SECTEUR...../___/
03. PROVINCE/CERCLE...../___/	
04. COMMUNE/ARRONDISSEMENT...../___/	
<b>MENAGE</b>	
7. CONCESSION/LOT...../___/___/	
8. NUMERO DU MENAGE...../___/___/	
9. NOM DE L'ENQUETEUR ...../___/	
10. NOM DU SUPERVISEUR ...../___/	
11. LANGUE DE L'INTERVIEW ...../___/	
12. DATE DE L'INTERVIEW    Jour /___/    Mois /___/    Année /___/___/___/	
13. DEBUT DE L'INTERVIEW    Heure /___/    Minute /___/	
14. FIN DE L'INTERVIEW    Heure /___/    Minute /___/	

**CE QUESTIONNAIRE EST DESTINE AU CHEF D'UN MENAGE POUR LEQUEL :**

- UN ENFANT PAR MENAGE CHOISI A PROBABILITE EGALE
- QUI A ENTRE 10 ET 17 ANS AU MOMENT DE L'ENQUETE



## Avant de commencer l'interview, suivez les procédures de consentement exprimé.

**Titre:** Conditions de vie et de travail des enfants et de leurs familles dans les régions de culture de cacao

**Sites d'étude:** Mali et Burkina Faso

**Chercheurs:** William E. Bertrand et Elke de Buhr

**Commanditaire:** Département du Travail des Etats-Unis d'Amérique

### But:

Le but de cette étude est de mieux cerner les conditions de vie et de travail des enfants et de leurs familles dans les régions de culture de cacao. Nous espérons que ceci permettra d'entreprendre des projets qui aideront les enfants et leurs familles en Côte d'Ivoire et dans les autres pays de l'Afrique de l'Ouest. Plus de 1.000 individus seront interviewés dans le cadre de cette recherche. Nous interrogerons aussi bien les enfants que les adultes qui s'occupent d'eux. Nous pensons que la durée de votre interview sera d'environ 30mn, et entre 45-60 mn pour les enfants.

### Procédures:

Vous serez interrogés en premier. Ensuite, nous interrogerons quelques uns ou tous les enfants âgés de 5 à 17 ans et des adultes qui sont à votre charge. L'entrevue couvrira des questions relatives aux conditions de vie, aux caractéristiques des activités menées et l'accès à l'éducation. Nous interrogerons une personne à la fois. Aucune autre personne ne sera autorisée à écouter ou à assister à l'entrevue avec un enfant. Toutefois, une autre personne peut être dans la même salle avec l'enfant sans écouter mais en étant témoin de l'interview. Il peut s'agir d'un adulte ou d'un enfant dont l'enfant interviewé souhaite la présence, à l'exception d'un parent ou tuteur.

### Risques potentiels:

Les entrevues seront longues et certains enfants peuvent se lasser, s'ennuyer ou être distraits. Certains pourront être dérangés par des questions difficiles. Nous veillerons scrupuleusement à faire en sorte que si cela arrivait, les besoins de l'enfant l'emportent sur l'interview. Les enfants sont autorisés à faire une pause à tout moment. Les enfants ainsi que vous-même, pouvez aussi décider d'interrompre ou arrêter l'entrevue quand vous le voulez.

### Avantages potentiels:

Cette étude va permettre de collecter des informations sur les conditions de travail et de vie dans les communautés rurales du pays. Elle permettra d'avoir des informations systématiques sur les conditions de vie des enfants et sur le travail qu'ils effectuent. Ceci permettra de développer des programmes pour aider les enfants et leurs familles en Côte d'Ivoire et à identifier des solutions aux problèmes qui leurs sont communs.

### Participation volontaire:

La participation à l'enquête est volontaire. Vous êtes libres de choisir de participer ou pas. Si vous choisissez de participer et que plus tard vous changez d'avis, vous pourrez vous retirer de l'étude à n'importe quel moment. Ceci est aussi valable pour les enfants dont vous avez la charge. Votre retrait ou refus n'entraînera aucune pénalité ni aucune perte des avantages auxquels vous ou les enfants dont vous avez la charge avez droit.

### Confidentialité:

Le contenu de toutes les entrevues sera tenu confidentiel. Votre identité ne sera divulguée absolument à personne, bien que les informations que vous nous donnerez soient partagées avec d'autres chercheurs dans le cadre de cette étude lorsqu'il s'agira d'analyser les résultats. Il est important pour vous de savoir que personne ne saura les réponses que vous et les enfants à votre charge avez données. Aucun adulte ni enfant ne sera identifié au moment de la publication des résultats.

### Coûts/ Paiement:

Vous ne serez pas payés pour avoir participé à cette enquête.

### Résultats de l'enquête:

Les résultats de la recherche seront mis à votre disposition ainsi qu'à la disposition de votre communauté. Une version élaborée dans un langage facilement accessible aux enfants sera aussi préparée. Vous pourrez accéder au rapport sur Internet, si vous le désirez. (<http://childlabor-payson.org/>). Vous pouvez accéder à l'Internet en allant à un Cyber Café dans n'importe quelle ville du pays. Vous pouvez également nous appeler pour avoir des informations sur les résultats de l'étude.

### Questions:

Si vous avez des questions au sujet de l'enquête, vous pouvez appeler Dr. Elke de Buhr au numéro suivant +504-314-2716 à la Nouvelle-Orléans, Etats-Unis. Si vous avez une question au sujet de vos droits en tant qu'enquêté, appelez le Bureau IRB au numéro suivant +504-988-3229 à l'université de Tulane à la Nouvelle-Orléans, Etats-Unis, ou l'ENSEA à Abidjan au +225 - 22 - 44 - 41-15, ou le CAREF au Mali ou l'APIDON au Burkina Faso.

J'ai lu ce formulaire de consentement et j'accepte de participer volontairement à cette enquête.

\_\_\_\_\_  
Nom du répondant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Nom de l'agent enquêteur

\_\_\_\_\_  
Signature

Merci d'avoir accepté de participer à cette interview. Si à un moment donné, vous ne comprenez pas un mot que nous avons utilisé ou une question que nous avons posée, faites-nous savoir. Sachez que vous pouvez mettre fin à l'interview à tout moment. Personne ne saura ce que vous nous aurez dit.

**SECTION A : CARACTERISTIQUES DEMOGRAPHIQUES**

<b>A.1</b>	<b>Numéro d'ordre du répondant</b>		/ _ / _ /
<b>A.2</b>	<b>Nom du répondant</b> (écrire le Nom et prénoms)	.....	
<b>A.3</b>	<b>Age du répondant</b>	Age en année (Si l'âge est inconnu, estimer) / / / /	
<b>A.4</b>	<b>Sexe du répondant</b>	1=Masculin 2=Féminin	
<b>A.5</b>	<b>Pays de naissance du répondant</b>	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso (préciser Province): ..... <b>4=Mali (préciser Cercle):</b> ..... 5=Togo <b>6=Bénin</b> 7=Libéria <b>8=Nigéria</b> 9=Autre pays (préciser): .....	
<b>A.6</b>	<b>Groupe ethnique</b> Ecrire le groupe ethnique	/ _ / _ / _ /	
<b>A.7</b>	<b>Religion</b>	1=Catholique 2=Protestante 3=Musulmane 4=Animiste 5=Autre (préciser): .....	
<b>A.8</b>	<b>Adresse</b>	Préciser: .....	
<b>A.9</b>	<b>Numéro de téléphone</b>	Préciser: .....	

**SECTION B : CARACTERISTIQUES SOCIO-ECONOMIQUES**

	Numéro d'ordre du répondant (A1)		/ / /
B.1	Dans quel type de logement votre ménage vit-il?	1=Villa moderne 2= <b>Maison simple</b> 3=En bande 4= <b>Cour commune</b> 5=Local rattaché à un lieu de travail 6= <b>Case</b> 7=maison en banco 8= <b>Autre (préciser):</b> .....	
B.2	Quel est le statut de propriété du logement?	1= Propriétaire 2= <b>Copropriétaire</b> 3= Gratuitement offert par employeur/propriétaire 4= <b>Subventionné par l'employeur/Propriétaire</b> 5= Locataire 6= <b>Maison familiale</b> 7=Autre (préciser): .....	
B.3	Si le logement est loué, veuillez indiquer le montant mensuel du loyer ?si non combien pensez-vous pouvoir louer le logement à quelqu'un d'autre ?  88888=non déclaré 99998=Ne sait pas	Montant (en FCFA) / _ / _ / _ / _ /	
B.4	De combien de chambres à coucher dispose le ménage? (y compris éventuellement le salon).	Nombre de chambres à coucher  / _ / _ /	
B.5	Si le ménage a une cuisine, où se trouve la cuisine (foyer) du ménage ?	1= A l'intérieur de la maison et exclusive 2= <b>A l'intérieur de la maison et commune</b> 3= Hors de la maison et exclusive 4= <b>Hors de la maison et commune</b> 5=Aucune cuisine	
B.6	Si le ménage a une douche, où se trouve la douche du ménage ?	1=A l'intérieur de la maison et exclusive 2= <b>A l'intérieur de la maison et commune</b> 3=Hors de la maison et exclusive 4= <b>Hors de la maison et commune</b> 5=Aucune douche	
B.7	Si le ménage a des toilettes, où se trouvent les toilettes (WC) du ménage ?	1=A l'intérieur de la maison et exclusive 2= <b>A l'intérieur de la maison et commune</b> 3=Hors de la maison et exclusive 4= <b>Hors de la maison et commune</b> 5=Aucun WC	
B.8	Quelle est la principale source d'approvisionnement en eau potable ?	1=Robinet installé dans la maison 2= <b>Robinet installé hors de la maison</b> 3=Rivière/ruisseau 4= <b>Pompe hydraulique</b> 5=Puits 6= <b>Etang/ bassins/ lac/ Barrage</b> 7=Eau de pluie 8= <b>Eau en bouteille/sachet</b> 9=Autre (préciser): .....	

B.9	<b>Quelle est la principale source d'énergie utilisée pour la cuisine ?</b>	1=Bois <b>2=Charbon</b> 3=Coque de noix de coco <b>4=Pétrole</b> 5=Gaz <b>6=Paille de mil</b> 7=Autre (préciser): .....	
B.10	<b>Quelle est la principale source d'éclairage ?</b>	1=Bougie <b>2=Lampe tempête</b> 3=Electricité <b>4=Lampe à Gaz</b> 5= Lampes à piles <b>6=Energie solaire</b> 7=Aucun éclairage <b>8=Autre (préciser):</b> .....	
B.11	<b>Le ménage possède-t-il les équipements suivants ?</b>  <i>(lire la liste et encercler les réponses affirmatives)</i>	A=Radio <b>B=Télévision</b> C=Ordinateur <b>D=Téléphone</b> E=Bicyclette <b>F=Moto/mobylette</b> G=Voiture <b>H=Réfrigérateur</b> I=Machine à coudre <b>J=Rien de tout ce qui précède</b>	
B.12	<b>Quelles sont les principales sources de revenu du ménage <u>durant les 12 derniers mois</u> ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Vente de coton <b>B=Vente d'autres produits agricoles (préciser):</b> ..... C=Travail agricole <b>D=Emploi avec salaire régulier (préciser):</b> ..... E=Transport <b>F=Petit commerce</b> G=Autre emploi (Préciser): ..... <b>H=Pensions, dividendes, intérêt, location de la propriété</b> I=Réception de fonds <b>J=Autre source de revenu (préciser):</b> .....	
B.13	<b>Dans votre ménage, qui prend les décisions financières?</b>	1=Moi-même (le chef de ménage) 2=Autre (préciser):..... 3=Décideurs multiples (préciser)..... .....	
B.14	<b>Quel était le revenu total du ménage durant les <u>7 derniers jours</u> ?</b>  999998=Ne sait pas <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donnée une estimation SVP.)</i>	Montant (en FCFA)  / / / / / / / /	
B.15	<b>Quel était le revenu total du ménage durant les <u>12 derniers mois</u>?</b>  999998=Ne sait pas <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donnée une estimation SVP.)</i>	Montant (en FCFA)  / / / / / / / / / /	

<b>B.16</b>	<p><b>ENQUETEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI LE REpondant DONNE EN B12 UNE REPONSE LIEE A UNE QUELCONQUE ACTIVITE AGRICOLE</b></p> <p>Combien le ménage a-t-il gagné de l'agriculture pendant les <u>12 derniers mois</u> ?</p> <p>999998=Ne sait pas  <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i></p>	<p>Montant (en FCFA)</p> <p>/_/_/_/_/_/_/_/_/_/_/</p>	
<b>B.17</b>	<p><b>ENQUETEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI B12=A</b></p> <p>Combien le ménage a-t-il gagné de la culture du coton pendant les <u>12 derniers mois</u> ?</p> <p>999998=Ne sait pas  <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i></p>	<p>Montant (en FCFA)</p> <p>/_/_/_/_/_/_/_/_/_/_/</p>	
<b>B.18</b>	<p><b>ENQUETEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI LE REpondant DONNE EN B12 UNE REPONSE LIEE A UNE QUELCONQUE ACTIVITE ECONOMIQUE AUTRE QUE L'AGRICULTURE</b></p> <p>Combien le ménage a-t-il gagné des activités économiques autres que l'agriculture pendant les <u>12 derniers mois</u> ?</p> <p>999998=Ne sait pas  <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i></p>	<p>Montant (en FCFA)</p> <p>/_/_/_/_/_/_/_/_/_/_/</p>	
<b>B.19</b>	<p><b>Dans quel secteur voyez-vous, en tant que chef de ménage, la meilleure occasion pour accroître le revenu à l'avenir?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A=La culture de coton  B= Agriculture autre que la culture de coton (préciser):  .....  C=Activité économique autre que l'agriculture (préciser):  .....  D=Autre (préciser):  .....</p>	

**SECTION C : CARACTERISTIQUES DU CHAMP**

	Numéro d'ordre du répondant (de A1)		/ _ / _ /
<b>C.1</b>	<b>Quels types d'activités agricoles le ménage pratique t-il ?</b>  <i>(Lire les modalités, plusieurs réponses possibles)</i>	A= culture du coton <b>B=Autre arboriculture (préciser):</b> ..... C=Cultures vivrières (préciser):..... ..... <b>D=Culture industrielle (anacarde, tabac, dah,etc.)</b> ..... E=Eleavage de bétail/volaille (préciser): ..... ..... <b>F=Autre (préciser)</b> ..... G=Aucune activité agricole	
<b>C.2</b>	<b>Combien d'hectares de terres possède le ménage ?</b>  9998=Ne sait pas	Superficie en hectare / _ / _ / _ / _ / 8888=Autre (préciser)..... .....	
<b>C.3</b>	<b>Combien d'hectares de terre exploités (dans l'agriculture) possède le ménage ?</b>	Superficie en hectare / _ / _ / _ / _ / 8888=Autre (préciser)..... .....	
<b>C4.a</b>	<b>Combien d'hectares de terre le ménage cultive-t-il effectivement?</b>  9998=Ne sait pas	Superficie en hectare / _ / _ / _ / _ / 8888=Autre (préciser)..... .....	
<b>C4.b</b>	<b>Dans quel village est située cette exploitation ?</b>	Préciser  Pays : .....  Région : .....  Département/Cercle/Province : .....  Ville/Village : .....	
<b>C.5</b>	<b>Toutes les terres cultivées appartiennent-elles au ménage ?</b>	1=oui 2=non 3=autre (préciser): ..... 4=ne sait pas	<b>1 → C8</b>  <b>4 → C8</b>
<b>C.6</b>	<b>A qui appartiennent les terres que le ménage exploite et qui ne lui appartiennent pas ?</b> <i>(Plusieurs réponses possibles)</i>	<b>A= Famille élargie</b> B=Copropriété des membres du ménage <b>C=Location / Métayage</b> D=Employeur <b>E=Communauté</b> F=Autre (préciser): ..... <b>G=Ne sait pas</b>	
<b>C.7</b>	<b>Si une partie de la récolte est donnée au propriétaire, quelle est la part du propriétaire des terres dans la récolte ?</b>	1=1/2 (moitié) de la récolte <b>2=1/3 de la récolte</b> 3=Autre pourcentage (préciser): ..... ..... <b>4=Autre accord (préciser):</b> ..... 5=Accords multiples (préciser): ..... ..... <b>9=ne sait pas</b> <b>10=Rien n'à donner au propriétaire</b>	
<b>C.8</b>	<b>Le ménage fait-il de l'élevage de... ?</b>  <i>(lire la liste et indiquer la quantité)</i>	A=Volaille (nombre) / _ / _ / _ / B= <b>Mouton (nombre)</b> / _ / _ / _ / C=Chèvres (nombre) / _ / _ / _ / <b>D=Porcs (nombre)</b> / _ / _ / _ / E=Vaches (nombre) / _ / _ / _ / <b>F=Autre</b> / _ / _ / _ / <b>(préciser)</b> .....	

C.9	<b>Le ménage possède-t-il en bon état les outils et machines suivants pour l'agriculture ?</b>  <i>(lire la liste et indiquer le nombre)</i>	A=Machettes (nombre) / / / / / <b>B=Charrue (nombre)</b> / / / / / C=Daba/houes (nombre) / / / / / <b>D=Brouettes (nombre)</b> / / / / / E=Tracteurs (nombre) / / / / / <b>F=Charrette (nombre)</b> / / / / / G=Pulvérisateur (nombre) / / / / / <b>H=Balance (nombre)</b> / / / / / I=Autre (préciser): / / / / / .....																													
C.10	<b>Le ménage a-t-il utilisé de l'engrais dans l'un des champs au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C12</b> <b>3 → C12</b>																												
C.11	<b>Combien le ménage a-t-il dépensé en engrais au cours des <u>12 derniers mois</u> ?</b>	montant (en FCFA)  / / / / / / / / /																													
C.12	<b>Le ménage a-t-il utilisé des pesticides dans le champ au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C14</b> <b>3 → C14</b>																												
C.13	<b>Combien le ménage a-t-il dépensé en pesticide au cours des <u>12 derniers mois</u> ?</b>  999998=ne sait pas	montant (en FCFA)  / / / / / / / / /																													
C.14	<b>Le ménage a-t-il utilisé des herbicides dans le champ au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C16</b> <b>3 → C16</b>																												
C.15	<b>Combien le ménage a-t-il dépensé en herbicide au cours des <u>12 derniers mois</u> ?</b> 999998=ne sait pas	montant (en FCFA)  / / / / / / / / /																													
C.16	<b>Le ménage a-t-il utilisé des semences améliorées dans la plantation au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C18</b> <b>3 → C18</b>																												
C.17	<b>Combien le ménage a-t-il dépensé en semences améliorées au cours des <u>12 derniers mois</u> ?</b> 999998=ne sait pas	montant (en FCFA)  / / / / / / / / /																													
C.18	<b>Avez-vous payé des personnes pour avoir travaillé dans l'agriculture au cours des <u>12 derniers mois</u> ?</b>  <b>Nombre d'employés : .....</b> <b>(durée minimale 1 mois)</b>	<b>1=Oui</b> , SVP indiquez le sexe et l'âge des employés, la durée de l'emploi et le salaire (Durée minimale : 1 mois) en commençant par les plus jeunes <table border="1" data-bbox="671 1615 1503 1890"> <thead> <tr> <th></th> <th>Ouvrier 1</th> <th>Ouvrier 2</th> <th>Ouvrier 3</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/ / / /</td> <td>/ / / /</td> <td>/ / / /</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/ /</td> <td>/ /</td> <td>/ /</td> </tr> <tr> <td>Age</td> <td>/ / / /</td> <td>/ / / /</td> <td>/ / / /</td> </tr> <tr> <td>Durée (mois)</td> <td>/ / / /</td> <td>/ / / /</td> <td>/ / / /</td> </tr> <tr> <td>Salaire</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>			Ouvrier 1	Ouvrier 2	Ouvrier 3	Nom	.....	.....	.....	Numéro d'ordre	/ / / /	/ / / /	/ / / /	Sexe (M/F)	/ /	/ /	/ /	Age	/ / / /	/ / / /	/ / / /	Durée (mois)	/ / / /	/ / / /	/ / / /	Salaire	.....	.....	.....
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Salaire	.....	.....	.....																												

		Ouvrier 4	Ouvrier 5	Ouvrier 6
		Nom	.....	.....
		Numéro d'ordre	/__/__/	/__/__/
		Sexe (M/F)	/__/	/__/
		Age	/ / /	/ / /
		Durée (mois)	/ / /	/ / /
		Salaire	.....	.....
		<b>2=Non</b>		
<b>C.19</b>	<b>Si vous payez parfois des enfants pour leurs travaux agricoles, pourquoi employez-vous les enfants et non pas les adultes?</b>	1=Oui (Préciser) ..... ..... .....		
		2=Non, je ne paye pas les enfants		
		3=Je n'emploie pas des enfants		



## SECTION D : TRAVAIL ET EDUCATION DES ENFANTS

	Numéro d'ordre du répondant (de A1)		/ / /
D.0	Y-a-t-il des enfants de 5 à 17 ans dans ce ménage ?	1=Oui 2= Non	2 → D15
D.1	<p><b>Quelles sont les activités économiques qui ont été effectuées par les enfants (5 à 17 ans) vivant dans ce ménage au cours des <u>7 derniers jours</u> ?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A= Travailler dans l'agriculture  <b>B= Travailler dans l'exploitation de cacao</b>  C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>  E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>F= Aide non rémunérée dans un commerce familial de tout genre</b>  G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison  <b>H= Pêcher du poisson, des crevettes, des crustacés, chasser des animaux sauvages et chercher autres nourritures pour la vente ou la consommation du ménage</b>  I= chercher de l'eau ou rassembler du bois pour le ménage  <b>J= Produire tout autre bien pour l'usage de ce ménage</b>  K=Autre (préciser):  .....  <b>L=Aucun</b>  Z=non déclaré/ Ne sait pas</p>	
D.2	Les enfants vivant dans ce ménage ont-ils effectué une activité dans une plantation de cacao au cours des <u>7 derniers jours</u> ?	1= Oui (Préciser le pays) 2= Non	
D.3	<p><b>Quels travaux domestiques ont été effectués par les enfants (5-17 ans) vivant dans ce ménage durant les <u>7 derniers jours</u> ?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Faire les achats pour le ménage  <b>B=Réparer des équipements ménagers</b>  C=Préparer de la nourriture  <b>D=Nettoyer les ustensiles / la maison</b>  E=Laver les vêtements  <b>F=S'occuper des enfants, des personnes âgées ou des malades</b>  G= effectuer d'autres types de travaux domestiques (préciser)  .....  .....  <b>H=Pas de travaux domestiques</b></p>	

<p><b>D.4</b></p>	<p><b>Y a-t-il des enfants, 5-17 ans, de ce ménage qui ne sont pas membres de la famille élargie ?</b></p> <p>Nombre d'enfants.....</p> <p>(Enfants non parentés au chef de ménage et au conjoint)</p>	<p><b>1=Oui</b>, SVP préciser le sexe, l'âge, année d'arrivée dans le ménage, la scolarité, les travaux effectués et le salaire en commençant par les plus jeunes</p> <table border="1" data-bbox="834 174 1426 840"> <thead> <tr> <th></th> <th>enfant 1</th> <th>enfant 2</th> <th>enfant 3</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/ /__/_/</td> <td>/__/_/ /__/_/</td> <td>/__/_/ /__/_/</td> </tr> <tr> <td>Est-il scolarisé? 1=ooui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=ooui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=ooui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> </tbody> </table> <table border="1" data-bbox="834 869 1246 1424"> <thead> <tr> <th></th> <th>enfant 4</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/__/_/</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/ /__/_/</td> </tr> <tr> <td>Est-il scolarisé? 1=ooui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=ooui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=ooui 2=non</td> <td>/__/_/</td> </tr> </tbody> </table> <p><b>2=non (2 → D7)</b></p>		enfant 1	enfant 2	enfant 3	Nom	.....	.....	.....	Numéro d'ordre	/__/_/	/__/_/	/__/_/	Sexe (M/F)	/__/_/	/__/_/	/__/_/	Age	/__/_/	/__/_/	/__/_/	Année d'arrivée dans le ménage	/__/_/ /__/_/	/__/_/ /__/_/	/__/_/ /__/_/	Est-il scolarisé? 1=ooui 2=non	/__/_/	/__/_/	/__/_/	Travaille-t-il? 1=ooui 2=non	/__/_/	/__/_/	/__/_/	Est-il payé 1=ooui 2=non	/__/_/	/__/_/	/__/_/		enfant 4	Nom	.....	Numéro d'ordre	/__/_/	Sexe (M/F)	/__/_/	Age	/__/_/	Année d'arrivée dans le ménage	/__/_/ /__/_/	Est-il scolarisé? 1=ooui 2=non	/__/_/	Travaille-t-il? 1=ooui 2=non	/__/_/	Est-il payé 1=ooui 2=non	/__/_/
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<p><b>D.5</b></p>	<p><b>S'il y a des enfants qui vivent dans le ménage et qui ne sont pas membres de la famille élargie, quelle place y occupent-ils ?</b></p> <p>(Lire et indiquer le nombre)</p>	<p>A=Visiteurs temporaires /__/_/</p> <p><b>B=Domestiques / aide pour les travaux ménagers</b> /__/_/</p> <p>C=Ouvriers dans les plantations /__/_/</p> <p><b>D=Enfants des ouvriers dans les plantations</b> /__/_/</p> <p>E=Orphelins / enfants adoptés /__/_/</p> <p><b>F=Autre (préciser) :</b> ..... / / /</p>																																																						
<p><b>D.6</b></p>	<p><b>Quelle est la raison pour laquelle ces enfants vivent dans votre ménage?</b></p> <p>(Lire et encercler les bonnes réponses)</p>	<p>A=Ils cherchaient du travail</p> <p><b>B=Nous sommes allés les chercher nous mêmes pour des besoins de travail</b></p> <p>C=Ils ont été conduits par des personnes qui savaient que nous avons besoin d'aide supplémentaire</p> <p><b>D=Ils ont été emmenés par leur propre parent pour travailler</b></p> <p>E=Ils sont arrivés avec leur famille qui travaille pour nous</p>																																																						

		F=Autre (préciser) ..... Z=non déclaré/ ne sait pas	
D.7	Y a-t-il des enfants vivant dans votre ménage qui ont été payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u> ?	1=Oui 2=Non 8=non déclaré 9=Ne sait pas	2 → D12 8 → D12 9 → D12
D.8	Pour quels types de travail ces enfants ont-ils été payés ou récompensés en nature au cours des <u>12 derniers mois</u> ?	A= Travailler dans l'agriculture <b>B= Travailler dans l'exploitation de cacao</b> C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b> E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature <b>F= Aide non rémunérée dans un commerce familial de tout genre</b> G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison <b>H= Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et chercher autre nourriture pour la vente ou la consommation du ménage</b> I= chercher de l'eau ou rassembler du bois pour le ménage <b>J= Produire tout autre bien pour l'usage de ce ménage</b> K=Autre (préciser): ..... <b>Z=non déclaré / ne sait pas</b>	(Lire et encercler les bonnes réponses)
D.9	Au cours des <u>12 derniers mois</u> , les enfants vivant dans votre ménage ont-ils été payés ou récompensés en nature pour avoir effectué une activité dans une plantation de coton?	1= Oui (Estimer le montant gagné)  / / / / / / / / / /  2=Non	2 → D12
D.10	Si les enfants étaient payés ou récompensés en nature, qui les a payés ou récompensés?	A=Moi-même B=Un autre membre du ménage (préciser): ..... C= Un voisin D= Autre personne (préciser):.....	(Lire et encercler les bonnes réponses)

<b>D.11</b>	<p><b>Si les enfants vivant dans votre ménage étaient payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u>, combien ont-ils gagné au total?</b></p> <p>Nombre d'enfants</p>	<p>Préciser le nom, le sexe, l'âge, le type de travail, la durée, le revenu total et/ou autres récompenses en commençant par les plus jeunes</p> <table border="1" data-bbox="836 170 1401 539"> <thead> <tr> <th></th> <th>enfant 1</th> <th>Enfant 2</th> </tr> </thead> <tbody> <tr><td>Nom</td><td>.....</td><td>.....</td></tr> <tr><td>Numéro d'ordre</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Sexe (M/F)</td><td>/_/_/</td><td>/_/_/</td></tr> <tr><td>Age</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Type de travail</td><td>.....</td><td>.....</td></tr> <tr><td>Durée (mois)</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Revenu total</td><td>.....</td><td>.....</td></tr> <tr><td>Autres récompenses</td><td>.....</td><td>.....</td></tr> </tbody> </table> <table border="1" data-bbox="836 568 1401 938"> <thead> <tr> <th></th> <th>enfant 3</th> <th>enfant 4</th> </tr> </thead> <tbody> <tr><td>Nom</td><td>.....</td><td>.....</td></tr> <tr><td>Numéro d'ordre</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Sexe (M/F)</td><td>/_/_/</td><td>/_/_/</td></tr> <tr><td>Age</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Type de travail</td><td>.....</td><td>.....</td></tr> <tr><td>Durée (mois)</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Revenu total</td><td>.....</td><td>.....</td></tr> <tr><td>Autres récompenses</td><td>.....</td><td>.....</td></tr> </tbody> </table>			enfant 1	Enfant 2	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	Type de travail	.....	.....	Durée (mois)	/_/_/_/	/_/_/_/	Revenu total	.....	.....	Autres récompenses	.....	.....		enfant 3	enfant 4	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	Type de travail	.....	.....	Durée (mois)	/_/_/_/	/_/_/_/	Revenu total	.....	.....	Autres récompenses	.....	.....
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<b>D.12</b>	<p><b>Croyez vous que les enfants de votre ménage devraient travailler tous les jours ? si oui pourquoi ? si non pourquoi ?</b></p>	<p>1= Oui (préciser): ..... ..... .....</p> <p>2= Non (préciser): ..... ..... .....</p>																																																							
<b>D.13</b>	<p><b>Tous les enfants âgés de 5 à 17 ans, vivant dans ce ménage sont-ils allés à l'école au cours des <u>12 derniers mois</u> ?</b></p>	<p>1= Oui 2=Non 8=non déclaré/ ne sait pas</p>	<p><b>1 → D15</b></p>																																																						
<b>D.14</b>	<p><b>Si certains enfants de 5 à 17 ans de ce ménage ne sont pas allés à l'école, dites pourquoi ?</b></p>	<p>Préciser: ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....</p>																																																							
<b>D.15</b>	<p><b>En général, à quel âge les enfants devraient commencer à travailler dans les activités domestiques</b> Age (en années révolues)</p>	<p>Garçons /_/_/_/</p> <p>Filles /_/_/_/</p>																																																							
<b>D.16</b>	<p><b>En général, a quel âge croyez vous que les enfants devraient commencer à exercer des activités lucratives</b></p>	<p>Garçons /_/_/_/</p> <p>Filles /_/_/_/</p>																																																							
<b>D.17</b>	<p><b>Combien peut gagner un enfant (garçon ou fille) pour une journée de travail dans l'agriculture au Burkina Faso ou au Mali ?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Garçon /_/_/_/_/_/</p> <p>Fille /_/_/_/_/_/</p>																																																							

<b>D.18</b>	<b>Combien peut gagner un enfant (garçon ou fille) pour une journée d'activité domestique au Burkina Faso ou au Mali ?</b>  8888=Non déclaré 9998=Ne sait pas	Montant en CFA  Garçon /_/_/_/_/_/  Fille /_/_/_/_/_/	
<b>D.19</b>	<b>Combien peut gagner un enfant (garçon ou fille) pour une journée de travail dans la culture du coton au Burkina Faso ou au Mali?</b>  8888=Non déclaré 9998=Ne sait pas	Montant en CFA  Garçon /_/_/_/_/_/  Fille /_/_/_/_/_/	

**SECTION E : CARACTERISTIQUES DES ADULTES TRAVAILLEURS**

	Numéro d'ordre du répondant (de A1)	/ / /	
E.0	Y-a-t-il des adultes de 18 ans et plus dans ce ménage ?	1=Oui 2= Non	2 → E12
E.1	<p><b>Quelles sont les activités économiques qui ont été effectuées par les adultes (18 ans et plus) vivant dans ce ménage au cours des <u>7 derniers jours</u> ?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A= Travailler dans l'agriculture  <b>B= Travailler dans l'exploitation de coton</b>            C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>            E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>F= Aide non rémunérée dans un commerce familial de tout genre</b>            G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison  <b>H= Pêcher du poisson, des crevettes, des crustacés, chasser des animaux sauvages et chercher autres nourritures pour la vente ou la consommation du ménage</b>            I= chercher de l'eau ou rassembler du bois pour le ménage  <b>J= Produire tout autre bien pour l'usage de ce ménage</b>            K=Autre (préciser):            .....  <b>L=Aucun</b>            Z=non déclaré/ Ne sait pas</p>	
E.2	Les adultes 18 ans et plus dans ce ménage ont-ils effectué une activité dans une plantation de coton au cours des <u>7 derniers jours</u> ?	1= Oui 2= Non	
E.3	<p><b>Quels travaux domestiques ont été effectués par les adultes (18 ans et plus) vivant dans ce ménage durant les <u>7 derniers jours</u> ?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Faire les achats pour le ménage  <b>B=Réparer des équipements ménagers</b>            C=Préparer de la nourriture  <b>D=Nettoyer les ustensiles / la maison</b>            E=Laver les vêtements  <b>F=S'occuper des enfants, des personnes âgées ou des malades</b>            G= effectuer d'autres types de travaux domestiques (préciser)            .....            .....  <b>H=Pas de travaux domestiques</b></p>	

<p><b>E.4</b></p>	<p><b>Y a-t-il adultes de 18 ans et plus, de ce ménage qui ne sont pas membres de la famille élargie ?</b></p> <p><b>Nombre d'adultes</b></p> <p><i>(adulte non parentés au chef de ménage et au conjoint)</i></p>	<p><b>1=Oui</b>, SVP préciser le sexe, l'âge, année d'arrivée dans le ménage, la scolarité, les travaux effectués et le salaire en commençant par les plus jeunes</p> <table border="1" data-bbox="834 174 1426 840"> <thead> <tr> <th></th> <th>adulte 1</th> <th>adulte 2</th> <th>adulte 3</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Est-il scolarisé? 1=oui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=oui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=oui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> </tbody> </table> <table border="1" data-bbox="834 869 1246 1424"> <thead> <tr> <th></th> <th>adulte 4</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/__/_/</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/</td> </tr> <tr> <td>Est-il scolarisé? 1=oui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=oui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=oui 2=non</td> <td>/__/_/</td> </tr> </tbody> </table> <p><b>2=non</b> <span style="float: right;"><b>2 → E7</b></span></p>		adulte 1	adulte 2	adulte 3	Nom	.....	.....	.....	Numéro d'ordre	/__/_/	/__/_/	/__/_/	Sexe (M/F)	/__/_/	/__/_/	/__/_/	Age	/__/_/	/__/_/	/__/_/	Année d'arrivée dans le ménage	/__/_/	/__/_/	/__/_/	Est-il scolarisé? 1=oui 2=non	/__/_/	/__/_/	/__/_/	Travaille-t-il? 1=oui 2=non	/__/_/	/__/_/	/__/_/	Est-il payé 1=oui 2=non	/__/_/	/__/_/	/__/_/		adulte 4	Nom	.....	Numéro d'ordre	/__/_/	Sexe (M/F)	/__/_/	Age	/__/_/	Année d'arrivée dans le ménage	/__/_/	Est-il scolarisé? 1=oui 2=non	/__/_/	Travaille-t-il? 1=oui 2=non	/__/_/	Est-il payé 1=oui 2=non	/__/_/
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Est-il payé 1=oui 2=non	/__/_/																																																							
<p><b>E.5</b></p>	<p><b>S'il y a des adultes (18 ans et plus) qui vivent dans le ménage et qui ne sont pas membres de la famille élargie, quelle place y occupent-ils ?</b></p> <p><i>(Lire et indiquer le nombre)</i></p>	<p>A=Visiteurs temporaires  <b>B=Domestiques / aide pour les travaux ménagers</b>  C=Ouvriers dans les plantations  <b>D=Autre (préciser) :</b>  .....</p>																																																						
<p><b>E.6</b></p>	<p><b>Quelle est la raison pour laquelle ces adultes (18 ans et plus) vivent dans votre ménage?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Ils cherchaient du travail  <b>B=Nous sommes allés les chercher nous mêmes pour des besoins de travail</b>  C=Ils ont été conduits par des personnes qui savaient que nous avons besoin d'aide supplémentaire  <b>D=Ils ont été emmenés par leur propre parent pour travailler</b>  E=Ils sont arrivés avec leur famille qui travaille pour nous</p>																																																						

		<b>F=Autre(préciser)</b> ..... Z=non déclaré/Ne sait pas	
E.7	<b>Y a-t-il des adultes (18 ans et plus) vivant dans votre ménage qui ont été payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u>?</b>	1=Oui 2=Non 8=non déclaré 9=Ne sait pas	<b>2→ E12</b> <b>8→ E12</b> <b>9→ E12</b>
E.8	<b>Pour quels types de travail ces adultes (18 ans et plus) ont-ils été payés ou récompensés en nature au cours des <u>12 derniers mois</u>?</b>  <i>(Lire et encercler les bonnes réponses)</i>	A= Travailler dans l'agriculture <b>B= Travailler dans l'exploitation de coton</b> C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b> E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature <b>F= Aide non rémunérée dans un commerce familial de tout genre</b> G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison <b>H= Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et chercher autre nourriture pour la vente ou la consommation du ménage</b> I= chercher de l'eau ou rassembler du bois pour le ménage <b>J= Produire tout autre bien pour l'usage de ce ménage</b> K=Autre (préciser): ..... <b>Z=non déclaré / ne sait pas</b>	
E.9	<b>Au cours des <u>12 derniers mois</u>, les adultes (18 ans et plus) vivant dans votre ménage ont-ils été payés ou récompensés en nature pour avoir effectué une activité dans une plantation de coton?</b>	1= Oui (Estimer le montant gagné) / / / / / / / / / /  2=Non	
E.10	<b>Si les adultes (18 ans et plus) étaient payés ou récompensés en nature, qui les a payés ou récompensés?</b>  <i>(Lire et encercler les bonnes réponses)</i>	A=Moi-même B=Un autre membre du ménage (préciser): ..... ..... C= Un voisin D= Autre personne (préciser):..... .....	



<b>E.11</b>	<p><b>Si les adultes (18 ans et plus) vivant dans votre ménage étaient payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u>, combien ont-ils gagné au total?</b></p> <p>Nombre d'adultes</p>	<p>Préciser le nom, le sexe, l'âge, le type de travail, la durée, le revenu total et/ou autres récompenses en commençant par les plus jeunes</p> <table border="1" data-bbox="837 168 1361 660"> <thead> <tr> <th></th> <th>Adulte 1</th> <th>Adulte 2</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/ _ /</td> <td>/ _ /</td> </tr> <tr> <td>Age</td> <td>/ / /</td> <td>/ / /</td> </tr> <tr> <td>Type de travail</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée (mois)</td> <td>/ / /</td> <td>/ / /</td> </tr> <tr> <td>Revenu total</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Autres récompenses</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <table border="1" data-bbox="837 683 1361 1176"> <thead> <tr> <th></th> <th>Adulte 3</th> <th>Adulte 4</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/ _ /</td> <td>/ _ /</td> </tr> <tr> <td>Age</td> <td>/ / /</td> <td>/ / /</td> </tr> <tr> <td>Type de travail</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée (mois)</td> <td>/ / /</td> <td>/ / /</td> </tr> <tr> <td>Revenu total</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Autres récompenses</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>			Adulte 1	Adulte 2	Nom	.....	.....	Numéro d'ordre	/ _ / _ /	/ _ / _ /	Sexe (M/F)	/ _ /	/ _ /	Age	/ / /	/ / /	Type de travail	.....	.....	Durée (mois)	/ / /	/ / /	Revenu total	.....	.....	Autres récompenses	.....	.....		Adulte 3	Adulte 4	Nom	.....	.....	Numéro d'ordre	/ _ / _ /	/ _ / _ /	Sexe (M/F)	/ _ /	/ _ /	Age	/ / /	/ / /	Type de travail	.....	.....	Durée (mois)	/ / /	/ / /	Revenu total	.....	.....	Autres récompenses	.....	.....
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<b>E.12</b>	<p><b>Combien peut gagner un adulte (homme ou femme) pour une journée de travail dans l'agriculture au Burkina Faso ou au Mali ?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Homme / _ / _ / _ /</p> <p>Femme / _ / _ / _ /</p>																																																							
<b>E.13</b>	<p><b>Combien peut gagner un adulte (homme ou femme) pour une journée d'activité domestique au Burkina Faso ou au Mali ?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Homme / _ / _ / _ /</p> <p>Femme / _ / _ / _ /</p>																																																							
<b>E.14</b>	<p><b>Combien peut gagner un adulte (homme ou femme) pour une journée de travail dans une plantation de cacao (Côte d'Ivoire ou Ghana)?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Homme / _ / _ / _ /</p> <p>Femme / _ / _ / _ /</p>																																																							

**SECTION F : MIGRATION, SEPARATION DE LA FAMILLE ET TRAFIC**

Numéro d'ordre du répondant (A1)																																							
<b>F.1</b>	<p><b>Avez-vous déjà vécu en dehors du Burkina/Mali ? où?</b>  <b>(Pour au moins 6 mois)</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A=Côte d'Ivoire  <b>B=Burkina-Faso</b>  C=Mali  <b>D=Togo</b>  E=Benin  <b>F=Liberia</b>  G=Nigeria  <b>H=Ghana</b>  I= Autre pays (préciser):  .....  <b>J=pas vécu à l'étranger</b></p>	<p>/ / /</p> <p><b>J → F3</b></p>																																				
<b>F.2</b>	<p><b>Si vous aviez vécu avant à l'étranger, où exactement viviez-vous?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique, du plus récent au plus ancien)</i></p> <p><i>Durée minimale 6 mois</i></p>	<table border="1"> <thead> <tr> <th></th> <th>Pays 1</th> <th>Pays 2</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du Province/Cercle</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Pays 3</th> <th>Pays 4</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du Province/Cercle</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>		Pays 1	Pays 2	Nom du pays	.....	.....	Nom de la région	/ _ / _ /	/ _ / _ /	Nom du Province/Cercle	/ _ / _ /	/ _ / _ /	Nom du village/ville	.....	.....	Durée de séjour	.....	.....		Pays 3	Pays 4	Nom du pays	.....	.....	Nom de la région	/ _ / _ /	/ _ / _ /	Nom du Province/Cercle	/ _ / _ /	/ _ / _ /	Nom du village/ville	.....	.....	Durée de séjour	.....	.....	
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<b>F.3</b>	<p><b>Dans ce pays (Mali/Burkina), avez-vous déjà vécu dans une région autre que celle dans laquelle vous vivez actuellement? Où?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique)</i></p>	<p>1=Oui (préciser):  Nom de la région 1  ...../ _ / _ /  Nom de la région 2  ...../ _ / _ /  Nom de la région 3  ...../ _ / _ /  2=Non</p>																																					
<b>F.4</b>	<p><b>Dans ce pays (Mali/Burkina), avez-vous déjà vécu dans un province/cercle autre que celle dans laquelle vous vivez actuellement? Où?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique)</i></p>	<p>1=Oui (préciser)  Nom de la <b>province/cercle</b>  ...../ _ / _ /  Nom de la <b>province/cercle</b>  ...../ _ / _ /  Nom de la <b>province/cercle</b>  ...../ _ / _ /  2=Non</p>																																					
<b>F.5</b>	<p><b>Dans ce pays (Mali/Burkina), avez-vous déjà vécu dans un/une village/ville autre que celle dans lequel vous vivez actuellement? Où?</b></p>	<p>1=Oui (préciser les noms des villages/villes)  .....  .....  .....  2=Non</p>	<p><b>2 → F9</b></p>																																				

F.6	Avec qui vous êtes-vous déplacés à votre lieu de résidence actuelle??	1=Seul <b>2=Avec mon mari/femme (et enfants)</b> 3=Avec mes parents <b>4= Avec autre(s) parent(s) (préciser):</b> ..... 5= Avec une ou d'autres personnes avec qui je ne suis pas parenté (préciser): ..... <b>6=Autre (préciser):</b> ..... 9=non déclaré	
F.7	Depuis quand avez-vous déménagé à votre lieu de résidence actuel?	Année / / / / / 8888=non déclaré 9998=ne sait pas	
F.8	Pour quelles raisons avez-vous déménagé à votre nouveau lieu de résidence ?  <i>(Plusieurs réponses possibles)</i>	A=J'ai construit une maison <b>B=J'ai acheté une plantation/terre</b> C=J'ai hérité d'une plantation/terre <b>D=J'ai eu un contrat de métayage</b> E=J'ai eu un travail saisonnier dans le domaine agricole <b>F=Je cherchais du travail</b> G=J'ai trouvé du travail (préciser): ..... <b>H=J'ai voulu que mes enfants partent à l'école</b> I=Autre (préciser): ..... <b>J=ne sait pas</b> Z=non déclaré	
F.9	En dehors d'un cas de décès, avez vous déjà été séparé de vos enfants biologiques pour plus d'une année pendant qu'ils avaient moins de 18 ans ?	1=Oui (préciser le nombre) ..... 2=Non	<b>2 → F15</b>
F.10	<b>E10. Quel âge avaient les enfants à ce moment-là?</b>  <i>(Préciser les noms des enfants sur les pointillés)</i>	Nom et âge des enfants  Enfant1...../ / / Enfant2...../ / / Enfant3...../ / / Enfant4...../ / / Enfant5...../ / / Enfant6...../ / /	
F.11	Quel est le sexe des enfants?	Nombre de garçons / / / Nombre de filles / / /	
F.12	Pourquoi cette séparation s'est-elle produite?  <i>(Plusieurs réponses possibles)</i>	A=Je cherchais du travail <b>B=J'ai trouvé du travail (préciser):</b> ..... C=Les enfants cherchaient du travail <b>D=Les enfants ont trouvé du travail (préciser):</b> ..... E= Les enfants devaient aller à l'école/formation.	

		<b>F= A cause de mon divorce</b> <b>G= Je ne pouvais pas m'occuper des enfants</b> <b>H= J'ai envoyé les enfants chez mes parents</b> <b>I=Autre (préciser):</b> .....																																											
<b>F.13</b>	<b>Qui a pris cette décision?</b> <i>(une seule réponse possible)</i>	1=J'ai pris la décision 2=L'enfant a pris la décision 3=Un autre membre du ménage a pris la décision (préciser): ..... 4=Autre (préciser):.....																																											
<b>F.14</b>	<b>Pendant combien de temps avez-vous été séparés de (nom) ?</b> <i>(Rappeler les noms des enfants cités en E10)</i>	Nom des enfants et durée de séparation (année) Enfant1...../___/___ Enfant2...../___/___ Enfant3...../___/___/Enfant4...../___/___ Enfant5...../___/___ Enfant6...../___/___																																											
<b>F.15</b>	<b>Avez-vous déjà migré pour travailler dans une exploitation de cacao?</b>	1=Oui 2=Non	<b>2 → F23</b>																																										
<b>F.16</b>	<b>Avec qui avez-vous migré dans l'exploitation de cacao ?</b>	1=Seul <b>2=Avec mon mari/femme (et enfants)</b> 3=Avec mes parents <b>4= Avec autre(s) parent(s) (préciser):</b> ..... 5= Avec une ou d'autres personnes avec qui je ne suis pas parenté (préciser): ..... <b>6=Autre (préciser):</b> ..... 9=non déclaré																																											
<b>F.17</b>	<b>Où vous êtes vous déplacé exactement et pour combien de temps?</b> <i>(si plus d'une localité, préciser dans l'ordre chronologique)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Pays 1</th> <th style="text-align: center;">Pays 2</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du département</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>...</td> <td>...</td> <td>...</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Pays 3</th> <th style="text-align: center;">Pays 4</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du département</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>...</td> <td>...</td> <td>...</td> </tr> </tbody> </table>			Pays 1	Pays 2	Nom du pays	.....	.....	Nom de la région	/___/___	/___/___	Nom du département	/___/___	/___/___	Nom du village/ville	.....	.....	Durée de séjour	.....	.....	...	...	...		Pays 3	Pays 4	Nom du pays	.....	.....	Nom de la région	/___/___	/___/___	Nom du département	/___/___	/___/___	Nom du village/ville	.....	.....	Durée de séjour	.....	.....	...	...	...
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F.18	<b>Quand avez-vous migré vers l'exploitation de cacao pour la première fois?</b>  8888=Non déclaré 9998= Ne sait pas	Préciser l'année  /_/_/_/_/_/																															
F.19	<b>Pour quelles raisons avez-vous déménagé pour travailler dans une l'exploitation de cacao ?</b>  <i>(Plusieurs réponses possibles)</i>	A=J'ai construit une maison B=J'ai acheté une plantation/terre C=J'ai hérité d'une plantation/terre D=J'ai eu un contrat de métayage E=J'ai eu un travail saisonnier dans le domaine agricole F=Je cherchais du travail G=J'ai trouvé du travail (préciser): ..... H=J'ai voulu que mes enfants partent à l'école I=Autre (préciser): ..... J=ne sait pas Z=non déclaré																															
F.20	<b>ENQUÊTEUR :</b> <b>IL S'AGIT DE TOUS LES ENFANTS A LA CHARGE DU CHEF DE MENAGE</b>  <b>Vous êtes vous déplacé avec certains de vos enfants?</b>	1=Oui  2=Non	<b>2 → F23</b>																														
F.21	<b>Quels âges avaient ces enfants?</b>  <b>Préciser le nom sur les pointillés et l'âge dans les cases</b>	Nom des enfants et âge  Enfant1 ...../ _/_/_/ Enfant2 ...../ _/_/_/ Enfant3 ...../ _/_/_/ Enfant4 ...../ _/_/_/ Enfant5 ...../ _/_/_/ Enfant6 ...../ _/_/_/																															
F.22	<b>Ces enfants ont-ils travaillé dans l'exploitation de cacao?</b>	1=Oui  2=Non																															
F.23	<b>Certains des enfants de ce ménage ont-ils déjà migré sans le chef de famille pour travailler dans une plantation de cacao ?</b>	1=Oui  2=Non	<b>2 → G1</b>																														
F.24	<b>Relever les informations concernant les éléments suivants sur l'émigration de l'enfant: Destination de l'émigration, Année de départ, Âge de l'enfant à l'année de départ et le genre de l'enfant.</b>  <b>ENQUÊTEUR :</b> <b>REMP LISSEZ CORRECTEMENT LES TABLEAUX SUIVANTS EN PRENANT SOIN A CHAQUE FOIS DE POSER LA QUESTION À L'ENQUETE.</b>  <b>POUR LA DUREE, INDIQUEZ L'UNITE SUR LES POINTILLES EN DESSOUS.</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">enfant 1</th> <th style="width: 20%;">Enfant 2</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Sexe de l'enfant</td> <td></td> <td></td> </tr> <tr> <td>Pays</td> <td></td> <td></td> </tr> <tr> <td>Département</td> <td></td> <td></td> </tr> <tr> <td>Village/ville</td> <td></td> <td></td> </tr> <tr> <td>Année de départ</td> <td>/ / / / /</td> <td>/ / / / /</td> </tr> <tr> <td>Âge de l'enfant à l'année de départ</td> <td></td> <td></td> </tr> <tr> <td>Durée du séjour dans l'exploitation de cacao</td> <td>/_/_/_/ ..... .....</td> <td>/_/_/_/ ..... .....</td> </tr> </tbody> </table>			enfant 1	Enfant 2	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe de l'enfant			Pays			Département			Village/ville			Année de départ	/ / / / /	/ / / / /	Âge de l'enfant à l'année de départ			Durée du séjour dans l'exploitation de cacao	/_/_/_/ ..... .....	/_/_/_/ ..... .....
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Village/ville																																	
Année de départ	/ / / / /	/ / / / /																															
Âge de l'enfant à l'année de départ																																	
Durée du séjour dans l'exploitation de cacao	/_/_/_/ ..... .....	/_/_/_/ ..... .....																															

		enfant 3	Enfant 4
Nom	.....	.....	.....
Numéro d'ordre	/__/__/	/__/__/	/__/__/
Sexe de l'enfant			
Pays			
Département/Cercle /province			
Village/ville			
Année de départ	/ / / / /	/ / / / /	/ / / / /
Âge de l'enfant à l'année de départ			
Durée du séjour dans l'exploitation de cacao	/__/__/ .....	/__/__/ .....	/__/__/ .....

**F.25 Pour quelle raison ces enfants ont-ils migré pour travailler dans l'exploitation de cacao?**

*(plusieurs réponses possibles)*

	Enfant 1	Enfant 2	Enfant 3	Enfant 4
Nom et prénoms				
Numéro d'ordre dans le ménage				
A=J'ai envoyé l'enfant travaillé dans l'exploitation de cacao				
B=Un autre adulte de la famille a envoyé l'enfant travaillé dans l'exploitation de cacao				
C=L'enfant a trouvé du travail et est parti avec mon consentement.				
D= L'enfant a trouvé du travail et est parti sans mon consentement				
E=Autre (Préciser)	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....

**F.26 Qui s'occupait des enfants dans l'exploitation de cacao?**

*(plusieurs réponses possibles)*

	Enfant 1	Enfant 2	Enfant 3	Enfant 4
Nom et prénoms				
Numéro d'ordre dans le ménage				
A=Personne				
B=Parent biologique				
C=Parent				
D= un autre parent				
E= Une personne n'appartenant pas à la famille				
F=Autre (Préciser)	..... ..... .....	..... ..... .....		..... ..... .....

**F.27 Les enfants étaient-ils payés en nature ou en espèce ?**

1=Oui  
2=Non  
3=Certains d'entre eux  
4=Autre (à préciser):  
.....

**2 → G1**

<b>F.28</b> <b>Que recevaient ces enfants en termes de rémunération ?</b>  Préciser le nom de l'enfant et la nature de la rémunération			
		Nom	Nature de la rémunération
	Enfant 1	.....	.....
	Enfant 2	.....	.....
	Enfant 3	.....	.....
	Enfant 4	.....	.....
	Enfant 5	.....	.....
	Enfant 6	.....	.....

**SECTION G : TRAVAUX DANGEREUX ET ACCES AUX SOINS DE SANTE**

	Numéro d'ordre du répondant (A1)		/ _ / _ /
G.1	<b>Un des enfants (5 à 17 ans) a-t-il eu l'un des problèmes physiques suivants liés aux travaux agricoles pendant les 12 derniers mois ?</b> <i>(Lire et entourer les bonnes réponses)</i>	A=Plaies/Blessures profondes <b>B=Fractures</b> C=Morsures de serpents <b>D= Piqûres d'insectes (abeilles, guêpes, etc.)</b> E= Piqûres de scorpions et /ou d'araignées <b>F=Douleurs de dos / musculaires</b> G=Autres douleurs (préciser)..... <b>H=Brûlures de feu ou insolation</b> I=Problèmes de peau <b>J=Autre (préciser).....</b> K=Aucune blessure <b>L= Pas de travaux agricoles</b>	<b>K→G5</b> <b>L→G5</b>
G.2	<b>Combien de fois, vous souvenez-vous, que un des enfants a eu des problèmes physiques au cours d'une activité agricole pendant les 12 derniers mois?</b>	Nombre de fois / _ / _ / 98=Ne sait pas	
G.3	<b>Quelles étaient les activités agricoles que l'enfant effectuait au cours des 12 derniers mois lorsqu'il a eu le plus grave problème physique ?</b>	<b>Préciser :</b> ..... ..... ..... .....	
G.4	<b>Un des enfants vivants dans votre ménage a-t-il expérimenté l'un des états suivants suite à des problèmes physiques qu'il a eu pendant qu'il effectuait une activité agricole ?</b> <i>(Lire et entourer les bonnes réponses)</i>	A= La douleur était très forte <b>B= Il était très malade ou épuisé</b> C= Il s'est senti mal pendant longtemps <b>D=Il a dû subir un traitement dans un centre de santé / hôpital</b> E= Il a dû subir un traitement traditionnel <b>F= Il ne pouvait pas continuer à travailler</b> G= Il ne pouvait plus aller à l'école <b>H=Autre effet (préciser) _____</b> I=Aucun effet	
G.5	<b>Un des enfants (5 à 17 ans) de votre ménage a-t-il eu des problèmes physiques liés aux travaux économiques autres que les travaux agricoles pendant les 12 derniers mois ?</b>	1=Oui (Préciser): ..... ..... 2=Non	
G.6	<b>Un des enfants (5 à 17 ans) de votre ménage a-t-il eu des problèmes physiques lorsqu'il effectuait des travaux domestiques durant les 12 derniers mois?</b>	1=Oui (préciser le problème) ..... ..... 2=Non	
G.7	<b>Un des enfants (5 à 17 ans) vivant dans votre ménage a-t-il participé dans les activités suivantes durant les 12 derniers mois ? combien d'enfants participaient à ces travaux ?</b>	A= Défrichage de la forêt et / ou d'abattage d'arbres <b>B= feu de brousse</b> C= Travailler avec des produits agrochimiques, c'est-à-dire l'achat, le transport, le stockage, l'utilisation, de lavage des conteneurs et des machines de pulvérisation, et à l'élimination <b>D= Être présent ou travaillant à proximité de la ferme au cours de l'épandage de pesticides, ou de revenir sur une ferme vaporisé en moins de 12 heures de la pulvérisation</b> E= Application de produits chimiques (insecticides, herbicides, fongicides, engrais chimiques, etc) <b>F= L'utilisation de machettes et long sabres pour le désherbage</b> G=Escalade d'arbres supérieur à 3 mètres pour couper les branches avec une machette	/ _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ / / _ / _ /



		<p><b>H= Travailler avec un pulvérisateur à moteur/ à dos ou une tronçonneuse</b></p> <p>I= Récolter les gousses de cacao frais avec une faucille (crochet)</p> <p><b>J= Rompre les cabosses de cacao avec un couteau de rupture</b></p> <p>K= Porter de charges lourdes</p> <p><b>L= Porter de charges supérieures à 30% du poids corporel de plus de 2 miles (3km)</b></p> <p>M= travailler au champs pendant plus de 3 heures par jour ou plus de 18 heures par semaine (pour les enfants le week-end, jours fériés et / ou avoir terminé l'école)</p> <p><b>N= Pour les enfants à l'école, travailler de plus de 2 heures / jour sur une journée d'école</b></p> <p>O= Travailler sans chaussures et vêtements de vêtements de protection (par exemple, des manches longues, des pantalons, des bottes, etc.)</p> <p><b>P= Un enfant qui travaille seul sur la ferme à l'isolement (c'est-à-dire l'adulte le plus proche ne peut le voir ni l'entendre)</b></p> <p>Q=Aller ou retour seul sur l'exploitation agricole ou de travailler au champs entre 18h00 et 6h00</p> <p><b>R=Un enfant retiré de l'école lors de la saison du cacao pour faire des travaux agricoles</b></p> <p>T= Travailler à temps plein à la ferme et qui ne fréquentent pas l'école formel / non formel (pour les enfants de moins de 15 ans)</p>	<p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p> <p>/ _ / _ /</p>
<b>G.8</b>	<p><b>Un des enfants (5 à 17 ans) de votre ménage as-il souffert de l'une des maladies suivantes et d'autres problèmes de santé durant les 12 derniers mois?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=La diarrhée</p> <p><b>B=Les vomissements</b></p> <p>C=La fièvre</p> <p><b>D=La grippe</b></p> <p>E=Le paludisme</p> <p><b>F=La fièvre typhoïde</b></p> <p>G=L'anémie</p> <p><b>H=Le choléra</b></p> <p>I=Les problèmes d'yeux</p> <p><b>J=Les problèmes d'estomac</b></p> <p>K=Les problèmes respiratoires</p> <p><b>L=La fatigue extrême</b></p> <p>M=Autre (spécifier)</p> <p>.....</p> <p><b>N=Aucune maladie</b></p>	
<b>G.9</b>	<p><b>Quand un des enfants vivants dans votre ménage était malade ou blessé, quel type de traitement recevait-il?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A=Premiers soins</p> <p><b>B=Automédication</b></p> <p>C=Infirmière (centre de santé)</p> <p><b>D=Docteur/Infirmière (hôpital)</b></p> <p>E=Pharmacien (pharmacie)</p> <p><b>F=Les plantes médicinales</b></p> <p>G=Spiritualiste (religieux)</p> <p><b>H=Guérisseur (traditionnel)</b></p> <p>I=Autre (préciser) _____</p> <p><b>J=Aucun traitement</b></p> <p>K= Aucune maladie ou blessure</p>	
<b>G.10</b>	<p><b>Quand un des enfants vivants dans votre ménage était malade ou blessé, qui payait pour son traitement?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A=Ses parents/ Tuteurs</p> <p><b>B=D'autres parents (préciser).....</b></p> <p>C=Lui-même</p> <p><b>D=Son employeur</b></p> <p>E=L'assurance maladie familiale</p> <p><b>F=C'est gratuit</b></p> <p>G=Autre (préciser).....</p> <p><b>H= Personne ne paie ses soins/ aucun soin</b></p> <p>I= Aucune maladie ou blessure</p>	

**SECTION H: ACTIVITES DES PROJETS**

	Numéro d'ordre du répondant (A1)		/ / /
H.1	Souvent des projets sont réalisés en vue d'aider les enfants travailleurs, les enfants scolarisés et autres groupes d'enfants. Est-ce que des enfants vivants dans votre ménage ont déjà participé dans un de ces projets ?	1=Oui 2=Non 3=Je ne sais pas	2→ I1 3→ I1
H.2	Connaissez-vous le nom de ce projet?	1=Oui (Préciser) : ..... 2=Non	
H.3	Connaissez-vous le nom de l'organisation qui a réalisé ce projet?	1=Oui (Préciser) : ..... 2=Non	
H.4	Où le projet a-t-il été réalisé	Préciser: .....	
H.5	Quelles activités ont été réalisées?	Préciser: ..... ..... .....	
H.6	En quelle année les enfants ont participé à ce projet	Année /_/_/_/_/_/ 9998= je ne sais pas	
H.7	Comment les participants du projet ont-ils été sélectionnés	Préciser: ..... ..... .....	
H.8	Croyez –vous que le projet a eu un impact?	Préciser: ..... ..... .....	

**SECTION I: CONNAISSANCE DES ENFANTS AYANT MIGRES**

	Numéro d'ordre du répondant (A1)		/ / /
I.1	<p>Connaissez-vous des enfants ou des jeunes adultes de cette communauté qui ont travaillé dans un autre pays ?</p> <p>ENQUETEUR SI L'ENQUETE REpond PAR « NON », REMERCIEZ LE ET METTEZ FIN A L'INTERVIEW EN DEMANDANT LA QUESTION DE L'INTERVIWE</p>	<p>1=Oui 2=Non</p>	
I.2	<p>Combien d'enfants ou de jeunes adultes de cette communauté ayant travaillé dans un autre pays connaissez-vous ?</p>	<p>Préciser le nombre</p> <p>_____ / _____ / _____ / _____ / _____</p>	
I.3	<p>Où travaillaient ces enfants et jeunes adultes?</p>	<p>A=Cote d'Ivoire <b>B=Ghana</b> C=Burkina-Faso <b>D=Mali</b> E=Togo <b>F=Bénin</b> G=Libéria <b>H=Nigéria</b> I=Autre pays (Préciser): ..... <b>Z=Ne sait pas</b></p>	
I.4	<p>Quels types d'activités effectuait-ils dans ce pays?</p>	<p>A=activités dans les plantations de cacao <b>B=activités agricoles autre que l'exploitation de cacao (préciser):</b>..... ..... ..... C=activités économiques autre que l'agriculture (préciser):..... ..... <b>D=Travaux ménagés</b> ..... ..... Z=Ne sait pas</p>	
I.5	<p>Y avait-il des enfants et des adultes qui ont travaillé dans l'agriculture ?</p>	<p>1=Oui 2=Non 9=Ne sait pas</p>	
I.6	<p>Y avait-il des enfants et des adultes qui ont travaillé dans l'exploitation de cacao ?</p>	<p>1=Oui 2=Non 9=Ne sait pas</p>	
I.7	<p>Combien parmi ces enfants et ces jeunes adultes sont-ils retournés dans votre communauté après avoir travaillé dans la l'exploitation de cacao ?</p>	<p>1=oui pour tous 2=oui pour certains 3=Non, aucun</p>	
I.8	<p>Pouvez-vous nous aider à localiser les enfants et jeunes adultes qui ont travaillé dans une plantation de cacao lorsqu'ils avaient entre 5 et 17 ans. À travers leurs noms et contacts, nous pourrions leur demander s'ils veulent participer à notre recherche.</p>	<p>Préciser les noms et adresses</p> <p>..... ..... ..... ..... .....</p>	

Nous sommes à la fin de l'interview. Avez-vous des questions ?

Noter la question

.....  
.....  
.....

**MERCI BEAUCOUP**

## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS

### QUESTIONNAIRE ENFANTS (MENAGES)

00. PAYS ...../ / 01. REGION ...../ / / 02. PROVINCE /CERCLE...../ / / 03. COMMUNE/ARRONDISSEMENT...../ / /	04. ZONE DE DENONBREMENT/SECTION D'ENUMERATION...../ / / / / 05. VILLAGE / SECTEUR./ / / / / 06. CONCESSION...../ / / / / 07. NUMERO DU MENAGE...../ / /
08. NUMERO DU REONDANT:...../ / / / /	
09. NOM DE L'ENQUETEUR ..... / / / 10. NOM DU SUPERVISEUR ..... / / / 11. LANGUE DE L'INTERVIEW ..... / / / 12. DATE DE L'INTERVIEW    Jour / / /    Mois / / /    Année / / / / / 13. DEBUT DE L'INTERVIEW    Heure / / /    Minute / / / 14. FIN DE L'INTERVIEW        Heure / / /    Minute / / /	

**CE QUESTIONNAIRE EST DESTINE A :**

- UN ENFANT PAR MENAGE CHOISI A PROBABILITE EGALE
- QUI A ENTRE 10 ET 17 ANS AU MOMENT DE L'ENQUETE

**Avant de commencer l'interview, suivez les procédures de consentement exprimé.**

**Titre de l'étude:** Enquête sur les conditions de vie et migration des enfants

**Chercheurs:** William E. Bertrand et Elke de Buhr

Nous sommes ici dans le cadre d'un programme de recherche. La recherche est un moyen utilisé pour trouver des informations sur un domaine donné. Le but de notre étude est de collecter des informations sur les conditions de vie et de travail des enfants dans les villages du pays.

Tu peux décider de participer ou non à cette étude. Si tu décides de participer à l'étude, tu parleras avec moi. Je suis l'enquêteur. Je te poserai des questions sur ta vie et ton travail. Durant l'enquête, aucune autre personne (adulte ou enfant) ne sera autorisée à écouter la conversation. Nous garderons tes réponses strictement confidentielles. Certaines parties du questionnaire peuvent te déranger, te mettre dans une position inconfortable ou peuvent être déplaisantes.

Certaines questions peuvent être difficiles à répondre et l'entrevue peut prendre trop de temps. Nous ne savons pas si cette étude t'aidera personnellement mais nous espérons avoir des informations qui aideront les enfants et les adolescents un jour.

Tu n'es pas obligé de participer à cette étude. La décision te revient. Tu seras pris en compte, que tu acceptes de participer ou non. Si tu acceptes d'y participer et qu'après tu changes d'avis, dis-le moi et j'arrêterai l'interview. Si tu acceptes de participer à cette étude, signe ou écris ton nom ci-dessous, s'il te plaît.

_____	_____	_____
Répondant	Date	Signature

_____	_____	_____
Nom de l'agent enquêteur	Date	Signature

Merci d'avoir accepté de répondre à ces questions. Si tu ne comprends pas un mot que j'utiliserai ou une question que je poserai, s'il te plaît dis-le-moi. Saches que tu peux m'arrêter à tout moment. Personne ne saura ce que tu nous as dit. Nous ne dirons ton nom à personne.

## SECTION A : Caractéristiques démographiques et individuelles

N°	Questions	Réponses et codes	
A.1	<b>Numéro du répondant</b> (numéro dans le ménage)	/_/_/_/	
A.2	<b>Quel âge as-tu ?</b> (Si l'âge est inconnu, estimez)	Age en années révolues	/_/_/_/
A.3	<b>Sexe de l'enfant</b>	1=Garçon 2=Fille	
A.4	<b>Quelle est ta nationalité ?</b>	1= Ivoirienne (Côte d'Ivoire) 2= <b>Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) 4= <b>Maliennne (Mali)</b> 5= Guinéenne (Guinée) 6= <b>Togolaise (Togo)</b> 7= Béninoise (Bénin) 8= <b>Libérienne (Libéria)</b> 9= Nigériane (Nigéria) 10= <b>Nigérienne (Niger)</b> 11= Autre (préciser).....	1→ A6 2→ A6  5→ A6 6→ A6 7→ A6 8→ A6 9→ A6 10→ A6 11→ A6
A.5	<b>A quel groupe ethnique appartiens-tu ?</b>	Entrer le code du groupe ethnique	/_/_/_/
A.6	<b>Quelle est ta religion ?</b>	1=Catholique 2= <b>Protestante</b> 3=Musulmane 4= <b>Animiste</b> 5=Autre (à préciser).....	
A.7	<b>Où es-tu né ?</b>	1=Cote d'Ivoire 2= <b>Ghana</b> 3=Burkina-Faso 4= <b>Mali</b> 5= <b>Togo</b> 6= <b>Bénin</b> 7=Libéria 8= <b>Nigéria</b> 9=Autre pays (à préciser).....	

## SECTION B : Disposition pour la prise en charge

N°	Questions	Réponses et Codes	
<b>A1</b>	Numéro du répondant (de A1)	/ _ / _ /	
<b>B1</b>	<p><b>Quelles sont les personnes qui s'occupent le plus de toi?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A= Le vrai père  <b>B= La vraie mère</b>            C= Le Grand père  <b>D=La Grand-mère</b>            E= L'oncle  <b>F= La tante</b>            G= Le frère  <b>H= La sœur</b>            I= Autre parent (préciser) .....</p> <p><b>J= L'employeur</b>            K= Aucune personne  <b>L=Autres (préciser)</b>.....</p>	
<b>B2</b>	<b>Habites-tu avec ton vrai père ?</b>	1 = Oui 2= Non	<b>1 → B5</b>
<b>B3</b>	<p><b>Quelle est la raison principale pour laquelle tu n'habites pas avec ton vrai père?</b></p> <p><b>ENQUETEUR :</b>  <b>SI B3="PERE DECEDE" VERIFIEZ QUE B1≠ "PERE"</b></p>	<p>1= Père décédé  <b>2= Père travaille ailleurs pour soutenir la famille</b>            3=Père divorcé/séparé de la mère  <b>4=Père a abandonné la famille ou l'enfant</b>            5=L'enfant fréquente ailleurs  <b>6=L'enfant travaille ailleurs</b>            7=L'enfant a été envoyé chez des parents proches  <b>8=Autre (préciser)</b> .....</p> <p>9=Ne sait pas</p>	
<b>B4</b>	<b>Quel âge avais-tu lorsque tu as cessé de vivre avec ton vrai père?</b>	Age en années révolues     / _ / _ / 98=Ne sait pas	
<b>B5</b>	<b>Habites-tu avec ta vraie mère ?</b>	1= Oui 2= Non	<b>1 → C1</b>
<b>B6</b>	<p><b>Quelle est la raison principale pour laquelle tu n'habites pas avec ta vraie mère?</b></p> <p><b>ENQUETEUR :</b>  <b>SI LA REponse A B6="MERE" DECEDEE VERIFIEZ QUE LA REponse A B1≠ "MERE"</b></p>	<p>1=Mère Décédée  <b>2=Mère travaille ailleurs pour soutenir la famille</b>            3=Mère divorcée/ séparée du père  <b>4=Mère a abandonné la famille ou l'enfant</b>            5=L'enfant fréquente ailleurs  <b>6=L'enfant travaille ailleurs</b>            7=L'enfant a été envoyé chez des parents proches  <b>8=Autre (préciser)</b> .....</p> <p>9=Ne sait pas</p>	
<b>B7</b>	<b>Quel âge avais-tu lorsque tu as cessé de vivre avec ta vraie mère?</b>	Age en années révolues     / _ / _ / 98=Ne sait pas	

## SECTION C : MIGRATION ET TRAITE

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
C1	Quelle est la nationalité de ton vrai père ?	1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser).....</b> 98=Ne sait pas	
C2	Dans quel pays est né ton vrai père ?	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> <b>5=Togo</b> <b>6=Bénin</b> 7=Libéria <b>8=Nigéria</b> 9=Autre pays (à préciser)..... <b>98= ne sait pas</b>	
C3	Quelle est la nationalité de ta vraie mère ?	1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser).....</b> 98=Ne sait pas	
C4	Dans quel pays est née ta vraie mère?	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> <b>5=Togo</b> <b>6=Bénin</b> 7=Libéria <b>8=Nigéria</b> 9=Autre pays (à préciser)..... <b>98= ne sait pas</b>	
C5	Ton père a-t-il déjà vécu <i>au moins 6 mois</i> dans un autre pays? Où?  (Plusieurs réponses permises)	<b>A=Togo</b> B=Côte d'Ivoire <b>C=Burkina-Faso</b> D=Ghana <b>E=Mali</b> F=Bénin <b>G=Libéria</b> H=Nigéria <b>I=Autre (à préciser): .....</b> J=Aucun K= Ne sait pas	
C6	Ta mère a-t-elle déjà vécu <i>au moins 6 mois</i> dans un autre pays? Où?  (Plusieurs réponses permises)	<b>A=Togo</b> B=Côte d'Ivoire <b>C=Burkina-Faso</b> D=Ghana <b>E=Mali</b> F=Bénin <b>G=Libéria</b> H=Nigéria <b>I=Autre (à préciser): .....</b>	



		J=Aucun K= Ne sait pas	
C7.a.	As-tu déjà vécu dans un autre pays?	1= Oui 2= Non	2→C9
C7.b.	Si oui, où as-tu vécu ?  (Plusieurs réponses permises)	A=Togo B=Côte d'Ivoire C=Burkina-Faso D=Ghana E=Mali F=Bénin G=Libéria H=Nigéria I=Autre (à préciser): .....	
C8	Peux-tu nous dire combien de temps a duré chaque déplacement hors du pays ?  <b>NB :</b> pendant le remplissage, prendre les séjours les plus longs en termes de durée  <b>ENQUETEUR :</b> <b>INSISTEZ PAR DES QUESTIONS INTERMEDIAIRES, POUR AVOIR UNE ESTIMATION DE LA DUREE</b>  9998=ne sait pas	Pays du séjour 1: ..... Durée du séjour ..... de (année): / / / / / à (année): / / / / /  Pays du séjour 2: ..... Durée du séjour ..... de (année): / / / / / à (année): / / / / /  Pays du séjour 3: ..... Durée du séjour ..... de (année): / / / / / à (année): / / / / /  Pays du séjour 4: ..... Durée du séjour ..... de (année): / / / / / à (année): / / / / /	
C9	As-tu déjà vécu dans une exploitation de cacao ? où ?  (Plusieurs réponses permises)  <b>ENQUETEUR :</b> <b>SI OUI, DEMANDEZ LE PAYS ?</b>	A=Cote d'Ivoire B=Ghana C=Libéria D=Nigéria E=Autre pays (Préciser): ..... F=Aucun	F→C17
C10	Si oui, avec qui étais-tu parti dans la plantation de cacao ?  <b>ENQUETEUR :</b> <b>VERIFIEZ QUE LA REPONSE A C7A N'EST PAS "NON ". ENSUITE SI C7a="OUI" ALORS C10 ≠ "9"</b>	1= Mon père et ma mère 2=Seulement mon père 3= Mon père et sa nouvelle ou son autre femme 4=Seulement ma mère 5= Ma mère et son mari 6=Avec un autre parent (à préciser)..... 7=Avec un étranger (à préciser)..... 8=Seul 9=jamais changé de lieu de résidence 10= je suis né dans une exploitation de cacao	7→C12 8→C12 9→D1 10→C17
C11	Pour quelles raisons as-tu déménagé avec un parent/tuteur pour aller habiter dans l'exploitation de cacao ?  (Plusieurs réponses possibles) <b>ENQUETEUR :</b> <b>QUELLE QUE SOIT LA REPONSE, FAITES UN SAUT ET ALLEZ A C13.</b>	A=Mon parent/tuteur a construit une maison B=Mon parent/tuteur a acheté une plantation / un terrain C=Mon parent/tuteur a hérité d'une plantation / d'un terrain D=Mon parent/tuteur a eu un contrat de métayage E=Mon parent/tuteur a commencé un travail saisonnier dans le domaine agricole F=Mon parent/tuteur cherchait du travail G=Mon parent/tuteur a trouvé du travail (préciser) H=Mon parent/tuteur voulait que je fasse des études I=Autre (préciser) J= Ne sait pas Z=Non déclaré	→C13
C12	<b>ENQUETEUR :</b> <b>VERIFIEZ QUE C10=7 OU C10=8</b>  Pour quelles raisons as-tu déménagé sans un parent/tuteur	A=Je cherchais du travail B=J'ai trouvé du travail (préciser).... C=Ecole / Formation D=Mariage E=Mes parents ne pouvaient pas s'occuper de moi F=Je suis venu rester avec des parents proches	

	<b>pour aller habiter dans l'exploitation de cacao ?</b> <i>(Plusieurs réponses possibles)</i>	G=Désir de rester avec des amis <b>H=Une personne rencontrée récemment m'a persuadé de partir</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> Z=Non déclaré	
C13	<b>Qui a décidé que tu devais déménager dans l'exploitation de cacao?</b> <i>(Plusieurs réponses possibles)</i>	A=Mon père <b>B=Ma mère</b> C=Autres parents (préciser) _____ <b>D=Mes amis</b> E=Une personne rencontrée récemment <b>F=Moi-même</b> G=Autre personne (préciser) _____ <b>H=Ne sait pas</b>	
C14	<b>Étais-tu d'accord pour déménager dans l'exploitation de cacao?</b>	<b>1=Oui</b> 2=Confus ou sentiments partagés <b>3=Non</b> 4=Ne sait pas	<b>1→C16</b>
C15	<b>Pourquoi ne voulais-tu pas déménager ou avais-tu des sentiments partagés?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Séparation d'avec les parents <b>B=Séparation d'avec les autres membres de la famille</b> C=Séparation d'avec la communauté / les amis <b>D=Méfiance en la personne avec qui je devais partir</b> E=Refus de quitter mon école <b>F=Peur de l'inconnu</b> G=Peur d'être maltraité / abusé <b>H=Autre (préciser) _____</b> I= Ne sait pas	
C16	<b>Comment était ta vie après avoir déménagé dans l'exploitation de cacao ?</b> <i>(Lire et entourer les bonnes réponses)</i>	<b>A=Meilleure</b> B=Pire <b>C=Pareille</b> D=Désillusion <b>E=Autre (spécifier)</b> F=Ne sait pas <b>Z=Non déclaré</b>	
C17	<b>Si tu as déjà changé de lieu de résidence, avec qui es-tu venu dans ton lieu de résidence actuel ?</b>	1= Mon père et ma mère <b>2=Seulement mon père</b> 3= Mon père et sa nouvelle/autre femme <b>4=Seulement ma mère</b> 5= Ma mère et son mari <b>6=Avec un autre parent (à préciser) _____</b> 7=Avec un étranger (à préciser) _____ <b>8=Seul</b> 9=jamais changé de lieu de résidence	<b>7→C19</b> <b>8→C19</b> <b>9→D1</b>
C18	<b>Pour quelle raison es-tu venu avec un parent/tuteur dans ton lieu de résidence actuel ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Mon parent/tuteur a construit une maison <b>B=Mon parent/tuteur a acheté une plantation / un terrain</b> C=Mon parent/tuteur a hérité d'une plantation / d'un terrain <b>D=Mon parent/tuteur a eu un contrat de métayage</b> E=Mon parent/tuteur a commencé un travail saisonnier dans le domaine agricole <b>F=Mon parent/tuteur cherchait du travail</b> G=Mon parent/tuteur a trouvé du travail (préciser) <b>H=Mon parent/tuteur voulait que je fasse des études</b> I=Autre (préciser) <b>J= Ne sait pas</b> Z=Non déclaré	<b>→C20</b>
C19	<b>ENQUÊTEUR :</b> <b>VERIFIEZ QUE C17=7 OU C17=8</b> <b>Pour quelle raison es-tu venu sans un parent/tuteur dans ton lieu de résidence actuel ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Je cherchais du travail <b>B=J'ai trouvé du travail (préciser)....</b> C=Ecole / Formation <b>D=Mariage</b> E=Mes parents ne pouvaient pas s'occuper de moi <b>F=Je suis venu rester avec des parents proches</b> G=Désir de rester avec des amis	

		<b>H=Une personne rencontrée récemment m'a persuadé de partir</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> Z=Non déclaré	
<b>C20</b>	<b>Qui a décidé que tu devais déménager dans ton lieu de résidence actuelle?</b>  <i>(Plusieurs réponses possibles)</i>	A=Mon père <b>B=Ma mère</b> C=Autres parents (préciser) _____ <b>D=Mes amis</b> E=Moi-même <b>F=Autre personne (préciser)</b> _____ G=Ne sait pas	
<b>C21</b>	<b>Etais-tu d'accord pour déménager ?</b>	<b>1=Oui</b> 2=Confus ou sentiments partagés <b>3=Non</b> 4=Ne sait pas	<b>1→C23</b>
<b>C22</b>	<b>Pourquoi n'étais-tu pas d'accord ou avais-tu des sentiments partagés pour déménager ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Séparation d'avec les parents <b>B=Séparation d'avec les autres membres de la famille</b> C=Séparation d'avec la communauté / les amis <b>D=Méfiance en la personne avec qui je devais partir</b> E=Refus de quitter mon école <b>F=Peur de l'inconnu</b> G=Peur d'être maltraité / abusé <b>H=Autre (préciser)</b> _____ I= Ne sait pas	
<b>C23</b>	<b>Comment est ta vie après avoir déménagé dans ton lieu de résidence actuelle ?</b>	<b>A=Meilleure</b> B=Pire <b>C=Pareille</b> D=Désillusion <b>E=Autre (spécifier)</b> _____ F=Ne sait pas <b>Z=Non déclaré</b>	

## SECTION D : ACTIVITES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	/ / /
D1	<p><i>Travailler dans l'agriculture implique travailler à son compte, au compte du ménage ou pour un tiers dans une ferme, jardin, plantation ou dans l'élevage ou la pêche.</i></p> <p><b>As-tu travaillé dans l'agriculture pendant au moins une heure durant les <u>7 derniers jours</u>?</b></p>	<p>1=Oui 2=Non</p>	
D2	<p><b>As-tu travaillé dans l'agriculture durant les <u>12 derniers mois</u> pendant au moins une heure ?</b></p> <p><b>ENQUETEUR :</b> <b>SI D2=NON VERIFIEZ QUE D1=NON</b></p>	<p>1=Oui 2=Non</p>	<b>2→D4</b>
D3	<p><b>Durant les <u>12 derniers mois</u>, quelle était la personne pour qui tu travaillais lorsque tu effectuais des travaux agricoles?</b> <i>(Plusieurs réponses possibles)</i></p>	<p>A= Le vrai père B= La vraie mère C=D'autres proches parents (préciser).... D=Un ami de mes parents E=Un ami F=Un propriétaire de plantation ou de terre G=Un rentier de plantation ou de terre H=Auto emploi I=Autre (préciser) _____ J=Ne sait pas</p>	
D4	<p><b>As-tu effectué une activité économique autre que l'agriculture pendant au moins une heure durant les <u>7 derniers jours</u>?</b></p>	<p>1=Oui 2=Non</p>	
D5	<p><b>As-tu effectué l'une des activités suivante durant les <u>7 derniers jours</u> ?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p> <p><b>ENQUETEUR :</b> <b>SI D5=AUCUN VERIFIEZ QUE D4=NON</b></p>	<p>A=Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires B=Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques) C=Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature D=Aide non rémunérée dans un commerce familial de tout genre E=Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison F=Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et autres pour la vente ou la consommation du ménage G=Chercher de l'eau ou du fagot pour l'usage du ménage H=Produire tout autre bien pour l'usage de ce ménage I=Autre (préciser) _____ J= Aucun</p>	
D6	<p><b>Durant les <u>12 derniers mois</u>, as-tu effectué une activité économique autre qu'agricole pendant au moins une heure ?</b></p>	<p>1=Oui 2=Non</p>	

<p><b>D7</b></p>	<p><b>As-tu effectué l'une des activités suivante durant les <u>12 derniers mois</u> ?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p> <p><b>ENQUETEUR :</b>  <b>SI D7=AUCUN VERIFIEZ QUE D6=NON</b></p>	<p>A=Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires</p> <p><b>B=Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b></p> <p>C=Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature</p> <p><b>D=Aide non rémunérée dans un commerce familial de tout genre</b></p> <p>E=Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison</p> <p><b>F=Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et autres pour la vente ou la consommation du ménage</b></p> <p>G=Chercher de l'eau ou du fagot pour l'usage du ménage</p> <p><b>H=Produire tout autre bien pour l'usage de ce ménage</b></p> <p>I=Autre (préciser) _____</p> <p><b>J= Aucun</b></p>	<p><b>J→D9</b></p>
<p><b>D8</b></p>	<p><b>Durant les <u>12 derniers mois</u>, quelle était la personne pour qui tu travaillais lorsque tu effectuais des activités économiques autres qu'agricoles?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A= Le père</p> <p><b>B= La mère</b></p> <p>C=D'autres proches parents (préciser)....</p> <p><b>D=Un ami de mes parents</b></p> <p>E=Un ami</p> <p><b>F=Un propriétaire de plantation ou de terre</b></p> <p>G=Un rentier de plantation ou de terre</p> <p><b>H=Auto emploi</b></p> <p>I=Autre (préciser) _____</p> <p><b>J=Ne sait pas</b></p>	
<p><b>D9</b></p>	<p><b>Durant les <u>7 derniers jours</u>, as-tu effectué une activité domestique pendant au moins une heure ?</b></p>	<p>1=Oui</p> <p>2=Non</p>	
<p><b>D10</b></p>	<p><b>As-tu effectué l'un des travaux domestiques suivants durant les <u>7 derniers jours</u>?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Faire les achats pour le ménage</p> <p><b>B=Réparer des équipements ménagers</b></p> <p>C=Préparer de la nourriture</p> <p><b>D=Nettoyer les ustensiles / la maison</b></p> <p>E=Laver les vêtements</p> <p><b>F=S'occuper des enfants, des personnes âgées ou des malades</b></p> <p>G= Effectuer d'autres types de travaux ménagers (préciser).....</p> <p><b>H=Pas de travaux domestiques</b></p>	
<p><b>D11</b></p>	<p><b>Durant les <u>12 derniers mois</u>, As-tu effectué des travaux domestiques pendant au moins une heure ?</b></p>	<p>1=Oui</p> <p>2=Non</p>	
<p><b>D12</b></p>	<p><b>Durant les <u>12 derniers mois</u>, As-tu effectué l'un des travaux domestiques suivants?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Faire les achats pour le ménage</p> <p><b>B=Réparer des équipements ménagers</b></p> <p>C=Préparer de la nourriture</p> <p><b>D=Nettoyer les ustensiles / la maison</b></p> <p>E=Laver les vêtements</p> <p><b>F=S'occuper des enfants, des personnes âgées ou des malades</b></p> <p>G= Effectuer d'autres types de travaux ménagers (préciser).....</p> <p><b>H= aucun travail domestique</b></p>	<p><b>H→E1</b></p>

<b>D13</b>	<p><b>Durant les 12 derniers mois, pour qui travaillais-tu lorsque tu effectuais des travaux domestiques?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A= Le père  <b>B= La mère</b>  C=D'autres proches parents (préciser)....  <b>D=Un ami de mes parents</b>  E=Un ami  <b>F=Un propriétaire de plantation ou de terre</b>  G=Un rentier de plantation ou de terre  <b>H=Auto emploi</b>  I=Autre (préciser) _____  <b>J=Ne sait pas</b></p>	
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## SECTION E : HEURES DE TRAVAIL

N°	Questions	Réponses et Codes	
A1	Numéro de répondant (de A1)	/_/_/_/	
E1.	<p><b>ENQUÊTEUR :</b>  <b>NE POSER CETTE QUESTION QUE SI D1=OUI OU D2=OUI. SINON MARQUEZ "99"</b></p> <p><b>Dans une journée ordinaire, combien d'heures passes-tu généralement à effectuer des travaux agricoles?</b></p>	<p>Estimation (nombre d'heures par jour) /_/_/_/</p> <p>98= Ne sait pas</p> <p>99=Jamais d'activités agricoles</p>	
E2.	<p><b>ENQUÊTEUR :</b>  <b>SI E1=99 ENTOUREZ LA MODALITE "I"</b>  <b>SINON POSEZ LA QUESTION</b></p> <p><b>Quand effectues-tu habituellement des activités agricoles ?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Tous les jours du matin au soir</p> <p><b>B=Le matin</b></p> <p>C=L'après midi</p> <p><b>D=Après l'école</b></p> <p>E=Les week-ends</p> <p><b>F=Durant les vacances</b></p> <p><b>G=Pendant la saison des pluies</b></p> <p>H=Ne sait pas</p> <p><b>I= Jamais d'activités agricoles</b></p> <p><b>J=autre (a préciser).....</b></p>	<b>I→E6</b>
E3.	<p><b>ENQUÊTEUR :</b>  <b>VERIFIEZ QUE D1=OUI</b></p> <p><b>Pour chacun des jours au cours desquels tu as travaillé <u>durant les 7 derniers jours</u>, pendant combien d'heures as-tu effectivement effectué des activités agricoles ?</b></p> <p><i>(Lire et préciser le nombre d'heures)</i></p>	<p><b>Lundi</b>                   /_/_/_/ (heures)</p> <p>Mardi                   /_/_/_/ (heures)</p> <p><b>Mercredi</b>             /_/_/_/ (heures)</p> <p>Jeudi                    /_/_/_/ (heures)</p> <p><b>Vendredi</b>             /_/_/_/ (heures)</p> <p>Samedi                 /_/_/_/ (heures)</p> <p><b>Dimanche</b>           /_/_/_/ (heures)</p> <p>98= Ne sait pas</p> <p>99=jamais d'activité agricole</p>	
E4.	<p><b>Quel est le nombre total d'heures que tu as passées à effectuer des travaux agricoles durant <u>les 7 derniers jours</u>?</b></p> <p><b>ENQUÊTEUR :</b>  <b>VERIFIEZ QUE LA SOMME DES REPONSES A E3 EST EGALE À E4</b></p>	<p>                                  /_/_/_/_/</p> <p>Nombre d'heures par semaine</p> <p>998= Ne sait pas</p> <p>999=jamais d'activité agricole</p>	
E5.	<p><b>A quel âge as-tu commencé pour la première fois à effectuer des activités agricoles?</b></p>	<p>Age en années révolues    /_/_/_/</p> <p>98= Ne sait pas</p> <p>99=jamais d'activité agricole</p>	
E6.	<p><b>ENQUÊTEUR :</b>  <b>NE POSER CETTE QUESTION QUE SI D4=OUI SINON MARQUER "99"</b></p> <p><b>Combien de temps (en heures) consacres- tu généralement aux activités économiques autres que l'agriculture au cours d'une journée ordinaire?</b></p>	<p>                                  /_/_/_/</p> <p>Estimation (nombre d'heures par jour)</p> <p>98=Ne sait pas</p> <p>99=Jamais d'activités économiques autre que l'agriculture</p>	
E7.	<p><b>ENQUÊTEUR :</b>  <b>SI E6=99 ALORS MARQUER "I"</b>  <b>Quand effectues-tu habituellement des activités économiques autres que l'agriculture?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Tous les jours du matin au soir</p> <p><b>B=Le matin</b></p> <p>C=L'après midi</p> <p><b>D=Après l'école</b></p> <p>E=Les week-ends</p> <p><b>F=Durant les vacances</b></p> <p>G=Pendant la saison des pluies</p> <p><b>H=Ne sait pas</b></p> <p>I=Jamais d'activités économiques autres qu'agricoles</p>	<b>I→E10</b>

E8.	<p>Pour chacun des jours où tu as travaillé durant <u>les 7 derniers jours</u>, combien d'heures as-tu consacré aux activités économiques autres que l'agriculture?</p> <p><i>(Lire et préciser le nombre d'heures)</i></p>	<p><b>Lundi</b>                    / _ / _ / (heures)  <b>Mardi</b>                    / _ / _ / (heures)  <b>Mercredi</b>                / _ / _ / (heures)  <b>Jeudi</b>                     / _ / _ / (heures)  <b>Vendredi</b>                / _ / _ / (heures)  <b>Samedi</b>                  / _ / _ / (heures)  <b>Dimanche</b>              / _ / _ / (heures)</p> <p>98= Ne sait pas  99=Jamais d'activités économiques autres qu'agricoles</p>	
E9.	<p>Quel est le nombre d'heures total que tu as passées à exercer dans des activités économiques autres que l'agriculture durant <u>les 7 derniers jours</u>?</p> <p><b>ENQUÊTEUR :</b>  <b>VERIFIEZ QUE LA SOMME DES REPONSES A E8 EST EGALE A E9</b></p>	<p>                                  / _ / _ / _ /  Nombre d'heures par semaine  98= Ne sait pas  99= jamais d'activité économique autre qu'agricole</p>	
E10.	<p>A quel âge as-tu commencé pour la première fois à effectuer des activités économiques autres que l'agriculture?</p>	<p>                                  / _ / _ /  Age en années révolues  98= Ne sait pas  99= jamais d'activité économique autre qu'agricole</p>	
E11.	<p><b>ENQUÊTEUR :</b>  <b>NE POSER CETTE QUESTION QUE SI D9=OUI SINON MARQUER "99"</b></p> <p>Pendant une journée, combien d'heures as-tu consacrées aux travaux domestiques ?</p>	<p>Estimation (nombre d'heures par jour)    / _ / _ /  98=Ne sait pas  99=Jamais de travaux domestiques</p>	
E12.	<p>Quand effectues-tu habituellement des activités domestiques?  <i>(Lire et entourer les bonnes réponses)</i></p>	<p><b>A=Tous les jours du matin au soir</b>  <b>B=Le matin</b>  <b>C=L'après midi</b>  <b>D=Après l'école</b>  <b>E=Les week-ends</b>  <b>F=Durant les vacances</b>  <b>G=Ne sait pas</b>  <b>H= Jamais de travaux domestiques</b></p>	
E13.	<p>Pour chacun des jours où tu as travaillé durant <u>les 7 derniers jours</u>, combien d'heures as-tu consacré aux activités domestiques?  <i>(Lire et préciser le nombre d'heures)</i></p>	<p><b>Lundi</b>                    / _ / _ / (heures)  <b>Mardi</b>                    / _ / _ / (heures)  <b>Mercredi</b>                / _ / _ / (heures)  <b>Jeudi</b>                     / _ / _ / (heures)  <b>Vendredi</b>                / _ / _ / (heures)  <b>Samedi</b>                  / _ / _ / (heures)  <b>Dimanche</b>              / _ / _ / (heures)</p> <p>98= Ne sait pas  99=Jamais de travaux domestiques</p>	
E14.	<p>Quel est le nombre total d'heures que tu as consacré aux activités domestiques durant <u>les 7 derniers jours</u>?</p> <p><b>ENQUÊTEUR :</b>  <b>VERIFIEZ QUE LA SOMME DES REPONSES A E13 EST EGALE A E14</b></p>	<p>                                  / _ / _ /  Nombre d'heures par semaine  98= Ne sait pas  99=Jamais de travaux domestiques</p>	
E15.	<p>A quel âge as-tu commencé pour la première fois à effectuer des activités domestiques?</p>	<p>                                  / _ / _ /  Age en années révolues  98= Ne sait pas  99= Jamais de travaux domestiques</p>	



**SECTION F : PROBLEMES PHYSIQUES ET ETAT DE SANTE**

N°	Questions	Réponses et Codes
A1	Numéro du répondant (de A1)	/ _ / _ /
F1	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D2=OUI</b>  <b>SINON F1="PAS DE TRAVAUX AGRICOLES"</b></p> <p>As-tu eu l'un des problèmes physiques suivants liés aux travaux agricoles pendant les 12 derniers mois ?  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= Plaies/Blessures profondes  <b>B= Fractures</b>  C= Morsures de serpents  <b>D= Piqûres d'insectes (abeilles, guêpes, etc.)</b>  E= Piqûres de scorpions et /ou d'araignées  <b>F= Douleurs de dos / musculaires</b>  G= Autres douleurs (préciser).....  <b>H= Brûlures de feu ou insolation</b>  I= Problèmes de peau  <b>J= Autre (préciser).....</b>  K= Aucune blessure  <b>L= Pas de travaux agricoles</b></p> <p style="text-align: right;"><b>K→F5</b> <b>L→F5</b></p>
F2	Combien de fois te souviens-tu avoir eu des problèmes physiques au cours d'une activité agricole pendant <u>les 12 derniers mois</u> ?	<p style="text-align: center;">/ _ / _ /</p> <p style="text-align: center;">Nombre de fois  98=Ne sait pas</p>
F3	Quelles étaient les activités agricoles que tu effectuais au cours des <u>12 derniers mois</u> lorsque tu as eu le plus grave problème physique ?	<p>Préciser:</p> <p>.....</p> <p>.....</p> <p>.....</p>
F4	<p>As-tu expérimenté l'un des états suivants suites à des problèmes physiques que tu as eu pendant que tu effectuais une activité agricole au cours des <u>12 derniers mois</u> ?</p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>  C= Je me suis senti mal pendant longtemps  <b>D= J'ai dû subir un traitement dans un centre de santé / hôpital</b>  E= J'ai dû subir un traitement traditionnel  <b>F= Je ne pouvais pas continuer à travailler</b>  G= Je ne pouvais plus aller à l'école  <b>H= Autre effet (préciser) _____</b>  I= Aucun effet</p>
F5	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D6=OUI</b>  <b>SINON F5="NON"</b></p> <p>As-tu eu des problèmes physiques lorsque tu effectuais une activité économique autre que l'agriculture durant <u>les 12 derniers mois</u> ?</p>	<p>1=Oui (préciser le problème)  .....</p> <p>2=Non</p>
F6	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D11=OUI</b>  <b>SINON F6="NON"</b></p> <p>As-tu eu des problèmes physiques lorsque tu effectuais des travaux domestiques durant <u>les 12 derniers mois</u>?</p>	<p>1=Oui (préciser le problème)  .....</p> <p>2=Non</p>
F7	<p>As-tu souffert de l'une des maladies suivantes et d'autres problèmes de santé durant les <u>12 derniers mois</u>?</p> <p><i>(Lire et entourer les bonnes réponses)</i></p> <p><b>ENQUÊTEUR :</b>  <b>SI F7=AUCUNE MALADIE ALORS VERIFIEZ QUE F6=NON, F5=NON ET F1=AUCUNE BLESSURE</b></p>	<p>A=La diarrhée  <b>B=Les vomissements</b>  C=La fièvre  <b>D=La grippe</b>  E=Le paludisme  <b>F=La fièvre typhoïde</b>  G=L'anémie  <b>H=Le choléra</b>  I=Les problèmes d'yeux  <b>J=Les problèmes d'estomac</b>  K=Les problèmes respiratoires  <b>L=La fatigue extrême</b></p>

		M=Autre (spécifier) .....	
		<b>N=Aucune maladie</b>	
<b>F8</b>	<p><b>ENQUÊTEUR :</b>  <b>NE POSER LA QUESTION QUE SI F7≠" AUCUNE MALADIE " SINON MARQUER F8=" AUCUNE MALADIE OU BLESSURE"</b></p> <p><b>Durant les 12 derniers mois, quand tu étais malade ou blessé, quel type de traitement recevais-tu?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A=Premiers soins  <b>B=Automédication</b>  C=Infirmière (centre de santé)  <b>D=Docteur/Infirmière (hôpital)</b>  E=Pharmacien (pharmacie)  <b>F=Les plantes médicinales</b>  G=Spiritualiste (religieux)  <b>H=Guérisseur (traditionnel)</b>  I=Autre (préciser) _____  <b>J=Aucun traitement</b>  K= Aucune maladie ou blessure</p>	
<b>F9</b>	<p><b>Durant les 12 derniers mois, quand tu étais malade ou blessé qui payait pour ton traitement?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A=Mes parents/ Tuteurs  <b>B=D'autres parents (préciser).....</b>  C=Moi-même  <b>D=Mon employeur</b>  E=L'assurance maladie familiale  <b>F=C'est gratuit</b>  G=Autre (préciser).....  <b>H= Personne ne paie mes soins/ aucun soin</b>  I= Aucune maladie ou blessure</p>	

## SECTION G : LOURDES CHARGES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
G1	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D2=OUI</b>  <b>SINON G1="AUCUNE ACTIVITE AGRICOLE"</b></p> <p>As-tu eu à porter de lourds fardeaux au cours des activités agricoles suivantes, durant les <b>12 derniers mois</b> ?</p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Transporter des troncs d'arbres pendant le nettoyage des champs  <b>B=Transporter de l'eau pour l'arrosage</b>            C=transporter des seaux d'eau  <b>D= Autre activité (préciser) _____</b>            E= Aucun fardeau porté  <b>F= Aucune activité agricole</b></p>	<p><b>E→G5</b> <b>F→G5</b></p>
G2	<p>Quel est le poids des charges que tu portes régulièrement au cours des activités agricoles ?</p> <p><b>ENQUÊTEUR :</b>  <b>SI L'ENFANT NE CONNAIT PAS LE KG, DEMANDEZ L'EQUIVALENT EN SEAU D'EAU ET INSCRIRE SUR LES POINTILLES</b></p>	<p>Estimer en Kg .....            Estimer en seau d'eau.....            (sur la base des descriptions de l'enfant)</p> <p style="text-align: center;">/ _ / _ /</p>	
G3	<p>Sur quelle distance portes-tu habituellement ces charges?</p> <p><b>ENQUÊTEUR :</b>  <b>VEILLEZ À CE QUE L'ENFANT VOUS DONNE UNE ESTIMATION</b></p>	<p style="text-align: center;">/ _ / _ /</p> <p>Estimer en Km .....            (sur la base des descriptions de l'enfant)</p>	
G4	<p>As-tu souffert de l'un des états suivants pour avoir porté de lourdes charges pendant que tu effectuais une activité agricole durant les <b>12 derniers mois</b>?</p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>            C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé / hôpital</b>            E=J'ai dû subir un traitement traditionnel  <b>F= Je ne pouvais pas continuer à travailler</b>            G= Je ne pouvais plus aller à l'école  <b>H=Autre effet (préciser) _____</b>            I=Aucun effet</p>	
G5	<p>As-tu eu à porter de lourdes charges pendant que tu effectuais des activités économiques autres que l'agriculture durant les <b>12 derniers mois</b> ?</p>	<p>1=Oui (préciser les activités)            .....            2=Non</p>	
G6	<p>As-tu eu à porter de lourdes charges pendant que tu effectuais des travaux ménagers durant les <b>12 derniers mois</b>?</p>	<p>1=Oui (préciser les activités)            .....            2=Non</p>	

**SECTION H : ACTIVITES DANGEREUSES : DANGERS LIES A L'ENVIRONNEMENT**

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
H1	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D2="OUI"</b>  <b>SINON H1="AUCUN TRAVAIL AGRICOLES"</b></p> <p><b>As-tu été exposé à l'un des dangers liés à l'environnement suivants pendant que tu effectuais des travaux agricoles au cours des 12 derniers mois ?</b>  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=La poussière ou la fumée (Préciser)  .....  <b>B=Le feu, le gaz ou les flammes (Préciser)</b>  .....  C= Ensoleillement  <b>D= Travailler en hauteur (les arbres, etc.)</b>  E=Ascension d'arbre de plus de 3m pour le coupage des guis  <b>F=Travailler dans l'eau, les lacs, les bassins ou les rivières</b>  G=pulvériser les produits chimiques (les pesticides, les insecticides, etc.)  <b>H= être présent ou travailler à proximité de l'exploitation cotonnière durant une pulvérisation de pesticides</b>  I=Réintégrer une exploitation cotonnière pulvérisée moins de 7 jours après la pulvérisation  <b>J=Travailler seul dans une exploitation agricole éloigné de toute présence adulte</b>  K=Aller/revenir du champ seul ou travailler entre 18 heures et 6 heures  <b>L=être retiré de l'école pendant la récolte du coton pour les travaux champêtres</b>  M=Autres expositions (préciser).....  .....  <b>N=Aucune exposition</b>  O=Aucun travail agricole</p>	<p><b>N → I1</b>  <b>O → I1</b></p>
H2	<p><b>As-tu souffert de l'un des états suivants du fait des dangers liés à l'environnement pendant que tu effectuais une activité agricole durant les 12 derniers mois?</b>  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>  C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé</b>  E=J'ai dû subir un traitement dans un hôpital  <b>F=J'ai dû subir un traitement traditionnel</b>  G= Je ne pouvais pas continuer à travailler  <b>H= Je ne pouvais pas aller à l'école</b>  I=Autre effet (préciser).....  <b>J=Aucun effet</b></p>	

**SECTION I : ACTIVITES DANGEREUSES : OUTILS, EQUIPEMENTS ET MACHINES**

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
I1	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D2="OUI"</b>  <b>SINON H1="AUCUNE ACTIVITE AGRICOLE"</b></p> <p>As-tu eu à manipuler les outils, équipements ou machines suivants au cours de tes activités agricoles durant les <u>12 derniers mois</u>?  <i>(Lire et entourer les bonnes réponses)</i></p>	<p><b>A=Machette</b>  <b>B=Tracteur</b>  <b>C=Charrette</b>  <b>D=Daba</b>  <b>E=Pulvérisateur</b>  <b>F=Autre (préciser).</b>  <b>G= Aucun outil manipulé</b>  <b>H=Aucune activité agricole</b></p>	<p><b>G→ 16</b>  <b>H→ 16</b></p>
I2	<p>Étais-tu impliqué dans l'une des activités agricoles suivantes au cours des <u>12 derniers mois</u> ?  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= Utilisation de machette pour désherbage  <b>B= Travail avec pulvérisateur d'eau motorisé, pulvérisateur à dos et/ou tronçonneuse</b>  C= Récolte de produits agricoles avec des instruments coupants  D= Casser des fruits avec un couteau  E= Travailler avec des produits chimiques (achat, transport, stockage, mélange, chargement, vaporisation/application, lavage de conteneurs et de vaporisateurs, et/ou vente)  (préciser):.....  .....</p>	
I3	<p>As-tu été déjà blessé pendant que tu manipulais des outils, équipements ou machines au cours d'une activité agricole durant les <u>12 derniers mois</u>?</p>	<p>1=Oui (préciser le type de blessure)  .....  2=Non</p>	
I4	<p>As-tu souffert de l'un des états suivants pour avoir manipulé des outils, des équipements ou machines au cours d'une activité agricole durant les <u>12 derniers mois</u>?  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>  C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé</b>  E=J'ai dû subir un traitement dans un hôpital  <b>F= Je ne pouvais pas continuer à travailler</b>  G= Je ne pouvais pas aller à l'école  <b>H= Autre effet (préciser)</b>  .....  <b>I= Aucun effet</b></p>	
I5	<p>Durant les <u>12 derniers mois</u>, as-tu utilisé des vêtements de protection pendant que tu effectuais des activités agricoles ?  <i>(Lire et encercler les bonnes réponses)</i></p>	<p><b>A=Bottes de protection</b>  B=Gants  <b>C=Vêtement de protection</b>  D=Masque à gaz / Masque de nez  <b>E=Autre (préciser) _____</b>  F=Aucun</p>	
I6	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D6="OUI"</b>  <b>SINON I6="NON"</b></p> <p>As-tu eu à manipuler des outils, équipements ou machines au cours de tes activités économiques autres qu'agricoles durant les <u>12 derniers mois</u>?</p>	<p>1=Oui (préciser les outils)  .....  2=Non</p>	
I7	<p><b>ENQUÊTEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI D11="OUI"</b>  <b>SINON I7="NON"</b></p> <p>As-tu eu à manipuler des outils, équipements ou machines au cours de tes activités domestiques durant les <u>12 derniers mois</u>?</p>	<p>1=Oui (préciser les outils)  .....  2=Non</p>	

## SECTION J. TRAVAIL FORCE ET INVOLONTAIRE

N°	Questions	Réponses et Codes	
<b>A1</b>	Numéro du répondant (de A1)	/ _ / _ /	
<b>J1</b>	As-tu été forcé de travailler contre ton gré durant les <b>12 derniers mois</b> ?	1=Oui 2=Non	<b>2 → J7</b>
<b>J2</b>	<p><b>Quel genre de travail as-tu été forcé à faire durant les 12 derniers mois?</b></p> <p><i>(Plusieurs réponses possibles)</i></p> <p>ENQUETEUR : POUR CHAQUE REPONSE DONNEE VERIFIEZ QUE D2="OUI" OU D6="OUT" OU D11="OUI"</p>	<p><b>A= Travail dans un champ de coton</b>  <b>B=Travail agricole autre que culture du coton</b>  <b>C=Activité économique autre que l'agriculture</b>  <b>D=Travaux domestiques</b>  <b>E=Autres (préciser) .....</b></p>	
<b>J3</b>	<p><b>Décris s'il te plait les tâches que l'on te forçait à effectuer contre ton gré durant les 12 derniers mois</b></p> <p><i>(préciser les tâches)</i></p>	<p>Préciser:</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<b>J4</b>	<b>Durant les 12 derniers mois, combien de fois as-tu été forcé à travailler?</b>	<p>1=1 fois  <b>2=2-5 fois</b>            3=6-20 fois  <b>4=Plus de 20 fois</b>            5= autre (préciser) .....</p>	
<b>J5</b>	<p><b>Qui te faisait travailler contre ton gré?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p><b>A=Mon vrai père</b>  <b>B=Ma vraie mère</b>  <b>C=D'autres proches (préciser)</b>            .....</p> <p><b>D=La personne qui m'a emmené ici et n'a aucun lien avec moi</b>  <b>E=L'employeur non apparenté</b>  <b>F=Autre (préciser) .....</b></p>	
<b>J6</b>	<p><b>Pourquoi ne voulais-tu pas faire les travaux qu'on te demandait de faire?</b></p> <p><i>(plusieurs réponses possibles)</i></p>	<p><b>A=Travail pénible et déplaisant</b>  <b>B=Longues heures de travail</b>  <b>C=Activités dangereuses / nocives</b>  <b>D=Travail Ennuyant / pas intéressant</b>  <b>E=Je n'aimais pas mon employeur</b>  <b>F=Je n'aimais pas mes collègues</b>  <b>G=Je me sentais trop faible ou malade pour travailler</b>  <b>H=Je me sentais désavantagé comparativement aux autres</b>  <b>I=Je sentais que cela était injuste de me demander de faire ce travail</b>  <b>J=Je ne pouvais pas être avec ma famille et mes amis</b>  <b>K=Mon employeur ne me payait pas</b>  <b>L=Autre (préciser) .....</b></p>	
<b>J7</b>	<b>As-tu déjà refusé de travailler ?</b>	1=Oui 2=Non	<b>2 → J9</b>
<b>J8</b>	<p><b>Qu'est ce qui t'arrivait lorsque tu refusais de travailler?</b></p> <p><i>(plusieurs réponses possibles)</i></p>	<p><b>A=Des injures</b>  <b>B=Des bastonnades</b>  <b>C=Pas de nourriture</b>  <b>D=Pas de rémunération</b>  <b>E= D'autres punitions</b>  <b>F= Perdre mon emploi</b>  <b>G= Autre (préciser).....</b></p>	<b>→ K1</b> (quelque soit la réponse donnée)

J9	<b>Qu'est ce qui te serait arrivé si tu refusais de travailler?</b>	A=Des injures <b>B=Des bastonnades</b> C=Pas de nourriture <b>D=Pas de rémunération</b> E= D'autres punitions <b>F= Perdre mon emploi</b> G= Autre (préciser).....	
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**SECTION K : REMUNERATIONS, DEPENSES ET DETTES**

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
K1	<b>ENQUÊTEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI D2="OUI"</b> <b>SINON K1="AUCUNE ACTIVITE AGRICOLE"</b>  As-tu été rémunéré (en nature ou en espèce) pour les travaux agricoles que tu as effectués durant les <u>12 derniers mois</u> ?	1=Oui 2=Non 3=Aucune activité agricole	2→ K3 3→ K4
K2	Combien étais-tu payé pour les travaux agricoles que tu effectuais pendant les <u>12 derniers mois</u> ?	/ / / / / / / / / / / / / / / / Revenu annuel (FCFA) 99999998=Ne sait pas 99999999=non déclaré	
K3	Quelles sont les autres récompenses que tu as pu recevoir pour ton travail durant les <u>12 mois derniers</u> ? (Lire et encercler les bonnes réponses)	A=Nourriture / repas <b>B=Vêtements</b> C=Hébergement gratuit <b>D=Frais médicaux</b> E=Frais scolaires <b>F=Frais de transport</b> G= Une partie de la récolte (préciser) ..... <b>H=Autres (préciser)</b> ..... I= Aucun	
K4	<b>ENQUÊTEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI D6="OUI"</b> <b>SINON K4="AUCUNE ACTIVITE ECONOMIQUE AUTRE QU'AGRICOLE"</b>  As-tu été rémunéré pour les activités économiques autres que l'agriculture que tu as effectuées durant les <u>12 derniers mois</u> ?	1=Oui 2=Non 3=Aucune activité économique autre qu'agricole	2→ K6 3→ K6
K5	Combien percevais-tu pour les activités économiques autres que l'agriculture pendant les <u>12 derniers mois</u> ?	/ / / / / / / / / / / / / / / / Paiement (FCFA) ____ 999998=ne sait pas 999999=non déclaré	
K6	Est-ce que quelqu'un, par exemple ton père, mère ou une tierce personne a été payé pour le travail que tu as effectué durant les <u>12 derniers mois</u> ?	1=Oui 2=Non	2→ K9
K7	Qui a perçu la rémunération des travaux que tu as effectués durant les <u>12 derniers mois</u> ?  (plusieurs réponses possibles)	<b>A=Mon père ou ma mère</b> <b>B=Mon mari ou ma femme</b> <b>C=Un proche parent (préciser) .....</b> D=La personne qui m'a emmené ici et qui n'a aucun lien de parenté avec moi <b>E=L'employeur sans lien de parenté</b> F=Autre personne (préciser).....	.
K8	Combien percevait cette personne en ton nom durant les <u>12 derniers mois</u> ?	/ / / / / / / / / / / / / / / / Paiement (FCFA) 999998=Ne sait pas 999999=non déclaré	



K9	<b>ENQUÊTEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI K4="OUI" OU K6="OUI" SINON K9="AUCUNE PAIE"</b> <b>Durant les 12 derniers mois, qu'as-tu fais avec ta rémunération ?</b> <i>(plusieurs réponses possibles)</i>	<b>A=J'ai donné la totalité ou une partie aux parents/tuteurs</b> B=L'employeur donne la totalité ou une partie aux parents/tuteurs <b>C=Payer les frais de scolarisation</b> D=Acheter des choses pour l'école (préciser) ..... <b>E= Acheter des choses pour le ménage</b> (préciser) ..... F= Acheter des choses pour moi-même (préciser) ..... <b>G=Payer des dettes</b> H=Epargner <b>I= Dépense de loyer</b> J= Dépense de nourriture <b>K=Autre (préciser).....</b> L= Aucune paie	
K10	<b>ENQUÊTEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI K4="OUI" OU K6="OUI" SINON K10="AUCUNE PAIE"</b> <b>Durant les 12 derniers mois, l'argent que tu as gagné t'a t-il permis de rembourser toutes les dettes que toi ou un membre de ta famille avais/avait contractées?</b>	A=Oui, mes dettes <b>B=Oui, les dettes de ma famille</b> C=Ma famille et moi n'avons pas de dettes <b>D=Ne sait pas</b> E=Aucune paie	<b>C→ L1</b> <b>D→ L1</b> <b>E→ L1</b>
K11	<b>Qui a perçu le paiement des dettes que ta famille ou toi aviez contractées?</b> <i>(Plusieurs réponses possibles)</i>	<b>A=Employeur/ propriétaire de la plantation</b> B=Ceux qui ont aidé à effectuer le voyage <b>C=Ceux qui ont aidé à trouver ce travail</b> D=Quelqu'un avec qui l'enfant a emprunté de l'argent <b>E=Quelqu'un avec qui la famille de l'enfant a emprunté de l'argent</b> F=Autre (préciser)..... <b>G=Ne sait pas</b>	
K12	<b>Combien devez-vous ta famille ou toi?</b> (en F CFA)	Dette de l'enfant:     /_/_/_/_/_/_/_/_/_/_ Dette de la famille     /_/_/_/_/_/_/_/_/_/_  999998=Ne sait pas 999999=non déclaré	
K13	<b>Es-tu tenu de continuer à travailler jusqu'au paiement complet de la dette?</b>	1=Oui 2=Non 3= autre (préciser)..... 9=Ne sait pas	

## SECTION L : TRAVAUX EFFECTUES DANS LE PASSE ET TRAVAIL DES MIGRANTS

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ / _ /	
L1	<b>ENQUETEUR :</b> SI L1="OUI" VERIFEZ QUE D2= "OUI" OU D6= "OUI" OU D11= "OUI" As-tu déjà travaillé dans un autre pays?	1=Oui 2=Non	2 → M1
L2	Dans quel pays as-tu déjà travaillé?  Quand as-tu commencé à travailler dans ce pays ? (Préciser l'année dans la zone de remplissage)	A=Côte d'Ivoire / _ / _ / _ / _ / B=Ghana / _ / _ / _ / _ / C=Burkina-Faso / _ / _ / _ / _ / D=Mali / _ / _ / _ / _ / E=Togo / _ / _ / _ / _ / F=Bénin / _ / _ / _ / _ / G=Libéria / _ / _ / _ / _ / H=Nigéria / _ / _ / _ / _ / I=Autre (Préciser): ..... / _ / _ / _ / _ /	
L3	<b>ENQUETEUR :</b> NE POSEZ PAS LA QUESTION. REPLISSEZ À PARTIR DES REPNSES À L2  Quel est le dernier pays où l'enfant a travaillé ?	1=Côte d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Bénin 7=Libéria 8=Nigéria 9=Autre pays (à préciser).....	
L4	Quand as-tu arrêté de travailler dans ce pays ?	Préciser l'année / _ / _ / _ / _ / 99988=Ne sait pas	
L5	Pendant combien d'année au total as-tu travaillé dans ce pays ?	Nombre d'années / _ / _ /  88=Non concerné 98=Ne sait pas	
L6	Quels types d'activité effectuais-tu dans ce pays?	Préciser ..... / _ / _ / _ / ..... / _ / _ / _ / ..... / _ / _ / _ / ..... / _ / _ / _ /	
L7	As-tu effectué une activité agricole dans ce pays ?	1=Oui 2=Non	2 → L15
L8	As-tu effectué une activité dans une exploitation de cacao dans ce pays ?	1=Oui 2=Non	2 → L10
L9	As-tu effectué l'un des travaux agricoles suivants dans une exploitation de cacao?  <i>(Lire et entourer les bonnes réponses)</i>	A=Nettoyer les champs B=Abattre et découper des arbres C=Brûler des arbres abattus D=Déterrer des souches d'arbres E=Tailler des tiges F=Aligner et planter des piquets G=Creuser / Mettre des rejets en terre H=Préparer des pépinières I=Creuser/ mettre des pépinières en terre J=Semer K=Désherber L=Pulvériser des insecticides M=Répandre des engrais N=Répandre des fongicides/ herbicides/ et autres produits chimiques	

		<p>O=Transporter de l'eau pour l'arrosage  <b>P=Entretien et élaguer des cacaoyers</b>  Q=Contrôler des guis (plantes parasites)  <b>R=Cueillir des cabosses</b>  S=Ramasser et entasser des cabosses  <b>T=Casser des cabosses de cacao et les laisser fermenter</b>  U=Transporter les fèves de cacao fermentées  <b>V=Sécher les fèves de cacao</b>  W=Transporter les fèves séchées au lieu de stockage  <b>X=Autre (spécifier)</b>  .....  Y=Aucun</p>	
<b>L10</b>	<p><b>Quelle était la personne pour qui tu travaillais lorsque tu effectuais des travaux agricoles dans ce pays?</b>  <i>(Plusieurs réponses possibles)</i></p> <p><b>ENQUETEUR :</b>  <b>VERIFIEZ QUE L7=OUI</b></p>	<p>A= Le père  <b>B= La mère</b>  C=D'autres proches parents (préciser).....  <b>D=Un ami de mes parents</b>  E=Un ami  <b>F=Un propriétaire de plantation ou de terre</b>  G=Un rentier de plantation ou de terre  <b>H=Auto emploi</b>  I=Autre (préciser) _____  <b>J=Ne sait pas</b></p>	
<b>L11</b>	<p><b>Pendant combien d'année au total as-tu travaillé dans l'agriculture dans ce pays</b></p>	<p>Nombre d'années /_/_/_/  88=Non concerné  98=Ne sait pas</p>	
<b>L12</b>	<p><b>Pendant combien d'année au total as-tu travaillé dans l'exploitation de cacao dans ce pays ?</b>  <b>ENQUETEUR</b>  <b>VERIFIEZ QUE L8=OUI</b></p>	<p>Nombre d'années /_/_/_/  88=Non concerné  98=Ne sait pas</p>	
<b>L13</b>	<p><b>A quel âge as-tu commencé pour la première fois à effectuer à travailler dans l'exploitation de cacao?</b>  <b>ENQUETEUR</b>  <b>VERIFIEZ QUE L8=OUI</b></p>	<p>Age en années révolues /_/_/_/  98= Ne sait pas  99=Jamais travailler dans une exploitation de cacao</p>	
<b>L14</b>	<p><b>Etais tu rémunéré pour ton travail?</b></p>	<p>1=Oui  2=Non  9=Non concerné</p>	
<b>L15</b>	<p><b>As-tu effectué l'une des activités économiques dans ce pays?</b>  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>B=Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>  C=Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>D=Aide non rémunérée dans un commerce familial de tout genre</b>  E=Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison  <b>F=Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et autres pour la vente ou la consommation du ménage</b>  G=Chercher de l'eau ou du fagot pour l'usage du ménage  <b>H=Produire tout autre bien pour l'usage de ce ménage</b>  I=Autre (préciser) .....  <b>J= Aucun</b></p>	
<b>L16</b>	<p><b>Pour qui travaillais-tu lorsque tu effectuais l'une de ces activités économiques dans ce pays?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A= Le père  <b>B= La mère</b>  C=D'autres proches parents (préciser).....  .....  <b>D=Un ami de mes parents</b></p>	

		E=Un ami <b>F=Un propriétaire de plantation ou de terre</b> G=Un rentier de plantation ou de terre <b>H=Auto emploi</b> I=Autre (préciser) ..... <b>J=Ne sait pas</b> <b>Z=non concerné</b>	
L17	Etais-tu rémunéré pour ton travail?	1=Oui 2=Non 9=Non concerné	
L18	As-tu effectué l'un des travaux domestiques suivants dans ce pays? (Lire et entourer les bonnes réponses)	A=Faire les achats pour le ménage <b>B=Réparation des équipements ménagers</b> C=Préparer de la nourriture <b>D=Nettoyer les ustensiles / la maison</b> E=Laver les vêtements <b>F=S'occuper des enfants, des personnes âgées ou des malades</b> G= Effectuer d'autres types de travaux ménagers (préciser)..... <b>H= aucun travail domestique</b>	
L19	Pour qui travaillais-tu lorsque tu effectuais les activités domestiques? (Plusieurs réponses possibles)	A= Le père <b>B= La mère</b> C=D'autres proches parents (préciser).... <b>D=Un ami de mes parents</b> E=Un ami <b>F=Un propriétaire de plantation ou de terre</b> G=Un rentier de plantation ou de terre <b>H=Auto emploi</b> I=Autre (préciser) ..... <b>J=Ne sait pas</b> <b>Z=non concerné</b>	
L20	Etais-tu rémunéré pour ton travail?	1=Oui 2=Non 9=Non concerné	
L21	<b>ENQUETEUR :</b> <b>VERIFIEZ LA CONCORDANCE AVEC LES REponses EN L9, L16 ET L18</b> <b>Quelle était la rémunération annuelle que tu recevais pour les domaines d'activité suivants ?</b>	Préciser le montant pour chaque type d'activité ci-dessous. / / / / / / / / / / A-Travailler dans l'exploitation de cacao / / / / / / / / / / B-Activité agricole autre que l'exploitation de cacao / / / / / / / / / / C-Activité économique autre que l'agriculture / / / / / / / / / / D-Travaux domestiques 999998=ne sait pas 888888=non concerné 999999=pas travaillé	
L22	Dans le cas où tu n'étais pas rémunéré, espérais-tu être rémunéré pour l'une des activités que tu as effectuées ?	1=Oui 2=Non 9=Non concerné	2 → M1
L23	Pour quelle activité exactement n'as-tu pas été rémunéré ?	Préciser: ..... ..... ..... .....	
L24	Pour quelles raisons ne recevais-tu pas de rémunération ?	Préciser: ..... ..... ..... .....	
L25	Es-tu déçu pour le fait que tu n'étais pas payé ?	1=Oui 2=Non	
L26	Te sens-tu exploité ?	1=Oui 2=Non	

## SECTION M : Education

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
M1	Peux-tu lire une phrase courte, simple dans n'importe quelle langue?	1=Oui 2=Non	
M2	Peux-tu écrire une phrase courte, simple dans n'importe quelle langue?	1=Oui 2=Non	
M3	Peux-tu effectuer des calculs simples ?	1=Oui 2=Non	
M4	As-tu fréquenté une école durant les <b>12 derniers mois</b> ?	1=Oui 2=Non	2→ M10
M5	Quel type d'école as-tu fréquenté durant les <b>12 derniers mois</b> ?	1=Maternelle 2=Ecole Primaire 3=Ecole secondaire 4=Ecole religieuse (coranique, pastorale, etc.) 5=Autre (préciser le type): .....	
M6	Quelle est la classe de niveau le plus élevé que tu as atteinte?	Niveau ..... / / / 98=ne sait pas 99=maternelle	
M7	T'arrivait-il de manquer des jours de classe durant les <b>12 derniers mois</b> ?	1=Oui 2=Non	2→ M15
M8	As-tu fréquemment manqué des jours de classe durant les 12 derniers mois?  ENQUETEUR : VEILLEZ A CE QUE L'ENFANT VOUS DONNE UNE ESTIMATION ET VERIFEZ QUE M4= "OUI"	Estimation (nombre de jours) / / /	
M9	<i>Je vais te donner quelques raisons pour lesquelles les élèves peuvent manquer des jours de classe. S'il te plaît, dis-moi si les raisons pour lesquelles tu as manqué des jours de classes durant les <b>12 derniers mois</b> figurent dans cette liste? (Lire et entourer les bonnes réponses)</i>	A=Maladie B=Blessure C=Incapacité/infirmité D=Ecole trop éloignée E=Incapacité de payer les cours F=La famille ne me permettait pas d'aller à l'école G=Faible dans les études H=Manque d'intérêt pour l'école I=L'instruction considérée être sans valeur J=Manque de sécurité à l'école K= Pour apprendre un boulot L= Travail contre rémunération M= Aide dans une plantation ou entreprise familiale N= Devoir de faire des travaux champêtres O= Devoir de faire les travaux domestiques P= Mauvaises conditions climatiques Q= Urgences familiales R= Voyage S=Autre (préciser la raison) .....	→ M15 (quelque soit la réponse)
M10	Au cas où tu n'as pas été à l'école durant les <b>12 derniers mois</b> , as-tu pu aller à l'école auparavant?	1=Oui 2=Non	2→ M23
M11	Quand as-tu cessé d'aller à l'école?	Année / / / / / / 9998=Ne sait pas 9999= Non déclaré	

M12	Quel type d'école as-tu fréquenté à cette période ?	1=Maternelle 2=Ecole Primaire 3=Ecole secondaire 4=Ecole religieuse 5=Autre (préciser le type).....	
M13	Quel est le niveau scolaire le plus élevé que tu as atteint?	Niveau /_/_/ 98=ne sait pas 99=maternelle 88=non déclaré	
M14	Pour quelles raisons n'es-tu pas allé à l'école durant les <b>12 derniers mois</b> ? (Lire et entourer les bonnes réponses)	A= J'ai terminé les classes obligatoires (école primaire) <b>B= Trop âgé pour l'école</b> C= Trop jeune pour l'école <b>D= Maladie</b> E= Blessure <b>F= Incapacité</b> G= Ecole trop éloignée <b>H= Incapacité de payer les cours</b> I= La famille ne permettait pas d'aller à l'école <b>J= Faible dans les études</b> K= Manque d'intérêt pour l'école <b>L= L'instruction considérée être sans valeur</b> M= Manque de sécurité à l'école <b>N= Pour apprendre un boulot</b> O= Travail contre salaire <b>P= Aide dans une plantation ou entreprise familiale</b> Q= Devoir de faire des travaux champêtres <b>R= Devoir de faire les travaux domestiques</b> S=Autre (préciser) .....	
M15	A quel âge as-tu commencé à aller à l'école primaire?	Age en années /_/_/ 98=ne sait pas 99=Jamais atteint le niveau primaire 88=non déclaré	
M16	Tes travaux extra scolaires ont-ils affecté ton instruction ?	1=Oui 2=Non 3=Ne travaille pas	2→ M18 3→ M18
M17	Comment le travail effectué a-t-il affecté ton instruction (formation)?  (plusieurs réponses possibles)	A= Blessures <b>B= Maladie, ou mauvaise santé</b> C= Manquait des jours de classe <b>D= Manquait des leçons</b> E= Ne pouvait pas faire ses exercices de maison <b>F= Incapacité de se préparer pour les examens</b> G= Ne pouvait pas se concentrer <b>H= Autre (préciser) _____</b>	
M18	Est-ce que l'école t'aide ou t'a aidé?	1=Oui (comment) ..... ..... 2=Non	
M19	Penses-tu que l'école t'aidera dans ta vie plus tard?	1=Oui (Pourquoi) ..... ..... 2=Non 3= Ne sait pas	
M20	Le chef de ton ménage t'a-t-il demandé de fréquenter l'école?	1=Oui (comment) ..... ..... 2=Non	
M21	Le chef de ton ménage t'a-t-il demandé (parfois) de ne pas fréquenter l'école?	1=Oui (comment) ..... ..... 2=Non	

M22	Le chef de ton ménage te punit-il quand tu ne vas pas à l'école?	1=Oui (comment) ..... ..... 2=Non	
M23	As-tu déjà reçu une formation professionnelle ou qualifiante?	1=Oui 2=Non	2→N1
M24	Si tu as déjà reçu une formation qualifiante ou professionnelle, dans quel domaine était-ce? <i>(Plusieurs réponses possibles)</i>	A=Agriculture B=Menuiserie C=Maçonnerie D=Montage/Mécanique E=Couture/ tailleur F=Conduite (voiture) G=Forgeron H=Electricité I=Dessinateur J=Coiffeur K=Boulangerie/restauration L=Textile/tisserand M=Autre (préciser le domaine) .....	
M25	As-tu obtenu un diplôme à la fin de ta formation?	1=Oui (préciser le diplôme) ..... 2=Non	
M26	Est-ce que ta formation t'aide?	1=Oui (comment) ..... 2=Non	
M27	Penses-tu que ta formation t'aidera dans ta vie plus tard?	1=Oui (comment) .....  2=Non 3=Ne sait pas	

## SECTION N : ACTIVITES DE PROJETS

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ / _ /	
N1	<i>Il y a des projets qui sont souvent exécutés pour venir en aide aux enfants qui travaillent, aux écoliers et autres groupes d'enfants.</i> <b>As-tu déjà participé à un de ces projets ?</b>	1=Oui 2=Non 3= ne sait pas	2→ N9 3→ N9
N2	<b>Connais-tu le nom du plus récent projet de ce type ?</b>	1=Oui (préciser le nom) ..... 2=Non 3=Ne sait pas	
N3	<b>Sais-tu le nom de l'organisation qui a exécuté ce projet?</b>	1=Oui (préciser) ..... 2=Non 3=Ne sait pas	
N4	<b>Sais-tu où ce projet a-t-il été exécuté?</b>	1=Oui (préciser) ..... 2=Non 3=Ne sait pas	
N5	<b>A quelles activités de ce projet as-tu participé?</b>	<b>1=J'ai participé à ce projet (préciser)</b> ..... ..... <b>2=Je n'ai pas participé au projet</b>	2→N9
N6	<b>Quand as-tu participé à ce projet?</b>	Année <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 9998=Ne sait pas 8888=non déclaré	
N7	<b>Qu'as-tu apprécié ou retenu de positif de ta participation à ce projet ?</b>	..... ..... .....	
N8	<b>Qu'est ce que tu n'as pas apprécié ou retenu de négatif de ta participation à ce projet ?</b>	..... ..... .....	
N9	<b>As-tu entendu parler du trafic des enfants ?</b>	1=Oui 2=Non 3=Ne sait pas	2→N14 3→N14
N10	<b>Qu'as-tu entendu à propos du trafic des enfants? Préciser</b>	..... ..... .....	
N11	<b>Qu'est ce que le trafic des enfants? Préciser</b>	..... ..... .....	
N12	<b>Peux-tu nous dire de qui tu as entendu parler du trafic des enfants?</b> <i>(Plusieurs réponses possibles)</i>	A=Parents B=Amis C=Proches parents D=Les médias E=A l'école F=ONG/Associations G=Au travail H=Autre (préciser) .....	
N13	<b>Quelle est ton opinion à propos du trafic des enfants ?</b> Préciser...	<b>(préciser)</b> ..... ..... .....	



N14	As-tu entendu parler du travail des enfants ?	1=Oui 2=Non 3=Ne sait pas	2→O1 3→O1
N15	Qu'as-tu entendu à propos du travail des enfants ? Préciser.....	(préciser) ..... ..... .....	
N16	Qu'est ce que le travail des enfants ? Préciser.....	(préciser) ..... ..... .....	
N17	Peux-tu nous dire de qui tu as entendu parler du travail des enfants ? (Plusieurs réponses possibles)	A=Parents B=Amis C=Proches parents D=Les médias E=A l'école F=ONG/Associations G=Au travail H=Autre (préciser) .....	
N18	Quelle est ton opinion à propos du travail des enfants ? Préciser...	(préciser) ..... ..... .....	

## SECTION O : CONNAISSANCE DES ENFANTS AYANT MIGRE

N°	Questions	Réponses et codes	
A1	Numéro du répondant	/_/_/_/	
O1	Connais-tu un enfant qui a travaillé dans un autre pays ?	1=Oui 2=Non	<b>2→ P1</b>
O2	Combien d'enfants ayant travaillé dans d'autres pays connais-tu ?	Préciser le nombre /_/_/_/_/_/_/_/_/_/_/ 999998=ne sait pas	
O3	Où travaillaient ces enfants?	A=Cote d'Ivoire B=Ghana C=Burkina-Faso D=Mali E=Togo F=Bénin G=Libéria H=Nigéria I=Autre pays (Préciser): ..... Z=Ne sait pas	
O4	Quels types de travail ces enfants effectuaient-ils dans ce pays?  <i>(Plusieurs réponses possibles)</i>	A=activités dans les plantations de cacao <b>B=activités agricoles autre que la cacao culture (préciser):</b> ..... ..... ..... C=activités économiques autre que l'agriculture (préciser):..... <b>D=Travaux ménagers</b> ..... ..... Z=Ne sait pas	
O5	Y avait-il des enfants qui ont travaillé dans l'agriculture ? <b>ENQUETEUR :</b> <b>VERIFIER LA CORRESPONDANCE AVEC LA QUESTION O4</b>	1=Oui 2=Non 9=Ne sait pas	
O6	Y avait-il des enfants qui ont travaillé dans l'exploitation de cacao ? <b>ENQUETEUR :</b> <b>VERIFIER LA CORRESPONDANCE AVEC LA QUESTION O4</b>	1=Oui 2=Non 9=Ne sait pas	<b>2→ P1</b>
O7	Sais-tu où ces enfants qui ont travaillé dans l'exploitation de cacao vivent maintenant ?	1=oui pour tous 2=oui pour certains 3=Non, aucun	
O8	<i>Nous avons besoin de ton aide pour retrouver ces enfants.</i> <b>Peux-tu nous donner la description de la localisation actuelle, les noms, et noms de familles des enfants ayant vécu en Côte d'Ivoire ou au Ghana ?</b>	Préciser les noms et adresses ..... ..... ..... ..... .....	

## SECTION P : PRISE DE MESURE

<b>P.1</b>	<b>Taille de l'enfant</b> (me permets-tu de mesurer ta taille?) Prendre la mesure en Cm ..... (sans les chaussures)	/ _ / _ / _ /
<b>P.2</b>	<b>Poids de l'enfant</b> (me permets-tu de prendre ton poids?) Prendre le poids en Kg ..... (sans les chaussures)	/ _ / _ / _ /

Nous sommes à la fin de l'interview. As-tu des questions ?

Noter la question

.....  
.....  
.....

Merci beaucoup de ta collaboration. Nous analyserons tes réponses avec celles d'autres enfants que nous avons aussi interrogés, puis nous publierons les résultats dans un rapport. Encore une fois merci.

# FIN



**ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS  
AU BURKINA FASO ET AU MALI**



**QUESTIONNAIRE MENAGE**

UNIVERSITE DE TULANE

01. PAYS ...../__/	04. COMMUNE/ARRONDISSEMENT...../___/
02. RÉGION ...../___/	05. ZONE DE DENOMBREMENT/SECTION D'ENUMERATION.../___/___/
03. PROVINCE/CERCLE...../___/	06. VILLAGE/QUARTIER-SECTEUR...../___/
<b>MENAGE</b>	
07. CONCESSION/LOT...../___/___/	10. NOM DU CHEF DE MENAGE..... .....
08. NUMERO DU MENAGE...../___/___/	11. NOMBRE D'ENFANTS AGES DE 10 A 17 ANS PRESENTS DANS LE MENAGE ...../___/___/
09. TAILLE DU MENAGE...../___/	
12. NOM DE L'ENQUETEUR ...../___/___/	<b>18. RESULTAT</b> /___/
13. NOM DU SUPERVISEUR ...../___/	
14. LANGUE DE L'INTERVIEW ...../___/	
15. DATE DE L'INTERVIEW    Jour /___/    Mois /___/    Année /___/___/___/	
16. DEBUT DE L'INTERVIEW    Heure /___/    Minute /___/	
17. FIN DE L'INTERVIEW    Heure /___/    Minute /___/	1-Terminé 2-Aucun membre présent ou pas de répondant adéquat 3-Tout le ménage absent pour période indéterminée 4-Remis à plus tard 5-Refusé 6-Habitation vacante 7-Habitation détruite 8-Habitation non trouvée 9- Autre (spécifier).....

Nombre de Questionnaires Ménages utilisés .....

Rang de ce questionnaire .....

## QUESTIONNAIRE MENAGE (Page 1)

Numéro d'ordre de l'individu dans le ménage (commencez par le chef de ménage)	Pouvez-vous nous donner les noms de toutes les personnes qui font partie de ce ménage en commençant par le chef de ménage  <i>(Un ménage se définit comme une personne ou un groupe de personnes qui vivent ensemble dans la même maison ou dans la même cour, qui partagent le même intérieur et qui sont pris en charge en tant que groupe. Les membres d'un ménage ne sont pas nécessairement liés par des liens de sang ou de mariage et tous ceux qui vivent dans la même maison ou la même cour ne sont pas nécessairement membres du même ménage)</i>	Quel membre du ménage a fourni l'information? (Ecrire son numéro d'ordre)	Quel est le lien de parenté de (nom) avec le chef de ménage?  01. Chef de ménage 02. Epoux/ épouse 03. Fils/ Fille 04. Frère/ Sœur 05. Belle fille / Beau fils 06. Petit fils/ petite fille 07. Neveux/ Nièce 08. Fils/ Fille de l'époux/ épouse 09. Grand parent/ Beau parent 10. Domestique (vivant dans le ménage) 11. Autre parent 12. Sans lien de parenté  <i>*Ecrire en toute lettre la réponse</i>	Statut de présence  1. Présent 2. Absent	Quel est le genre de chacun des membres de ce ménage? (sexe)  1. Masculin 2. Féminin  <i>*Ecrire en toute lettre la réponse</i>	Quel âge avait (citer le nom) à son dernier anniversaire ?  <i>(en années révolues)</i>  999=non déclaré /ne sait pas	Enfants éligibles  Marquer le chiffre  -« 1 » si l'âge de la personne est compris entre 10 et 17 ans -« 0 » sinon  <i>(Tous les enfants entre 10 et 17 ans sont éligibles à l'interview du Questionnaire Enfant)</i>	Quel est le statut matrimonial de (nom)?  (pour les personnes âgées de plus de 12 ans)  1. Célibataire ou jamais marié(e) 2. Marié(e) 3. Marié(e) 4. Marié(e) mais séparé(e) 5. concubinage 6. divorcé(e) 7. veuf/ veuve 8. non concerné  <i>*Ecrire en toute lettre la réponse</i>	Pour tous les membres du ménage		
									S'il vous plaît, indiquez le numéro d'ordre (citer le nom) (écrire 99 si absent ou sans objet)		
									Epoux/ épouse (Si (citer le nom) est concerné et le conjoint est membre de ménage)	Mère naturelle (si elle est membre du ménage)	Père naturel (s'il est membre du ménage)
ID	HR1	HR2	HR3	HR3A	HR4	HR5	HR6	HR7	HR8	HR9	HR10
□□		□□	□□		□	□□□	□	□	□□	□□	□□
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## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS AU BURKINA FASO ET AU MALI

### QUESTIONNAIRE INFRASTRUCTURE

<b>1. PAYS</b> ..... _ _  <b>2. REGION</b> ..... _ _  <b>3. PROVENANCE/CERCLE</b> ..... _ _	<b>4. COMMUNE/ARRONDISSEMENT</b> ..... _ _  ..... _ _  <b>5. SE/ZD</b> ..... _ _ _ _  <b>6. VILLAGE/SECTEUR</b> ..... _ _ _ _  ..... _ _ _ _
<b>7. NOM DE L'ENQUETEUR</b> ..... <b>8. NOM DU SUPERVISEUR</b> ..... <b>9. DATE</b> Jour / / Mois / / / Année / / / / /	

#### A REMPLIR POUR CHAQUE VILLAGE / SECTEUR

A1	Numéro de Village/ Secteur	_ _	
A2	<b>Taille de Village/secteur</b> <b>Se référer au répertoire des villages et Secteur pour renseigner la question</b>	_ _ _ _   _ _ _ _ _ _ _	
A3	<b>Types d'habitation</b> <i>(Entourer les bonnes réponses et souligner le type d'habitation le plus fréquemment rencontré)</i>	A=Maisons modernes B=Maisons simples C=En bande D=Cour commune E=Local rattaché à un lieu de travail F=Baraque G=Autre (préciser) .....	
A4	<b>Types de route</b> <i>(Entourer les bonnes réponses et souligner le type de route la plus fréquentée)</i>	A=Goudrons B=Améliorées (adéquates pour la grande vitesse par endroit, praticables en toutes saisons) C=Partiellement améliorées (peuvent être impraticables par mauvais temps) D=Routes de terre (praticable à faible vitesse, impraticable par mauvais temps) E=Pistes (inappropriées pour la plupart des véhicules)	
A5	<b>Sources d'approvisionnement en eau</b> <i>(Entourer les bonnes réponses et souligner la source d'approvisionnement en eau la plus utilisée)</i>	A=Robinet installé dans la maison B=Robinet installé hors de la maison C=Rivière/ Ruisseau D=Pompe hydraulique E=Puits F=Etang/ bassins/ lac / Barrage G=Eau de pluie H=Autre (préciser) : .....	
A6	<b>Combustibles utilisés pour la cuisson</b> <i>(Entourer les bonnes réponses et souligner la source d'énergie la plus utilisée)</i>	A=Bois B=Charbon C=Coque de noix de coco D=Pétrole E=Gaz F=Paille de mil G=Autre (préciser) : .....	



<b>A7</b>	<b>Principale source d'éclairage</b> <i>(Entourer les bonnes réponses et Souligner la source d'éclairage la plus utilisée)</i>	A=Bougies B=Lampe tempête C=Electricité D=Lampe à gaz E=Lampe à piles F=Energie solaire G=Aucun éclairage H=Autre (préciser) : .....	
<b>A8</b>	<b>Nombre d'écoles primaires situées à proximité (à distance de marche)</b>	Nombre d'écoles / _ / _ /	
<b>A9 a</b>	<b>L'école primaire la plus proche</b> Adresse: ..... .....	1=moins de 1 km 2=de 1 à 2 km 3=de 2 à 5 km 4=de 5 à 20 km 5= 20 km et plus	
<b>A9 b</b>	<b>Y'a-t-il une école dans la zone d'énumération choisie ?</b>	1=oui 2=non	
<b>A10</b>	<b>Nombre d'écoles secondaires situées à proximité (à distance de marche)</b>	Nombre d'écoles secondaires / _ / _ /	
<b>A11</b>	<b>L'école secondaire la plus proche</b> Adresse: ..... .....	1=moins de 1 km 2=de 1 à 2 km 3=de 2 à 5 km 4=de 5 à 20 km 5= 20 km et plus	
<b>A11 b</b>	<b>Y'a-t-il une école secondaire dans la zone d'énumération choisie?</b>	1=oui 2=non	
<b>A12</b>	<b>Le centre de Santé le plus proche</b> Adresse: ..... .....	1=moins de 1 km 2=de 1 à 2 km 3=de 2 à 5 km 4=de 5 à 20 km 5= 20 km et plus	
<b>A12 b</b>	<b>Y'a-t-il un centre de santé dans la zone d'énumération choisie ?</b>	1=oui 2=non	
<b>A13</b>	<b>L'hôpital le plus proche</b> Adresse: ..... .....	1=moins de 2 km 2=de 2 à 5 km 3=de 5 à 20 km 4=de 20 à 50 km 5= 50 km et plus	
<b>A13 b</b>	<b>Est-il dans la zone d'énumération choisie</b>	1=oui 2=non	
<b>A14</b>	<b>Accès à la communication</b> <i>(Entourer les modalités correspondantes à la situation de la ville/village/campement.)</i>	A=Couverture totale du réseau cellulaire B=Couverture partielle du réseau cellulaire C=Centre de communication D=Accès à un réseau téléphonique privé pour le travail E=Cyber Café F=Autre (préciser): .....	
<b>A15</b>	<b>Accès au transport</b> <i>(Entourer les modes de transport disponibles dans la ville/village /campement.)</i>	A=Bus B=Mini bus/Sotrama/Sotraco C=Taxi D=Autre (préciser): .....	
<b>A16</b>	<b>Le commissariat / gendarmerie le(a) plus proche</b> Adresse: ..... .....	1=moins de 2 km 2=de 2 à 5 km 3=de 5 à 20 km 4=de 20 à 50 km 5= 50 km et plus	
<b>A16 b</b>	<b>Y'a-t-il un commissariat dans la zone d'énumération choisie?</b>	1=oui 2=non	

## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS

### *QUESTIONNAIRE CHEF DE COMMUNAUTE*

1. PAYS .....	__	5. SECTION D'ENUMERATION/ZONE DE DENOMBREMENT.....	__ __ __	
2. REGION .....	__ __	6. VILLAGE/QUARTIER.....	__ __ __	
3. PROVINCE/CERCLE .....	__ __	7. CONCESSION.....	__ __ __	
4. COMMUNE/ARRONDISSEMENT.....	__ __	8. MENAGE.....	__ __	
9. NOM DE L'ENQUETEUR .....				__ __
10. NOM DU SUPERVISEUR.....				__
11. LANGUE D'INTERVIEW .....				__ __
12. DATE DE L'INTERVIEW :	JOUR  __ __	MOIS  __ __	ANNEE  __ __ __	
13. DEBUT DE L'INTERVIEW :	HEURE  __ __	MINUTE (S)  __ __		
14. FIN DE L'INTERVIEW :	HEURE  __ __	MINUTE (S)  __ __		



**SECTION B. CARACTERISTIQUES DES POPULATIONS**

N	Questions	Réponses et codes	
B1.	<b>Combien y a-t-il de personnes vivant dans cette localité?</b> 999998=Ne sait pas	Donner une estimation du nombre...../___/___/___/___/___/	
B2.	<b>Quels sont les principaux groupes ethniques présents dans votre communauté.</b>	Préciser les groupes ethniques: ..... ..... .....	
B3.	<b>Quels autres groupes ethniques peut-on rencontrer ?</b>	Préciser les groupes ethniques ..... ..... .....	
B4.	<b>Quelles sont les langues parlées?</b>	Préciser les langues parlées ..... ..... .....	
B5.	<b>Quelles sont les principales langues les plus parlées?</b>	Préciser les langues les plus fréquentes ..... ..... .....	
B6.	<b>A combien estimez-vous le revenu annuel moyen d'un ménage dans cette localité ?</b> 99999998=ne sait pas	Revenu moyen (en FCFA) ...../___/___/___/___/___/	
B7.	<b>Combien les ménages les plus riches gagnent-ils par an dans cette localité ?</b> 99999998=ne sait pas	Revenu par an (en FCFA) ...../___/___/___/___/___/	
B8.	<b>Combien les ménages les plus pauvres gagnent-ils par an dans cette localité ?</b> 99999998=ne sait pas	Revenu par an (en FCFA) ...../___/___/___/___/___/	
B9.	<b>Quelles sont les principales sources de revenu?</b>  <i>(Plusieurs réponses possibles)</i>	A=Activités dans les plantations de coton <b>B=Activités agricoles autre que la culture du coton</b> (préciser):..... ..... C=Activités économiques autre que l'agriculture (préciser):..... .....	
B10.	<b>Les conditions de vie s'améliorent-elles dans cette communauté ?</b>	Préciser : ..... ..... .....	/___/  /___/  /___/
B11.	<b>Comment les conditions de vie ont-elles évoluée sur les 10 dernières années?</b>	Préciser : ..... ..... .....	/___/  /___/  /___/

**SECTION C. INFRASTRUCTURES DE LA LOCALITE**

N°	Questions	Réponses et codes																			
C1.	<b>Combien d'écoles primaires sont disponibles pour la communauté?</b>  98=Ne sait pas	Nombre d'écoles primaires ...../___/___/																			
C2.	<b>ENQUETEUR : NE POSER CETTE QUESTION QUE SI LA REPONSE A C1 EST DIFFERENTE DE 0 ou 98.</b>  <b>Quels sont leurs noms ? à quelle distance d'ici sont-elles situées ?</b>	Préciser <table border="1" data-bbox="647 405 1476 595"> <thead> <tr> <th></th> <th>Nom de l'école primaire</th> <th>Distance (en km)</th> </tr> </thead> <tbody> <tr><td>Ecole 1</td><td></td><td></td></tr> <tr><td>Ecole 2</td><td></td><td></td></tr> <tr><td>Ecole 3</td><td></td><td></td></tr> <tr><td>Ecole 4</td><td></td><td></td></tr> <tr><td>Ecole 5</td><td></td><td></td></tr> </tbody> </table>			Nom de l'école primaire	Distance (en km)	Ecole 1			Ecole 2			Ecole 3			Ecole 4			Ecole 5		
	Nom de l'école primaire	Distance (en km)																			
Ecole 1																					
Ecole 2																					
Ecole 3																					
Ecole 4																					
Ecole 5																					
C3.	<b>Combien d'écoles secondaires sont disponibles pour la communauté?</b>  98=Ne sait pas	Nombre d'écoles secondaires ..... /___/___/																			
C4.	<b>ENQUETEUR : NE POSER CETTE QUESTION QUE SI LA REPONSE A C3 EST DIFFERENTE DE 0 ou 98.</b>  <b>Quels sont leurs noms ? à quelle distance d'ici sont-elles situées ?</b>	Préciser : <table border="1" data-bbox="647 808 1476 999"> <thead> <tr> <th></th> <th>Nom de l'école secondaire</th> <th>Localisation (en km)</th> </tr> </thead> <tbody> <tr><td>Ecole 1</td><td></td><td></td></tr> <tr><td>Ecole 2</td><td></td><td></td></tr> <tr><td>Ecole 3</td><td></td><td></td></tr> <tr><td>Ecole 4</td><td></td><td></td></tr> <tr><td>Ecole 5</td><td></td><td></td></tr> </tbody> </table>			Nom de l'école secondaire	Localisation (en km)	Ecole 1			Ecole 2			Ecole 3			Ecole 4			Ecole 5		
	Nom de l'école secondaire	Localisation (en km)																			
Ecole 1																					
Ecole 2																					
Ecole 3																					
Ecole 4																					
Ecole 5																					
C5.	<b>Quels sont les autres types d'écoles et/ou centres de formation disponibles ? Où sont-ils situés?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/																		
C6.	<b>Où est situé l'hôpital le plus proche de votre localité? (Distance en km)</b>	Préciser :..... ..... .....																			
C7.	<b>Où est situé le centre de santé le plus proche de votre localité? (Distance en km)</b>	Préciser : ..... .....																			
C8.	<b>Où est située la pharmacie ou le dépôt de pharmacie la plus proche de votre localité? (Distance en km)</b>	Préciser : ..... .....																			
C9.	<b>La couverture des réseaux cellulaires est-elle disponible? Quels sont les réseaux cellulaires qui couvrent votre localité ?</b>	1=oui (préciser les opérateurs mobiles)..... ..... ..... 2=non																			
C10.	<b>Y- a-t-il d'autres types de services téléphoniques disponibles dans cette localité ? lesquels ?</b>	1=Oui (préciser)..... ..... ..... 2=Non																			

C11.	Le service postal est-il disponible?	1=Oui 2=Non		
C12.	Quels sont les principaux moyens de transport utilisés par les membres de la communauté pour se rendre à la prochaine grande ville ?	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	
C13.	Y a-t-il un service régulier et journalier de cars ou de minicars ? Combien de voyages (départs) ont lieu par jour ?	1=Oui (préciser le nombre de voyages par jour). ..... 2=Non		
C14.	Des taxis sont-ils disponibles ici?	1=Oui 2=Non		
C15.	Quels sont les autres moyens de transport disponibles?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	
C16.	Y a-t-il de l'électricité dans la localité?	1=oui 2=non		2 → C18
C17.	Si l'électricité est disponible, quels sont ceux (les couches de la population) qui ont l'électricité?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	
C18.	Quelles sont les sources d'eau potable disponibles pour la communauté?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	
C19.	Quels sont les types de boutiques/magasins disponibles pour la communauté?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	
C20.	Quelles sont les autres infrastructures disponibles pour la communauté?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ / / _ / / _ /	

**SECTION D. TRAVAIL DES ENFANTS**

N	Questions	Reponses et codes		
D1.	<p><b>Quels types de travaux les enfants effectuent-ils le plus fréquemment dans cette localité?</b></p> <p><i>(plusieurs réponses possibles)</i></p>	<p><b>A=activités agricoles (préciser):</b>            .....            .....            .....            .....  <b>B=activités économiques autre que l'agriculture (préciser):</b>.....            .....            .....</p>	<p><b>Codes</b>            /_/_/            /_/_/            /_/_/            /_/_/</p>	
D2.	<p><b>Quelles sont les activités domestiques que les enfants effectuent pour leur famille?</b></p>	<p>Préciser :            .....            .....            .....            .....</p>	<p><b>Codes</b>            /_/_/            /_/_/            /_/_/</p>	
D3.	<p><b>Les filles effectuent-elles des activités domestiques autres que celles pratiquées par les garçons? Quelles sont ces activités ?</b></p>	<p>Préciser :            .....            .....            .....            .....</p>	<p><b>Codes</b>            /_/_/            /_/_/            /_/_/</p>	
D4.	<p><b>Quelles sont les activités agricoles que les enfants effectuent pour leur famille?</b></p>	<p>Préciser :            .....            .....            .....            .....</p>	<p><b>Codes</b>            /_/_/            /_/_/            /_/_/</p>	
D5.	<p><b>Les filles accomplissent-elles des tâches autres que celles pratiquées par les garçons dans l'agriculture? Quelles sont ces tâches?</b></p>	<p>Préciser :            .....            .....            .....            .....</p>	<p><b>Codes</b>            /_/_/            /_/_/            /_/_/</p>	
D6.	<p><b>Aujourd'hui, les enfants travaillent-ils beaucoup plus qu'il y a 10 ans? Pourquoi?</b></p>	<p>1=moins d'heures (justifier)            .....            .....            .....            .....            2=mêmes heures (justifier)            .....            .....            .....            .....            3=plus d'heures (justifier)            .....            .....</p>		
D7.	<p><b>Est-ce que les types de travaux que les enfants accomplissent dans cette communauté ont changé ces 10 dernières années?</b></p>	<p>1=oui (préciser).....            .....            .....            .....            2=non</p>		
D8.	<p><b>Quel est le pourcentage de ménages impliqués dans l'agriculture dans cette localité ?</b></p> <p>998=Ne sait pas</p>	<p>Pourcentage ..... /_/_/_/_/</p>		

**SECTION E: FLUX MIGRATOIRE**

N°	Questions	Réponses et codes	
E1.	Les habitants de cette région migrent-ils souvent pour aller travailler dans d'autres régions de ce pays ou dans d'autres pays ?	1=oui 2=non	2 → E6
E2.	Si oui, quelle est leur(s) destination(s) habituelle(s)?	A=D'autres régions de ce pays (préciser): ..... ..... B=D'autres pays (préciser): ..... .....	
E3.	Pourquoi choisissent-ils d'aller vers ces destinations particulières ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /
E4.	Au cours des 12 derniers mois, combien de migrants ont-ils quitté votre localité? 999998=Ne sait pas	Préciser le nombre ..... / _ / _ / _ / _ / _ /	
E5.	Quels types d'activités effectuent-ils dans leurs localités de destination ?	A=Activités domestiques (préciser)..... ..... B=Activités agricoles (préciser) ..... ..... C=Activités économiques autres que l'agriculture (préciser) ..... ..... D=Ils ne travaillent pas	
E6.	Au cours des 12 derniers mois, combien de migrants avez-vous acceptés dans votre localité? 999998=ne sait pas	Préciser le nombre ..... / _ / _ / _ / _ / _ /	
E7.	Y a-t-il plus ou moins de migrants maintenant qu'il y a 10 ans ?	1=plus 2=pareil (même chose) 3=moins 9=ne sait pas	
E8.	Les migrants sont-ils souvent impliqués dans la culture du coton ? si oui, à quelle fréquence ?	1=Très souvent 2=Souvent 3=Quelquefois 4=Rarement 5=Jamais 6=pas de culture de coton	si Passages non frontaliers ALLER A F1
E9a.	Connaissez-vous des enfants qui ont migré à travers cette frontière durant les 12 derniers mois sans leurs parents biologiques ?	1=Oui 2=Non	2 → E18a
E9b.	Si oui combien sont-ils ? 9998= Ne sait pas	Préciser le nombre ..... / _ / _ / _ / _ /	
E10.	Qui sont ces enfants ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /



E11.	<b>Quel âge ont-ils en moyenne ?</b> 98=Ne sait pas	Préciser l'âge ...../___/___/	
E12.	<b>Quel âge ont en moyenne les plus jeunes enfants ?</b> 98=Ne sait pas	Préciser l'âge ...../___/___/	
E13.	<b>Quel est en général leur sexe ?</b>	1=Masculin 2=Féminin 3=les deux sexes (Préciser le pourcentage de chaque sexe): ..... ..... .....	
E14.	<b>À quels groupes ethniques appartiennent-ils?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> ___/___/ ___/___/ ___/___/
E15.	<b>Quelles langues parlent-ils?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> ___/___/ ___/___/ ___/___/
E16.	<b>Quels types d'activité effectuent ces enfants dans leurs localités de destination ?</b>	A=Activités domestiques (préciser)..... ..... B=Activités agricoles (préciser) ..... ..... C=Activités économiques autres que l'agriculture (préciser) ..... ..... D=Ils ne travaillent pas	
E17.	<b>ENQUETEUR : SI LA REPONSE A E16 EST « D=Ils ne travaillent pas » ENTOURER « 5=Jamais » et PASSER A E18a.</b>  <b>Ces enfants sont-ils souvent impliqués dans la culture du cacao ? si oui, à quelle fréquence ?</b>	1=Très souvent 2=Souvent 3=Quelquefois 4=Rarement 5=Jamais	
E18a.	<b>Connaissez-vous des enfants qui ont migré à travers cette frontière durant les 12 derniers mois sans leurs parents biologiques pour aller travailler dans des plantations de cacao?</b>	1=Oui 2=Non	<b>2 → F1</b>
E18b.	<b>Combien sont –ils ?</b> 9998= Ne sait pas	Préciser le nombre ..... /___/___/___/	

**SECTION F: INTEGRATION DES MIGRANTS**

N°	Questions	Réponses et codes	
F1.	<b>Les habitants de cette région qui migrent pour aller travailler ailleurs reviennent-ils après ou bien y restent-ils définitivement ?</b> ENQUETEUR : Vérifier la cohérence de la réponse avec celle de E1	1= Très souvent ils y vont pour toujours 2=Très souvent, ils retournent 3=Autres (préciser): ..... ..... ..... 4=pas de migration	4 → G1
F2.	<b>Pour combien de temps en moyenne quittent-ils la région ?</b>	Temps moyen en mois ...../.../.../...	
F3.	<b>Les enfants de cette région qui migrent pour aller travailler ailleurs reviennent-ils après ou bien y restent-ils définitivement ?</b>	1= Très souvent ils y vont pour toujours 2=Très souvent, ils retournent 3=Autres (préciser): ..... ..... .....	
F4.	<b>Pour combien de temps en moyenne quittent-ils la région ?</b> 998=Ne sait pas	Temps moyen en mois ...../.../.../...	
F5.	<b>Vont-ils à l'école dans leur zone de destination ?</b>	1=Eux tous 2=Beaucoup d'entre eux 3=Un petit nombre 4=Aucun	
F6.	<b>Qui s'occupe d'eux là bas ?</b>	A= Leurs parents B= Les employeurs C=autre (préciser).....	
F7.	<b>Combien peut gagner en moyenne un adulte pour un jour de travail dans sa zone de destination ?</b> 999998=Ne sait pas	Préciser le montant ...../.../.../.../.../.../.../...	
F8.	<b>Combien peut gagner en moyenne un adulte pour un jour de travail dans la cacaoculture ?</b> 999998=Ne sait pas	Préciser le montant ...../.../.../.../.../.../.../...	
F9.	<b>Combien peut gagner en moyenne un enfant pour un jour de travail dans sa zone de destination ?</b> 999998=Ne sait pas	Préciser le montant ...../.../.../.../.../.../.../...	
F10.	<b>Combien peut gagner en moyenne un enfant pour un jour de travail dans la cacaoculture ?</b> 999998=Ne sait pas	Préciser le montant ...../.../.../.../.../.../.../...	
F11.	<b>Les migrants sont-ils acceptés par les membres de la communauté de destination?</b>	1=oui (préciser)..... ..... ..... 2=non (préciser) ..... ..... .....	
F12.	<b>Ces dernières années les migrants ont-ils rencontrés des problèmes pendant leur déplacement vers les zones de production cacaoyère ?</b>	1=oui (préciser)..... ..... ..... 2=non (préciser) ..... ..... .....	
F13.	<b>Ces dernières années les migrants ont-ils rencontrés des problèmes lors de leur départ vers la Côte d'Ivoire ?</b>	1=Oui (préciser)..... ..... ..... 2=Non (préciser) ..... ..... .....	
F14.	<b>Ces dernières années les migrants ont-ils rencontrés des problèmes lors de leur départ vers le Ghana ?</b>	1=Oui (préciser) ..... ..... ..... 2=Non (préciser) ..... ..... .....	

**SECTION G: EDUCATION ET EMPLOI**

N°	Questions	Réponses et codes	
G1.	Est-ce que la plupart des enfants de la communauté ont accès à l'école primaire?	1=Oui 2=Non 8=Ne sait pas	
G2.	A combien estimez-vous le pourcentage des enfants allant à l'école primaire?  998=Ne sait pas	Préciser le pourcentage ...../___/___/	
G3.	Quels sont les obstacles les plus importants qui empêchent les familles d'envoyer leurs enfants à l'école primaire?  <i>(plusieurs réponses possibles)</i>	Préciser : ..... ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/
G4.	Est-ce que la plupart des enfants de la communauté sont capables d'atteindre le niveau secondaire?	1=Oui 2=Non 8=Ne sait pas	
G5.	A combien estimez-vous le pourcentage des enfants allant à l'école secondaire? 998=Ne sait pas	Préciser le pourcentage ...../___/___/	
G6.	Quels sont les obstacles les plus importants qui empêchent les familles d'envoyer leurs enfants à l'école secondaire?  <i>(plusieurs réponses possibles)</i>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/
G7.	Qu'est-ce qui pourrait être fait pour accroître le taux de scolarisation dans cette communauté?  <i>(plusieurs réponses possibles)</i>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/
G8.	Qu'est-ce qui peut être fait pour améliorer la qualité de l'éducation ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/
G9.	Quelles sont les offres d'emploi disponibles dans la localité?	A=activités agricoles (préciser): ..... ..... B=activités économiques autre que l'agriculture (préciser):..... ..... .....	
G10.	Quel est le pourcentage des adultes qui travaillent à plein temps pour un employeur?  998=Ne sait pas	Pourcentage d'adultes travailleurs ...../___/___/	

G11.	<b>Quel est le pourcentage des adultes qui travaillent à temps partiel pour un employeur ?</b>  998=Ne sait pas	Pourcentage d'adultes travailleurs ...../ _ / _ / _ /	
G12.	<b>Quels sont les types de travaux rémunérés que les adultes effectuent le plus souvent dans cette région?</b>	A=activités dans les champs de coton B=activités agricoles autre que le coton (préciser): ..... ..... C=activités économiques autre que l'agriculture (préciser):..... ..... .....	
G13.	<b>Quelles sont les opportunités de travail rémunéré disponibles dans l'agriculture?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /
G14.	<b>Combien un adulte peut-il gagner en moyenne par jour en travaillant pour un employeur?</b>  99998=Ne sait pas	Montant (FCFA)/Jour ..... / _ / _ / _ / _ /	
G15.	<b>Combien un adulte peut-il gagner en moyenne par jour dans l'agriculture?</b>  99998=Ne sait pas	Montant (FCFA)/Jour ..... / _ / _ / _ / _ /	
G16.	<b>Combien les hommes gagnent-ils par jour dans l'agriculture?</b>  99998=Ne sait pas	Montant (FCFA)/Jour ..... / _ / _ / _ / _ /	
G17.	<b>Combien les femmes gagnent-elles par jour dans l'agriculture?</b>  99998=Ne sait pas	Montant (FCFA)/Jour ..... / _ / _ / _ / _ /	
G18.	<b>Quelles sont les opportunités pour les enfants de gagner de l'argent?</b>	<b>A=activités agricoles (préciser) :</b> ..... ..... <b>B=activités économiques autre que l'agriculture (préciser):</b> ..... ..... .....	
G19.	<b>Quel est le pourcentage des enfants travaillant à plein temps pour un employeur ?</b>  998=Ne sait pas	Pourcentage à plein temps ...../ _ / _ / _ /	
G20.	<b>Quel est le pourcentage des enfants travaillant à temps partiel pour un employeur ?</b>  998=Ne sait pas	Pourcentage à temps partiel ...../ _ / _ / _ /	

<b>G21.</b>	<b>Quels sont les types de travaux rémunérés que ces enfants effectuent le plus souvent ?</b>	Préciser : ..... ..... ..... ..... .....	<b>Codes</b>  / /  / /  / /	
<b>G22.</b>	<b>Quel est l'âge moyen des enfants qui sont rémunérés pour les travaux effectués?</b> 98=ne sait pas	Préciser l'âge en année révolue ..... / / /		
<b>G23.</b>	<b>Quel âge ont les enfants les plus jeunes qui sont rémunérés?</b> 98=ne sait pas	Préciser l'âge en année révolue ..... / / /		
<b>G24.</b>	<b>Combien un enfant peut-il gagner en moyenne par jour en travaillant pour un employeur?</b> 99998=ne sait pas	Montant (FCFA)/Jour ..... / / / / / / /		
<b>G25.</b>	<b>Combien un enfant peut-il gagner en moyenne par jour dans l'agriculture?</b> 99998=ne sait pas	Montant (FCFA)/Jour ..... / / / / / / /		
<b>G26.</b>	<b>Combien les garçons gagnent-ils par jour dans l'agriculture?</b> 99998=ne sait pas	Montant (FCFA)/Jour ..... / / / / / / /		
<b>G27.</b>	<b>Combien les filles gagnent-elles par jour dans l'agriculture?</b> 99998=ne sait pas	Montant (FCFA)/Jour ..... / / / / / / /		

**SECTION H. TRAVAIL DANGEREUX**

N°	Questions	Réponses et codes	
H1.	Les enfants effectuent-ils parfois des travaux domestiques dangereux pour leur santé ou leur bien-être ? Si oui quel type d'activité ?	1=oui (préciser les activités)..... ..... ..... 2=non	
H2.	Les enfants effectuent-ils parfois des travaux agricoles dangereux pour leur santé ou leur bien-être ? Si oui quel type d'activité ?	1=oui (préciser les travaux)..... ..... ..... 2=non	
H3.	Les enfants effectuent-ils parfois des activités économiques autres que l'agriculture, dangereuses pour leur santé ou leur bien-être ? Si oui quels types d'activités ?	1=oui (préciser les travaux)..... ..... ..... 2=non	
H4.	Y a-t-il des enfants qui vivent avec un employeur qui n'est pas un membre de leur famille?	1=oui  2=non	2 → H6
H5.	S'il y a des enfants qui vivent avec un employeur qui n'est pas un membre de leur famille, quels travaux ces enfants effectuent-ils?	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/
H6.	Les enfants abandonnent-ils parfois l'école pour travailler pour leur famille ou un employeur?	1=oui  2=non	
H7.	Les enfants laissent-ils parfois l'école pendant la saison de moisson?	1=oui  2=non	

**SECTION I : PIRES FORMES DE TRAVAIL DES ENFANTS ET TRAVAIL FORCE DES ENFANTS**

N°	Questions	Réponses et codes	
I1.	Avez-vous entendu parler du trafic des enfants?	1=oui 2=non	
I2.	Connaissez-vous des cas de trafic d'enfants de cette zone vers d'autres?	1=oui 2=non	
I3.	S'il peut y avoir des cas de trafic, où vont les enfants?	Préciser : ..... ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/
I4.	Quel âge ont-ils en moyenne ? 98=Ne sait pas	Préciser l'âge ...../___/	
I5.	Quel âge ont en moyenne les plus jeunes enfants ? 98=Ne sait pas	Préciser l'âge ...../___/	
I6.	Quel est en général leur sexe ?	1=Masculin 2=Féminin 3=les deux sexes (Préciser le pourcentage de chaque sexe): .....	
I7.	À quels groupes ethniques appartiennent-ils?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/
I8.	Quelles langues parlent-ils?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/
I9.	Pour qui travaillent-ils dans leur zone de destination ?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/
I10.	Quels types d'activité effectuent ces enfants dans leurs localités de destination ?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/
I11.	Ces enfants travaillent-ils souvent dans la cacao-culture ? si oui, où travaillent-ils ?	1=Oui (Préciser Pays/région): ..... ..... ..... 2=Non	

I12.	Connaissez-vous des cas de trafic d'enfants vers cette zone?	1=Oui 2=Non		2 → I21
I13.	S'il peut y avoir des cas de trafic, d'où viennent les enfants?	Préciser : ..... ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/	
I14.	Quel âge ont-ils en moyenne ? 98=Ne sait pas	Préciser l'âge ...../___/		
I15.	Quel âge ont en moyenne les plus jeunes enfants ? 98=Ne sait pas	Préciser l'âge ...../___/		
I16.	Quel est en général leur sexe ?	1=Masculin 2=Féminin 3=les deux sexes (Préciser le pourcentage de chaque sexe): ..... .....		
I17.	À quels groupes ethniques appartiennent-ils?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/	
I18.	Quelles langues parlent-ils?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/	
I19.	Pour qui travaillent-ils dans cette zone?	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/	
I20.	Quels types d'activité effectuent ces enfants dans cette région ?	A=Activités domestiques (préciser)..... ..... B=Activités agricoles (préciser) ..... ..... C=Activités économiques autres que l'agriculture (préciser) ..... ..... D=Ils ne travaillent pas		



I21.	Que faites-vous (feriez-vous) lorsque vous êtes confronté à un cas de trafic d'enfant?	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
I22.	Avez-vous entendu parler des cas de travail forcé ?	1=oui  2=non		
I23.	Avez-vous entendu parler des cas de travail forcé concernant des adultes ayant migré de cette région vers d'autres régions du pays ou dans d'autres pays?	1=Oui (Préciser Pays/région): ..... ..... ..... 2= Non		2 → I25
I24.	Si oui, pouvez-vous les décrire?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
I25.	Avez-vous entendu parler des cas de travail forcé des adultes dans la cacao-culture ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
I26.	Avez-vous entendu parler des cas de travail forcé concernant des enfants ayant migré de cette région vers d'autres régions du pays ou dans d'autres pays?	1=Oui (Préciser Pays/région): ..... ..... ..... 2= Non		2 → I29
I27.	Si oui, pouvez-vous les décrire?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
I28.	Avez-vous entendu parler des cas de travail forcé des enfants dans la cacao-culture ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
I29.	Avez-vous entendu parler des cas de travail forcé des adultes dans cette zone?	1=oui  2=non		2 → I31
I30.	Si oui, pouvez-vous les décrire?	Préciser ..... ..... .....		
I31.	Avez-vous entendu parler des cas de travail forcé des enfants dans cette zone?	1=oui  2=non		2 → I33

I32.	Si oui, pouvez-vous les décrire?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
I33.	Avez-vous entendu parler des cas d'esclavage par endettement?	1=Oui 2=Non		
I34.	Avez-vous entendu parler des cas d'esclavage par endettement concernant des adultes ayant migré de cette région vers d'autres régions du pays ou dans d'autres pays?	1=Oui (Préciser Pays/région): ..... ..... ..... 2= Non		2 → I36
I35.	Si oui, pouvez-vous les décrire?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
I36.	Avez-vous entendu parler des cas d'esclavage par endettement concernant des enfants ayant migré de cette région vers d'autres régions du pays ou dans d'autres pays?	1=Oui (Préciser Pays/région): ..... ..... ..... 2= Non		2 → I38
I37.	Si oui, pouvez-vous les décrire?	Préciser ..... ..... .....		
I38.	Avez-vous entendu parler des cas d'esclavage par endettement dans la cacao-culture?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
I39.	Avez-vous entendu parler des cas d'esclavage par endettement dans cette région?	1=Oui 2=Non		2 → I41
I40.	Si oui pouvez-vous décrire ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
I41.	Les enfants doivent-ils parfois travailler pour payer les dettes qu'un membre de leur famille a contractées?	1=Oui 2=Non 9=Ne sait pas		2 → J1 9 → J1
I42.	Si oui, pouvez-vous décrire des cas?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	

**SECTION J. ACTIVITES DE PROJET**

N°	Questions	Réponses et codes	
J1.	Y a-t-il eu des projets ou des activités ciblées, dans cette communauté, pour l'amélioration des connaissances au sujet du travail des enfants?	1=oui 2=non  <b>2 → J7</b>	
J2.	Si oui, quel était le nom du projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J3.	Quel est l'Organisme ou le Gouvernement qui a exécuté le projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J4.	Qui a financé le projet?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J5.	Quelles activités ont été réalisées ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /
J6.	Qui a bénéficié de ces activités?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /
J7.	Y a-t-il eu des projets ou des activités dans cette communauté visant à réduire le travail des enfants ou à améliorer les conditions de travail des enfants?	1=oui 2=non  <b>2→ J13</b>	
J8.	Si oui, quel était le nom du projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J9.	Quelle est l'Organisme ou le Gouvernement qui a exécuté le projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J10.	Qui a financé le projet?	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J11.	Quelles activités ont été réalisées ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /

J12.	Qui a bénéficié de ces activités?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J13.	Y a-t-il eu des projets ou des activités au sein de la communauté visant l'augmentation du taux de scolarisation des enfants ou l'amélioration de la qualité de l'éducation ?	1=oui 2=non		2 → J19
J14.	Si oui, quel était le nom du projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J15.	Quelle est l'Organisme ou le Gouvernement qui a exécuté le projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J16.	Qui a financé le projet?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J17.	Quelles activités ont été réalisées ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J18.	Qui a bénéficié de ces activités?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J19.	Y a-t-il eu des projets ou des activités au sein de la communauté visant à fournir aux enfants une formation professionnelle?	1=Oui 2=Non		2 → J25
J20.	Si oui, quel était le nom du projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J21.	Quelle est l'Organisme ou le Gouvernement qui a exécuté le projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J22.	Qui a financé le projet?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	

J23.	Quelles activités ont été réalisées ?	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J24.	Qui a bénéficié de ces activités?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J25.	Y a-t-il eu des projets ou des activités au sein de la communauté visant la prévention contre le trafic des enfants ou aidant les enfants victimes de trafic ?	1=Oui 2=Non	2 → J31	
J26.	Si oui, quel était le nom du projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J27.	Quelle est l'Organisme ou le Gouvernement qui a exécuté le projet ?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J28.	Qui a financé le projet?	Préciser : ..... ..... .....	<u>Code</u>  / _ /	
J29.	Quelles activités ont été réalisées ?	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	
J30.	Qui a bénéficié de ces activités?	Préciser : ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /	

J31.	<b>Y a-t-il eu des projets ou des activités au sein de la communauté visant la prévention des enfants contre le travail forcé ou aidant les enfants victimes de travail forcé?</b>	1=Oui 2=Non	2 → K1
J32.	<b>Si oui, quel était le nom du projet ?</b>	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J33.	<b>Quelle est l'Organisme ou le Gouvernement qui a exécuté le projet ?</b>	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J34.	<b>Qui a financé le projet?</b>	Préciser : ..... ..... .....	<u>Code</u>  / _ /
J35.	<b>Quelles activités ont été réalisées ?</b>	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /
J36.	<b>Qui a bénéficié de ces activités?</b>	Préciser : ..... ..... ..... ..... .....	<u>Codes</u>  / _ /  / _ /  / _ /

**SECTION K. PROBLEMES, BESOINS ET PERSPECTIVES**

N°	Questions	Réponses et codes		
K1.	Quelle est votre vision du développement de cette localité?	Préciser : ..... ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
K2.	Croyez-vous que l'agriculture est importante ? quel type de culture ?	1=oui (préciser les types)..... ..... ..... 2=non		
K3.	Quels sont les changements à apporter aux conditions de vie et de travail des ménages agricoles ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
K4.	Quels sont les changements à apporter aux conditions de vie et de travail des enfants?	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
K5.	A quel âge les enfants (filles et garçons) devraient commencer à travailler hormis les travaux domestiques ?  98=Ne sait pas	<i>Préciser l'âge en années révolues</i>  A. garçons ..... / _ / _ /  B. filles ..... / _ / _ /		
K6.	A quel âge les enfants (filles et garçons) devraient commencer à gagner de l'argent?  98=Ne sait pas	<i>Préciser l'âge en années révolues</i>  A. garçons ..... / _ / _ /  B. filles ..... / _ / _ /		
K7a.	La migration est-elle importante pour cette communauté?	1=Oui  2=Non		2 → K8
K7b.	Si oui comment ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
K8.	Les ménages sont-ils au courant des problèmes liés au travail des enfants ?	1=oui (préciser) ..... ..... 2=non (préciser) ..... .....		

K9.	<b>Quelles interventions seraient selon vous plus efficaces dans la réduction du travail des enfants ou des problèmes spécifiques liés au travail des enfants ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K10.	<b>Quelles interventions seraient selon vous plus efficaces dans l'amélioration de l'accès à l'éducation et à la formation professionnelle des enfants ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K11.	<b>Quelles interventions seraient selon vous plus efficaces dans l'élimination du trafic des enfants, et du travail forcé des enfants et des adultes ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K12.	<b>Quelles interventions seraient selon vous plus efficaces dans l'amélioration des conditions de vie et la réduction de la pauvreté dans cette communauté ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K13.	<b>Quels sont les problèmes les plus importants auxquels cette communauté est confrontée aujourd'hui ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K14.	<b>Quelles sont les opportunités que vous voyez pour le développement économique et social de votre communauté ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
K15.	<b>Quelles sont les opportunités que vous voyez pour les enfants dans cette communauté et leur devenir ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	

Nous sommes au terme de notre interview, et si vous avez une question à poser, nous serons ravis de noter votre préoccupation.

Noter la question.....  
.....  
.....

**MERCI BEAUCOUP**



## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS

### *QUESTIONNAIRE GARDE FRONTALIER ET OFFICIER DE POLICE*

1. PAYS ..... _	5. VILLAGE/SECTEUR..... _ _
2. REGION ..... _ _	6. PASSAGE FRONTALIER        _ _
3. PROVINCE/CERCLE ..... _ _	.....
4. COMMUNE/ARRONDISSEMENT..... _ _	7. FONCTION..... _
9. NOM DE L'ENQUETEUR ..... _ _	
10. NOM DU SUPERVISEUR..... _	
11. LANGUE D'INTERVIEW ..... _ _	
12. DATE DE L'INTERVIEW :    JOUR  _ _     MOIS  _ _     ANNEE   _ _ _ _	
13. DEBUT DE L'INTERVIEW :   HEURE  _ _     MINUTE (S)  _ _	
14. FIN DE L'INTERVIEW :     HEURE  _ _     MINUTE (S)  _ _	

**SECTION A : CARACTERISTIQUES DEMOGRAPHIQUES**

N	Questions	Reponses et codes	
A1.	<b>Numéro du répondant</b>	Inscrire le numero ici ...../___/	
A2.	<b>Nom du répondant</b>	..... ..... ..... .....	
A3.	<b>Age du répondant</b> ENQUETEUR= SI L'AGE EST INCONNU, ESTIMEZ  99=Non déclaré/Ne ne sait pas	Age en années révolues...../___/	
A4.	<b>Sexe du répondant</b>	1=Masculin  2=Féminin	
A5.	<b>Nationalité du répondant ?</b>	1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser).....</b> 10=Ne sait pas	
A6.	<b>Pays de naissance</b>	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> 5=Guinée <b>6=Togo</b> 7=Bénin <b>8=Libéria</b> 9=Nigeria <b>10=Autre (préciser).....</b>	
A7.	<b>Titre du répondant</b>	Préciser : ..... ..... .....	<b>Code</b>  /___/
A8.	<b>Nombre d'années d'expérience</b> 98=Ne sait pas	/___/	
A9.	<b>Nombre d'années d'expérience à ce passage frontalier</b> 98=Ne sait pas	/___/	
A10.	<b>Si vous avez effectué un autre type de travail, précisez l'activité.</b>	Préciser ..... ..... ..... .....	<b>Code</b>  /___/
A11.	<b>Niveau d'étude (le plus élevé)</b>	1=Maternelle 2=Primaire 3=Secondaire 4=Formation qualifiante 5=Supérieur 6=Autre (préciser)..... .....	

A12.	Adresse	BP..... ..... ..... .....	
A13.	Téléphone	/ / / / / / / / / / / / / / / /	
A14.a.	Quelle est l'étendue de votre zone de compétence en termes de poste frontalier?	-Nombre de passages frontaliers couverts..... -Nombre annuel de passages (trafic) dans la zone de couverture.....	/ / / / / / / / / / / / / / / / / / /
A14.b.	Quelle est l'étendue de votre zone de compétence en termes de poste de police?	-Nombre de villes/villages couverts..... -Population totale vivant dans la zone de couverture...	/ / / / / / / / / / / / / / / / / / /

**SECTION B : CONNAISSANCES ET OPINIONS SUR LE TRAFIC DE PERSONNES**

N	Questions	Reponses et codes		
B1.	<b>Pensez vous que le trafic des enfants est un problème dans ce pays? Pourquoi ?</b>	1=oui (préciser) ..... ..... ..... 2=non (préciser) ..... ..... .....	Codes  /___/  /___/  /___/	
B2.	<b>Pouvez-vous me dire ce que vous comprenez par le trafic d'enfants ?</b>	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
B3.	<b>Pensez-vous que le trafic des adultes est un problème dans ce pays? Pourquoi ?</b>	1=oui (préciser) ..... ..... ..... 2=non (préciser) ..... ..... .....	Codes  /___/  /___/  /___/  /___/	
B4.	<b>Pouvez-vous me dire ce que vous comprenez par le trafic d'adultes ?</b>	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
B5.	<b>A votre avis, y a-t-il plus d'enfants (0 à 17ans) ou d'adultes (plus de 18 ans) qui sont victimes de trafic ?</b>	1=plus d'enfants 2=plus d'adultes 3=pareil (même chose) 4=autre (préciser)..... ..... 98=ne sait pas		
B6.	<b>Pensez-vous que plus d'hommes ou de femmes (adultes et enfants) sont victimes de trafic ?</b>	1=plus d'hommes 2=plus de femmes 3=pareil (même chose) 4=autre (préciser)..... ..... 9=ne sait pas		
B7.	<b>Le trafic des enfants est-il un problème dans votre zone de couverture?</b>	1=pas un problème 2=pas important (petit problème) 3=problème grave 4=autre (préciser)..... .....		

B8.	<p><b>Veillez estimer le nombre d'enfants qui ont été victimes de trafic à travers ce passage frontalier durant les <u>12 derniers mois</u>.</b></p> <p>999998=ne sait pas</p>	<p>Préciser le nombre d'enfants ...../ _ / _ / _ / _ / _ /</p>		
B9.	<p><b>Le trafic d'adultes est-il un problème dans votre zone de couverture?</b></p>	<p>1=pas un problème  2=pas important (petit problème)  3=problème grave  4=autre (préciser).....  .....  .....</p>		
B10.	<p><b>Veillez estimer le nombre d'adultes qui ont été victimes de trafic à travers ce passage frontalier durant les <u>12 derniers mois</u>.</b></p> <p>999998=ne sait pas</p>	<p>Préciser le nombre d'adultes...../ _ / _ / _ / _ / _ /</p>		
B11.	<p><b>À votre avis, quelles sont les principales causes du trafic des enfants?</b></p>	<p>Préciser :  .....  .....  .....  .....</p>	<p><b><u>Codes</u></b>   / _ /   / _ /   / _ /</p>	
B12.	<p><b>À votre avis, quelles sont les principales causes du trafic des adultes?</b></p>	<p>Préciser :  .....  .....  .....  .....</p>	<p><b><u>Codes</u></b>   / _ /   / _ /   / _ /</p>	
B13.	<p><b>A votre avis, comment le trafic des enfants peut-il être distingué d'autres formes de migration?</b></p>	<p>Préciser :  .....  .....  .....  .....</p>	<p><b><u>Codes</u></b>   / _ /   / _ /   / _ /</p>	
B14.	<p><b>A votre avis, comment le trafic des adultes peut-il être distingué d'autres formes de migration?</b></p>	<p>Préciser :  .....  .....  .....  .....</p>	<p><b><u>Codes</u></b>   / _ /   / _ /   / _ /</p>	
B15.	<p><b>Veillez décrire comment le trafic d'enfants s'opère dans votre zone de couverture?</b></p>	<p>Préciser :  .....  .....  .....  .....</p>	<p><b><u>Codes</u></b>   / _ /   / _ /   / _ /</p>	

<b>B16.</b>	<b>Veillez décrire comment le trafic des adultes s'opère dans votre zone de couverture?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
<b>B17.</b>	<b>Combien d'enfants estimez-vous avoir été victimes de trafic <u>de</u> cette localité vers d'autres localités au cours des <u>12 derniers mois</u>?</b>  999998=Ne sait pas	Estimer le nombre d'enfants...../___/___/___/___/___/___/___/		
<b>B18.</b>	<b>Quel était leur destination?</b>	A=Dans le pays (préciser les départements)..... ..... ..... ..... B=A l'extérieur du pays (préciser les pays) ..... ..... ..... ..... Y=Ne sait pas Z=Non concerné	<b>Codes</b>  /___/  /___/  /___/  /___/	
<b>B19.</b>	<b>Combien d'enfants estimez-vous avoir été victimes de trafic <u>vers</u> cette localité au cours des <u>12 derniers mois</u>?</b>  999998=ne sait pas	Estimer le nombre d'enfants...../___/___/___/___/___/___/___/		
<b>B20.</b>	<b>D'où venaient-ils ?</b>	A=Dans le pays (préciser les départements)..... ..... ..... ..... B=A l'extérieur du pays (préciser les pays) ..... ..... ..... ..... Y=Ne sait pas Z=Non concerné	<b>Codes</b>  /___/  /___/  /___/  /___/	
<b>B21.</b>	<b>Combien d'adultes estimez-vous avoir été victimes de trafic <u>de</u> cette localité vers d'autres localités au cours des <u>12 derniers mois</u>?</b>  9 99998=Ne sait pas	Estimer le nombre d'adultes...../___/___/___/___/___/___/___/		



**SECTION C : METHODES DE RECRUTEMENT**

N	Questions	Reponses et codes			
C1.	SVP, décrivez comment les enfants deviennent victimes de trafic dans ce pays.	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/		
C2.	SVP, décrivez comment les adultes deviennent victimes de trafic dans ce pays.	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/		
C3.	Est-ce que les enfants victimes de trafic sont recrutés par quelqu'un? Qui?	1=Oui (préciser)..... ..... ..... 2=Non			
C4.	Est-ce que les adultes, victimes de trafic sont recrutés par quelqu'un? Qui?	1=Oui (préciser)..... ..... ..... 2=Non			
C5.	Les enfants victimes de trafic sont-ils recrutés seuls? Ou en groupe? Ou ensemble avec des adultes?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/		
C6.	Les enfants victimes de trafic sont-ils recrutés avec d'autres membres de leur famille? Qui?	1=Oui (préciser les liens de parenté)..... ..... ..... 2=Non			
C7.	Les trafiquants d'enfants discutent-ils directement avec les enfants ou avec les personnes qui s'en occupent?	A=avec les enfants (directement) B=avec les personnes qui s'occupent d'eux C=autre (préciser)..... .....			
C8.	Quels types de travail sont promis aux enfants victimes de trafic et à leurs parents/tuteurs par les trafiquants?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/		



C9.	<b>Quels types de travail sont promis aux adultes victimes de trafic par les trafiquants?</b>	Préciser : ..... ..... ..... .....	<b><u>Codes</u></b>  /___/  /___/  /___/	
C10.	<b>Quelles récompenses sont promises aux enfants victimes de trafic?</b>	Préciser : ..... ..... ..... .....	<b><u>Codes</u></b>  /___/  /___/  /___/	
C11.	<b>Quelles récompenses sont promises aux parents/tuteurs des enfants victimes de trafic?</b>	Préciser : ..... ..... ..... .....	<b><u>Codes</u></b>  /___/  /___/  /___/	
C12.	<b>Quelles récompenses sont promises aux adultes?</b>	Préciser : ..... ..... ..... .....	<b><u>Codes</u></b>  /___/  /___/  /___/	

**SECTION D : METHODES DE DEPLACEMENT OU DE MOUVEMENT**

N	Questions	Reponses et codes	
D1.	<b>Quelles méthodes de transport sont employées par les trafiquants pour transporter les enfants et les adultes dans ce pays?</b>  <i>Plusieurs réponses possibles</i>	A= moyen de transport privé (préciser) ..... B=Transport public (préciser) ..... C=Autre (préciser) .....	
D2.	<b>Comment les enfants et les adultes victimes de trafic passent-ils la frontière s'ils entrent dans le pays? Emploient-ils des méthodes légales ou illégales</b>	1=Légal (préciser): ..... ..... 2=Illégal (préciser): ..... ..... 3=Les deux (préciser): ..... .....	
D3.	<b>Si des passages frontaliers illégaux sont utilisés, où sont-ils situés dans cette région ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /_/_/  /_/_/  /_/_/
D4.	<b>Les enfants victimes de trafic ont-ils la documentation requise pour franchir légalement la frontière?</b>  <i>Plusieurs réponses possibles</i>	A=Oui B=Parfois (préciser les documents) ..... ..... C=Non D=Autre (préciser les documents) ..... .....	
D5.	<b>Les adultes victimes de trafic ont-ils la documentation requise pour franchir légalement la frontière?</b>  <i>Plusieurs réponses possibles</i>	A=Oui B=Parfois (préciser les documents) ..... ..... C=Non D=Autre (préciser les documents) ..... .....	
D6.	<b>Les trafiquants proposent-ils quelquefois de payer de l'argent ou d'offrir des biens pour passer la frontière avec des enfants?</b>	1=Oui  2=Non	2 → D9
D7.	<b>Si oui, combien les trafiquants proposent-ils de payer par enfant?</b>  999998=ne sait pas	Montant FCFA..... _ _ _ _ _ _ _	
D8.	<b>Si oui, quels produits ou articles offrent-ils toujours?</b>	A=Nourriture <b>B=Boisson</b> C=Habits (vêtement) <b>D=Cigarettes</b> E=Accessoires de toilette <b>F=Autre (préciser)</b> ..... .....	
D9.	<b>Quelle est votre politique si un recruteur offre de l'argent ou des produits ou des articles?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /_/_/  /_/_/  /_/_/

**SECTION E : EXPERIENCE DANS LA LUTTE CONTRE LE TRAFIC DE PERSONNES**

N°	Questions	Réponses et codes																																															
E1.	<b>Avez-vous déjà été impliqué dans l'interception d'enfants destinés à des fins de trafic ?</b>	1=Oui 2=Non <span style="float: right;"><b>2 → E10</b></span>																																															
E2.	<b>Si oui, combien de fois cela s'est produit au cours des <u>10 dernières années</u>?</b>  9998=Ne sait pas	Nombre de fois (interceptions).....  _ _ _ _ _																																															
E3.	<b>Quand est-ce que ceci s'est produit?</b>  9998=Ne sait pas	Indiquez le nombre de cas par année : 2009.....  _ _ _ _  <b>2008</b> .....  _ _ _ _  2007.....  _ _ _ _  <b>2006</b> .....  _ _ _ _  2005.....  _ _ _ _  <b>2004</b> .....  _ _ _ _  2003.....  _ _ _ _  <b>2002</b> .....  _ _ _ _  2001.....  _ _ _ _  <b>2000</b> .....  _ _ _ _																																															
E4.	<b>Quel âge avaient ces enfants?</b>  98=Ne sait pas	Age moyen (en années révolues) .....  _ _   Age minimum (enfants plus jeunes) .....  _ _   Age maximum (enfants plus âgés).....  _ _																																															
E5.	<b>Combien y avait-il de garçons? Combien y avait-il de filles?</b>	Pourcentage de garçons (%).....  _ _   Pourcentage de filles (%).....  _ _																																															
E6.	<b>D'où venaient-ils?</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Pays</th> <th style="width: 25%;">Région</th> <th style="width: 25%;">Ville</th> <th style="width: 25%;">Nombre d'enfants</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Pays	Région	Ville	Nombre d'enfants																																								
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E7.	<b>De quelles nationalités sont-ils?</b>  <i>Plusieurs réponses possibles</i>	A=Côte d'Ivoire <b>B=Ghana</b> C=Burkina Faso <b>D=Mali</b> E= Togo <b>F= Bénin</b> G= Libéria <b>H= Nigéria</b> I=Autre pays (préciser) ..... ..... .....	
E8.	<b>Les enfants voyageaient-ils seuls ou avec quelqu'un d'autre?</b>	1=Seul 2=Avec quelqu'un d'autre 3=Parfois seul, parfois avec quelqu'un d'autre 4=Autre (préciser)..... .....	<b>1 → E10</b>
E9.	<b>Qui d'autres voyageaient avec eux?</b>	A=Intermédiaire/recruteur <b>B=Parent</b> C=Autre adulte membre de la famille <b>D=Enfant (s) de la même famille</b> E=Enfant (s) d'autres familles (non apparenté) <b>F=Autre (préciser)</b> ..... .....	
E10.	<b>Avez-vous déjà été impliqué dans l'interception d'adultes destinés à des fins de trafic ?</b>	1=Oui  2=Non	<b>2 → E19</b>
E11.	<b>Si oui, combien de fois cela s'est produit au cours des <u>10 dernières années</u>?</b>  9998=Ne sait pas	Nombre de fois ..... _ _ _ _	
E12.	<b>Quand est-ce que cela s'est produit?</b>	Indiquez le nombre de cas par an : 2009..... _ _  <b>2008</b> ..... _ _  2007..... _ _  <b>2006</b> ..... _ _  2005..... _ _  <b>2004</b> ..... _ _  2003..... _ _  <b>2002</b> ..... _ _  2001..... _ _  <b>2000</b> ..... _ _	
E13.	<b>Quel âge avaient ces adultes?</b>	Age moyen ..... _ _   Age minimum (adultes plus jeunes) ..... _ _   Age maximum (adultes plus âgés) ..... _ _	
E14.	<b>Combien y avait-il d'hommes? Combien y avait-il de femmes?</b>	Pourcentage d'hommes (%)..... _ _   Pourcentage de femmes (%)..... _ _	

<b>E15.</b>	<b>D'où venaient-ils?</b>	<table border="1"> <thead> <tr> <th>Pays</th> <th>Région</th> <th>Ville</th> <th>Nombre d'adultes</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Pays	Région	Ville	Nombre d'adultes																																				
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<b>E16.</b>	<b>De quelles nationalités sont-ils?</b> <i>Plusieurs réponses possibles</i>	A=Côte d'Ivoire <b>B=Ghana</b> C=Burkina Faso <b>D=Mali</b> E= Togo <b>F= Benin</b> G= Liberia <b>H= Nigeria</b> I=Autre pays (préciser) ..... .....																																											
<b>E17.</b>	<b>Les adultes voyageaient-ils seuls ou avec quelqu'un?</b>	1=Seul 2=Avec quelqu'un d'autre 3=Parfois seul, parfois avec quelqu'un d'autre 4=Autre (préciser)..... .....	<b>1 → E19</b>																																										
<b>E18.</b>	<b>Qui voyageait avec eux?</b>	A=Intermédiaire/recruteur <b>B=Parent</b> C=Autre adulte de la même famille (parenté) <b>D=Enfant (s) de la même famille</b> E=Enfant (s) d'autres familles (non parenté) <b>F=Autre (préciser).....</b> .....																																											
<b>E19.a.</b>	<b>Y a-t-il des indices qui vous permettent de soupçonner qu'un enfant est enrôlé dans un processus de trafic ou est victime de trafic ?</b>	1=Oui 2=Non																																											
<b>E19.b.</b>	<b>Quels sont ces indices ?</b>	I..... ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/																																										

E20.	Y a-t-il des indices qui vous permettent de suspecter qu'un adulte est enrôlé dans un processus de trafic ou est victime de trafic ? Lesquels?	Indices pour soupçonner des adultes embarqués dans un processus de trafic de personnes: ..... ..... /___/ ..... /___/ ..... /___/ Indices pour soupçonner des adultes victimes de trafic de personnes: ..... ..... /___/ ..... /___/ ..... /___/	<b>Codes</b>	
E21.	Avez-vous déjà arrêté ou participé à l'arrestation d'un recruteur d'enfants ou d'adultes?	1=Oui 2=Non		2 → E29
E22.	Si oui, comment cela s'est produit?	Préciser : ..... ..... /___/ ..... /___/ ..... /___/	<b>Codes</b>	
E23.	Combien de fois cela s'est produit au cours des <b>10 dernières années</b> ?	Nombre de fois..... _ _ _ _  9998=Ne sait pas		
E24.	Quand est-ce que cela s'est produit?	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _		
E25.	Quel âge avaient ces trafiquants?	Age moyen (en année révolue).....  _ _  Age minimum (adultes plus jeunes) .....  _ _  Age maximum (adultes plus âgés) .....  _ _		
E26.	Combien y avait-il d'hommes ? Combien y avait-il de femmes ?	Pourcentage d'hommes (%)..... _ _  Pourcentage de femmes (%)..... _ _		



E33.	<b>Quand est-ce que cela s'est produit?</b>	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _	
E34.	<b>Combien habituellement la personne propose de payer par enfant?</b>  999998=Ne sait pas	Montant ..... _ _ _ _ _ _ _	
E35.	<b>Avez-vous accepté les offres?</b>	1=où 2=quelquefois 3=jamais 4=autre (préciser).....	
E36.	<b>Quelqu'un vous a-t-il déjà offert des produits ou des articles pour passer la frontière avec des enfants?</b>	1=Où  2=Non	<b>2 → F1</b>
E37.	<b>Combien de fois cela s'est produit au cours des <u>10 dernières années</u>?</b>  9998=Ne sait pas	Nombre de fois..... _ _ _ _	
E38.	<b>Quand est-ce que cela s'est produit?</b>	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _	
E39.	<b>Quels sont les produits ou articles que cette personne vous avait offerts?</b>	A=nourriture <b>B=boisson</b> C=habits <b>D=cigarettes</b> E=accessoires de toilette <b>F=autre (préciser)</b> .....	
E40.	<b>Avez-vous accepté les offres?</b>	1=où 2=quelquefois 3=jamais 4=autre (préciser).....	



**SECTION F : INTERVENTION ET FORMATION**

N°	Questions	Réponses et codes		
F1.	Que faites-vous si vous suspectez qu'un enfant ou un adulte a été victime de trafic ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F2.	Qu'est ce qui arrive à l'enfant où à l'adulte si un cas de trafic de personnes est rapporté à la police ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F3.	Qu'est ce qui arrive au recruteur si un cas de trafic de personnes est rapporté à la police ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F4.	Qu'est ce qui arrive à l'employeur si un cas de trafic de personnes est rapporté à la police ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F5.	Les trafiquants/trafiquants/employeurs sont-ils accusés de crime (par la justice) ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F6.	L'enfant/l'adulte est-il confié à des structures de service social ? Quelles institutions sont concernées.	1=oui (préciser) : ..... ..... ..... 2=non		
F7.	Si après, l'enfant retourne auprès de sa famille, comment cela se passe-t-il ?	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F8.	Combien de cas de trafic d'enfants ont été enregistrés à votre poste frontalier ou à votre poste de police au cours des <b>10 dernières années?</b>  9998=Ne sait pas	Préciser le nombre de cas.....    _   _   _   _		

F9.	<b>Combien de cas de trafic d'enfants sont enregistrés à votre poste frontalier ou à votre poste de police par an?</b>	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _	
F10.	<b>Combien de cas de trafic d'adultes ont été enregistrés à ce poste frontalier ou à cette station de police au cours des <u>10 dernières années?</u></b>  9998=Ne sait pas	Préciser le nombre de cas..... _ _ _ _	
F11.	<b>Combien de cas de trafic d'adultes sont enregistrés à votre poste frontalier ou à votre poste de police par an?</b>	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _	
F12.	<b>Combien de fois des recruteurs/trafiquants/employeurs ont été arrêtés à votre poste frontalier ou à votre poste de police au cours des <u>10 dernières années</u></b>	Indiquez le nombre de cas par an : 2009..... _ _ _  <b>2008</b> ..... _ _ _  2007..... _ _ _  <b>2006</b> ..... _ _ _  2005..... _ _ _  <b>2004</b> ..... _ _ _  2003..... _ _ _  <b>2002</b> ..... _ _ _  2001..... _ _ _  <b>2000</b> ..... _ _ _	
F13.	<b>Si vous ou vos collègues avez intercepté des cas de trafic d'enfants au cours des <u>10 dernières années</u>, qu'est ce qui arrive à ces enfants?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> /_/_/ /_/_/ /_/_/

F14.	Si vous ou vos collègues avez intercepté des cas de trafic d'adultes au cours <u>des 10 dernières années</u> , qu'est ce qui arrive à ces adultes ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
F15.	Si vous ou vos collègues avez arrêté des recruteurs/trafiquants/employeurs au cours des <u>10 dernières années</u> , qu'est ce qui leur arrive ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
F16.	Vous ou l'un de vos collègues à t-il été contacté par des membres de la communauté qui ont été préoccupés par l'absence d'un enfant?	1=Oui 2=Non		
F17.	<b>ENQUETEUR</b> : POSER CETTE QUESTION SELON LA REPONSE A F16, NE PAS POSER LES DEUX QUESTIONS SIMULTANEMENT  Si oui, que faites vous dans ce cas ? Si non, pourquoi, selon vous, vous n'avez jamais été contacté ?	1=Oui (préciser)..... ..... ..... 2=Non (préciser)..... ..... .....	<u>Codes</u>  /___/    /___/	
F18.	Vous ou l'un de vos collègues à t-il été contacté par des membres de la communauté qui ont été préoccupés par un cas potentiel de trafic de personnes de la communauté?	1=Oui 2=Non		
F19.	<b>ENQUETEUR</b> : POSER CETTE QUESTION SELON LA REPONSE A F18, NE PAS POSER LES DEUX QUESTIONS SIMULTANEMENT  Si oui, que faites vous dans ce cas ? Si non, pourquoi, selon vous, vous n'avez jamais été contacté ?	1=Oui (préciser)..... ..... ..... 2=Non (préciser)..... ..... .....	<u>Codes</u>  /___/    /___/	
F20.	Vous ou l'un de vos collègues à t-il été contacté par un enfant dans une situation d'emplois abusifs demandant de l'aide ?	1=Oui 2=Non		
F21.	<b>ENQUETEUR</b> : POSER CETTE QUESTION SELON LA REPONSE A F20, NE PAS POSER LES DEUX QUESTIONS SIMULTANEMENT  Si oui, que faites vous dans ce cas ? Si non, pourquoi, selon vous, vous n'avez jamais été contacté ?	1=Oui (préciser)..... ..... ..... 2=Non (préciser)..... ..... .....	<u>Codes</u>  /___/    /___/	
F22.	Vous ou l'un de vos collègues à t-il été contacté par un adulte dans une situation d'emplois abusifs demandant de l'aide ?	1=Oui 2=Non		

F23.	<b>ENQUETEUR</b> : POSER CETTE QUESTION SELON LA REPONSE A F22, NE PAS POSER LES DEUX QUESTIONS SIMULTANEMENT.  <b>Si oui, que faites vous dans ce cas ?</b> <b>Si non, pourquoi, selon vous, vous n'avez jamais été contacté ?</b>	Préciser : ..... ..... ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F24.	<b>Avez-vous déjà parlé aux membres de la communauté du problème du trafic de personnes?</b>	1=Oui  2=Non	<b>2 → F26</b>	
F25.	<b>Si oui, à qui avez-vous parlé et qu'avez-vous dit ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F26.	<b>Connaissez-vous des recruteurs/trafiquants/employeurs qui encourrent des sanctions pénitentiaires ou qui ont déjà purgé une peine judiciaire dans ce pays ?</b>	1=Oui  2=Non	<b>2 → F30</b>	
F27.	<b>Si oui, de combien de cas êtes vous au courant ?</b>	Nombre de cas...../___/		
F28.	<b>Où et quand ces trafiquants ont-ils été arrêtés ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F29.	<b>Combien de temps durent leurs peines judiciaires ?</b>	Préciser : ..... ..... .....	<b>Code</b>  /___/	
F30.	<b>Etes-vous au courant de l'existence d'individus ou d'organisations responsables du trafic des enfants ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	
F31.	<b>Pensez-vous que le trafic des personnes dans votre zone est un crime organisé ?</b>	1=Oui  2=Non	<b>2 → F33</b>	
F32.	<b>Si oui, pourquoi le considérez-vous comme un crime organisé?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  /___/  /___/  /___/	

F33.	<b>Pensez-vous que le trafic des personnes est un crime organisé dans ce pays ?</b>	1=Oui 2=Non	2 → F35						
F34.	<b>Si oui, pourquoi le considérez-vous comme un crime organisé?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/						
F35.	<b>Avez-vous été formé aux méthodes d'identification et d'intervention dans les cas de trafic des personnes ?</b>	1=Oui 2=Non	2 → F39						
F36.	<b>Si oui, à quoi avez-vous exactement été formé ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/						
F37.	<b>Où et quand les deux (2) dernières formations ont-elles eu lieu ?</b>  9998=Ne sait pas	<table border="1" data-bbox="639 880 1291 1032"> <thead> <tr> <th data-bbox="639 880 1062 913">Lieu</th> <th data-bbox="1062 880 1291 913">Année</th> </tr> </thead> <tbody> <tr> <td data-bbox="639 913 1062 972"></td> <td data-bbox="1062 913 1291 972">/___/___/___/</td> </tr> <tr> <td data-bbox="639 972 1062 1032"></td> <td data-bbox="1062 972 1291 1032">/___/___/___/</td> </tr> </tbody> </table>	Lieu	Année		/___/___/___/		/___/___/___/	
Lieu	Année								
	/___/___/___/								
	/___/___/___/								
F38.	<b>Pendant combien de jours avez-vous été formé ?</b>	Nombre de jours...../___/___/___/							
F39.	<b>Pensez-vous que vous et vos collègues tirerez profit d'une formation supplémentaire sur les méthodes d'identification et d'intervention en cas de trafic de personnes ?</b>	1=Oui 2=Non	2 → G1						
F40.	<b>Si oui, quels domaines et connaissances pensez-vous que la formation devrait couvrir ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b> /___/ /___/ /___/						

**SECTION G : RECOMMANDATIONS**

N°	Questions	Réponses et codes		
G1.	À votre avis, qu'est ce qu'il est nécessaire de faire pour protéger les enfants contre le trafic de personnes dans ce pays?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G2.	Qu'est ce qu'il est nécessaire de faire pour protéger les adultes contre le trafic de personnes dans ce pays?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G3.	Qu'est ce qui doit être fait pour empêcher les trafiquants ou intermédiaires de franchir la frontière et de voyager avec les enfants ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G4.	Qu'est ce qui doit être fait pour empêcher les employeurs d'employer les enfants victimes de trafic ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G5.	Qu'est ce qui doit être fait pour identifier et réhabiliter les enfants qui sont victimes de trafic de personnes ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G6.	Qu'est ce qui doit être fait pour identifier et réhabiliter les adultes qui sont victimes de trafic de personnes ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	
G7.	Croyez-vous que les lois et les pénalités contre le trafic de personnes dans ce pays conviennent pour lutter contre le phénomène?	1=Oui  2=Non		1 → G9
G8.	Si non, pourquoi ?	Préciser : ..... ..... ..... .....	<u>Codes</u>  /___/  /___/  /___/	

<b>G9.</b>	<b>Pensez-vous que les lois et les pénalités contre le trafic des personnes dans ce pays sont bien appliquées par les autorités judiciaires?</b>	1=Oui 2=Non		<b>1 → G11</b>
<b>G10.</b>	<b>Si non, pourquoi ?</b>	Préciser : ..... ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
<b>G11.</b>	<b>Pensez-vous qu'il y a assez d'informations disponibles sur le trafic de personnes dans votre zone de couverture?</b>	1=Oui 2=Non		<b>1 → G13</b>
<b>G12.</b>	<b>Si non, de quel genre d'informations a-t-on besoin ?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
<b>G13.</b>	<b>Selon votre expérience, est-ce que les organismes gouvernementaux, organismes internationaux, ONG et d'autres acteurs travaillent ensemble pour combattre le trafic de personnes ?</b>	1=Oui (préciser)..... ..... ..... 2=Non (préciser)..... ..... .....	<b>Codes</b>  / _ /  / _ /	
<b>G14.</b>	<b>Comment la coopération entre les différents acteurs peut être améliorée?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	
<b>G15.</b>	<b>Qu'est ce qui peut être fait d'autre pour faciliter votre travail contre le trafic de personnes?</b>	Préciser : ..... ..... ..... .....	<b>Codes</b>  / _ /  / _ /  / _ /	





## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS AU BURKINA FASO ET AU MALI

### *QUESTIONNAIRE CHEF DE MENAGE (ENFANT MIGRANT)*

01. PAYS ...../___/	05. ZONE DE DENOMBREMENT/SECTION D'ENUMERATION.../___/___/___/
02. RÉGION ...../___/___/	06. VILLAGE/SECTEUR...../___/___/
03. PROVINCE/CERCLE...../___/___/	
04. COMMUNE/ARRONDISSEMENT...../___/___/	
<b>MENAGE</b>	
07. CONCESSION/LOT...../___/___/___/	
08. NUMERO DU MENAGE...../___/___/___/	
09. NOM DE L'ENQUETEUR ...../___/___/	
10. NOM DU SUPERVISEUR ...../___/___/	
11. LANGUE DE L'INTERVIEW ...../___/___/	
12. DATE DE L'INTERVIEW    Jour /___/___/    Mois /___/___/    Année /___/___/___/	
13. DEBUT DE L'INTERVIEW    Heure /___/___/    Minute /___/___/	
14. FIN DE L'INTERVIEW    Heure /___/___/    Minute /___/___/	

**CE QUESTIONNAIRE EST DESTINE A DES CHEFS DE MENAGE DONT DES ENFANTS ONT :**

- **MIGRE DANS DES ZONES DE PRODUCTION CACAOYERES**
- **A PARTIR DU BURKINA FASO OU DU MALI**
- **TRAVAILLÉ DANS UNE PLANTATION DE CACAO**
- **QUAND ILS AVAIENT MOINS DE 18 ANS**
- **SONT RETOURNES PAR LA SUITE AU BURKINA OU AU MALI**

## Avant de commencer l'interview, suivez les procédures de consentement exprimé.

**Titre:** Conditions de vie et de travail des enfants et de leurs familles dans les régions de culture de cacao

**Sites d'étude:** Mali et Burkina Faso

**Chercheurs:** William E. Bertrand et Elke de Buhr

**Commanditaire:** Département du Travail des Etats-Unis d'Amérique

### But:

Le but de cette étude est de mieux cerner les conditions de vie et de travail des enfants et de leurs familles dans les régions de culture de cacao. Nous espérons que ceci permettra d'entreprendre des projets qui aideront les enfants et leurs familles en Côte d'Ivoire et dans les autres pays de l'Afrique de l'Ouest. Plus de 1.000 individus seront interviewés dans le cadre de cette recherche. Nous interrogerons aussi bien les enfants que les adultes qui s'occupent d'eux. Nous pensons que la durée de votre interview sera d'environ 30mn, et entre 45-60 mn pour les enfants.

### Procédures:

Vous serez interrogés en premier. Ensuite, nous interrogerons quelques uns ou tous les enfants âgés de 5 à 17 ans et des adultes qui sont à votre charge. L'entrevue couvrira des questions relatives aux conditions de vie, aux caractéristiques des activités menées et l'accès à l'éducation. Nous interrogerons une personne à la fois. Aucune autre personne ne sera autorisée à écouter ou à assister à l'entrevue avec un enfant. Toutefois, une autre personne peut être dans la même salle avec l'enfant sans écouter mais en étant témoin de l'interview. Il peut s'agir d'un adulte ou d'un enfant dont l'enfant interviewé souhaite la présence, à l'exception d'un parent ou tuteur.

### Risques potentiels:

Les entrevues seront longues et certains enfants peuvent se lasser, s'ennuyer ou être distraits. Certains pourront être dérangés par des questions difficiles. Nous veillerons scrupuleusement à faire en sorte que si cela arrivait, les besoins de l'enfant l'emportent sur l'interview. Les enfants sont autorisés à faire une pause à tout moment. Les enfants ainsi que vous-même, pouvez aussi décider d'interrompre ou arrêter l'entrevue quand vous le voulez.

### Avantages potentiels:

Cette étude va permettre de collecter des informations sur les conditions de travail et de vie dans les communautés rurales du pays. Elle permettra d'avoir des informations systématiques sur les conditions de vie des enfants et sur le travail qu'ils effectuent. Ceci permettra de développer des programmes pour aider les enfants et leurs familles en Côte d'Ivoire et à identifier des solutions aux problèmes qui leurs sont communs.

### Participation volontaire:

La participation à l'enquête est volontaire. Vous êtes libres de choisir de participer ou pas. Si vous choisissez de participer et que plus tard vous changez d'avis, vous pourrez vous retirer de l'étude à n'importe quel moment. Ceci est aussi valable pour les enfants dont vous avez la charge. Votre retrait ou refus n'entraînera aucune pénalité ni aucune perte des avantages auxquels vous ou les enfants dont vous avez la charge avez droit.

### Confidentialité:

Le contenu de toutes les entrevues sera tenu confidentiel. Votre identité ne sera divulguée absolument à personne, bien que les informations que vous nous donnerez soient partagées avec d'autres chercheurs dans le cadre de cette étude lorsqu'il s'agira d'analyser les résultats. Il est important pour vous de savoir que personne ne saura les réponses que vous et les enfants à votre charge avez données. Aucun adulte ni enfant ne sera identifié au moment de la publication des résultats.

### Coûts/ Paiement:

Vous ne serez pas payés pour avoir participé à cette enquête.

### Résultats de l'enquête:

Les résultats de la recherche seront mis à votre disposition ainsi qu'à la disposition de votre communauté. Une version élaborée dans un langage facilement accessible aux enfants sera aussi préparée. Vous pourrez accéder au rapport sur Internet, si vous le désirez. (<http://childlabor-payson.org/>). Vous pouvez accéder à l'Internet en allant à un Cyber Café dans n'importe quelle ville du pays. Vous pouvez également nous appeler pour avoir des informations sur les résultats de l'étude.

### Questions:

Si vous avez des questions au sujet de l'enquête, vous pouvez appeler Dr. Elke de Buhr au numéro suivant +504-314-2716 à la Nouvelle-Orléans, Etats-Unis. Si vous avez une question au sujet de vos droits en tant qu'enquêté, appelez le Bureau IRB au numéro suivant +504-988-3229 à l'université de Tulane à la Nouvelle-Orléans, Etats-Unis, ou l'ENSEA à Abidjan au +225 - 22 - 44 - 41-15, ou le CAREF au Mali ou l'APIDON au Burkina Faso.

J'ai lu ce formulaire de consentement et j'accepte de participer volontairement à cette enquête.

\_\_\_\_\_  
Nom du répondant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Nom de l'agent enquêteur

\_\_\_\_\_  
Signature

Merci d'avoir accepté de participer à cette interview. Si à un moment donné, vous ne comprenez pas un mot que nous avons utilisé ou une question que nous avons posée, faites-nous savoir. Sachez que vous pouvez mettre fin à l'interview à tout moment. Personne ne saura ce que vous nous aurez dit.

**SECTION A : CARACTERISTIQUES DEMOGRAPHIQUES**

<b>A.1</b>	<b>Numéro d'ordre du répondant</b>		/ _ / _ /
<b>A.2</b>	<b>Nom du répondant</b> (écrire le Nom et prénoms)	.....	
<b>A.3</b>	<b>Age du répondant</b>	Age en année (Si l'âge est inconnu, estimer) / / / /	
<b>A.4</b>	<b>Sexe du répondant</b>	1=Masculin 2=Féminin	
<b>A.5</b>	<b>Pays de naissance du répondant</b>	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso (préciser Province): ..... <b>4=Mali (préciser Cercle):</b> ..... 5=Togo <b>6=Bénin</b> 7=Libéria <b>8=Nigéria</b> 9=Autre pays (préciser): .....	
<b>A.6</b>	<b>Groupe ethnique</b> Ecrire le groupe ethnique	/ _ / _ / _ /	
<b>A.7</b>	<b>Religion</b>	1=Catholique 2=Protestante 3=Musulmane 4=Animiste 5=Autre (préciser): .....	
<b>A.8</b>	<b>Adresse</b>	Préciser: .....	
<b>A.9</b>	<b>Numéro de téléphone</b>	Préciser: .....	

**SECTION B : CARACTERISTIQUES SOCIO-ECONOMIQUES**

	Numéro d'ordre du répondant (A1)		/ / /
B.1	<b>Dans quel type de logement votre ménage vit-il?</b>	1=Villa moderne <b>2=Maison simple</b> 3=En bande <b>4=Cour commune</b> 5=Local rattaché à un lieu de travail <b>6=Case</b> 7=maison en banco <b>8=Autre (préciser):</b> .....	
B.2	<b>Quel est le statut de propriété du logement?</b>	1= Propriétaire <b>2= Copropriétaire</b> 3= Gratuitement offert par employeur/propriétaire <b>4= Subventionné par l'employeur/Propriétaire</b> 5= Locataire <b>6= Maison familiale</b> 7=Autre (préciser): .....	
B.3	<b>Si le logement est loué, veuillez indiquer le montant mensuel du loyer ?si non combien pensez-vous pouvoir louer le logement à quelqu'un d'autre ?</b>  88888=non déclaré 99998=Ne sait pas	Montant (en FCFA) / / / / / / /	
B.4	<b>De combien de chambres à coucher dispose le ménage? (y compris éventuellement le salon).</b>	Nombre de chambres à coucher  / / /	
B.5	<b>Où se trouve la cuisine (foyer) du ménage ?</b>	1= A l'intérieur de la maison et exclusive <b>2= A l'intérieur de la maison et commune</b> 3= Hors de la maison et exclusive <b>4= Hors de la maison et commune</b> 5=Aucune cuisine	
B.6	<b>Où se trouve la douche du ménage ?</b>	1=A l'intérieur de la maison et exclusive <b>2=A l'intérieur de la maison et commune</b> 3=Hors de la maison et exclusive <b>4=Hors de la maison et commune</b> 5=Aucune douche	
B.7	<b>Où se trouvent les toilettes (WC) du ménage ?</b>	1=A l'intérieur de la maison et exclusive <b>2=A l'intérieur de la maison et commune</b> 3=Hors de la maison et exclusive <b>4=Hors de la maison et commune</b> 5=Aucun WC	
B.8	<b>Quelle est la principale source d'approvisionnement en eau potable ?</b>	1=Robinet installé dans la maison <b>2=Robinet installé hors de la maison</b> 3=Rivière/ruisseau <b>4=Pompe hydraulique</b> 5=Puits <b>6=Etang/ bassins/ lac/ Barrage</b> 7=Eau de pluie <b>8=Eau en bouteille/sachet</b> 9=Autre (préciser): .....	
B.9	<b>Quelle est la principale source d'énergie utilisée pour la cuisine ?</b>	1=Bois <b>2=Charbon</b> 3=Coque de noix de coco <b>4=Pétrole</b> 5=Gaz <b>6=Paille de mil</b> 7=Autre (préciser): .....	

<b>B.10</b>	<b>Quelle est la principale source d'éclairage ?</b>	1=Bougie <b>2=Lampe tempête</b> 3=Electricité <b>4=Lampe à Gaz</b> <b>5=lampes à piles</b> 6= Energie solaire <b>7=Aucun éclairage</b> 8=Autre (préciser): .....	
<b>B.11</b>	<b>Le ménage possède-t-il les équipements suivants ?</b>  <i>(lire et entourer les bonnes réponses)</i>	A=Radio <b>B=Télévision</b> C=Ordinateur <b>D=Téléphone</b> E=Bicyclette <b>F=Moto/mobylette</b> G=Voiture <b>H=Réfrigérateur</b> I=Machine à coudre <b>J=Rien de tout ce qui précède</b>	
<b>B.12</b>	<b>Quelles sont les principales sources de revenu du ménage <u>durant les 12 derniers mois</u> ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Vente de coton <b>B=Vente d'autres produits agricoles (préciser):</b> ..... C=Travail agricole <b>D=Emploi avec salaire régulier (préciser):</b> ..... E=Transport <b>F=Petit commerce</b> G=Autre emploi (Préciser): ..... <b>H=Pensions, dividendes, intérêt, location de la propriété</b> I=Réception de fonds <b>J=Autre source de revenu (préciser):</b> .....	
<b>B.13</b>	<b>Dans votre ménage, qui prend les décisions financières?</b>	1=Moi-même (le chef de ménage) 2=Autre (préciser):..... 3=Décideurs multiples (préciser)..... .....	
<b>B.14</b>	<b>Quel était le revenu total du ménage durant les <u>7 derniers jours</u> ?</b>  999998=Ne sait pas <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i>	Montant (en FCFA)  / / / / / / / /	
<b>B.15</b>	<b>Quel était le revenu total du ménage durant les <u>12 derniers mois</u>?</b>  999998=Ne sait pas <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i>	Montant (en FCFA)  / / / / / / / /	
<b>B.16</b>	<b>ENQUETEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI LE REpondant DONNE EN B12 UNE REPONSE LIEE A UNE QUELCONQUE ACTIVITE AGRICOLE</b>  <b>Combien le ménage a-t-il gagné de l'agriculture pendant les <u>12 derniers mois</u> ?</b>  999998=Ne sait pas <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i>	Montant (en FCFA)  / / / / / / / /	

<b>B.17</b>	<p><b>ENQUETEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI B12=A</b></p> <p><b>Combien le ménage a-t-il gagné de la culture du coton pendant les <u>12 derniers mois</u> ?</b></p> <p>999998=Ne sait pas  <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i></p>	<p>Montant (en FCFA)</p> <p>/_/_/_/_/_/_/_/_/_/_/</p>	
<b>B.18</b>	<p><b>ENQUETEUR :</b>  <b>NE POSEZ CETTE QUESTION QUE SI LE REPONDANT DONNE EN B12 UNE REPONSE LIEE A UNE QUELCONQUE ACTIVITE ECONOMIQUE AUTRE QUE L'AGRICULTURE</b></p> <p><b>Combien le ménage a-t-il gagné des activités économiques autres que l'agriculture pendant les <u>12 derniers mois</u> ?</b></p> <p>999998=Ne sait pas  <i>(Si vous ne vous souvenez pas du montant exact, pouvez vous nous en donner une estimation SVP.)</i></p>	<p>Montant (en FCFA)</p> <p>/_/_/_/_/_/_/_/_/_/_/</p>	
<b>B.19</b>	<p><b>Dans quel secteur voyez-vous, en tant que chef de ménage, la meilleure occasion pour accroître le revenu à l'avenir?</b>  <i>(Plusieurs réponses possibles)</i></p>	<p>A=La culture de coton  B= Agriculture autre que la culture de coton (préciser):  .....  C=Activité économique autre que l'agriculture (préciser):  .....  D=Autre (préciser):  .....</p>	

**SECTION C : CARACTERISTIQUES DU CHAMP**

	Numéro d'ordre du répondant (de A1)		/ / / /
C.1	<b>Quels types d'activités agricoles le ménage pratique t-il ?</b>  <i>(Lire les modalités, plusieurs réponses possibles)</i>	A= culture du coton <b>B=Autre arboriculture (préciser):</b> ..... C=Cultures vivrières (préciser):..... ..... <b>D=Culture industrielle (anacarde, tabac, dah, etc.)</b> ..... E=Elevage de bétail/volaille (préciser): ..... ..... <b>F=Autre (préciser)</b> ..... G=Aucune activité agricole	
C.2	<b>Combien d'hectares de terre possède le ménage ?</b>  9998=Ne sait pas	Superficie en hectare / / / / /  8888=Autre (préciser)..... .....	
C.3	<b>Combien d'hectares de terre exploités (dans l'agriculture) possède le ménage ?</b>	Superficie en hectare / / / / /  8888=Autre (préciser)..... .....	
C4.a	<b>Combien d'hectares de terre le ménage cultive-t-il effectivement?</b>  9998=Ne sait pas	Superficie en hectare / / / / /  8888=Autre (préciser)..... .....	
C4.b	<b>Dans quel village est située cette exploitation ?</b>	Préciser  Pays : .....  Région : .....  Département/Cercle/Province : .....  Ville/Village : .....	
C.5	<b>Toutes les terres cultivées appartiennent-elles au ménage ?</b>	1=oui 2=non 3=autre (préciser): ..... 4=ne sait pas	1 → C8  4 → C8
C.6	<b>A qui appartiennent les terres que le ménage exploite et qui ne lui appartiennent pas ?</b> <i>(Plusieurs réponses possibles)</i>	<b>A= Famille élargie</b> B=Copropriété des membres du ménage <b>C=Location / Métayage</b> D=Employeur <b>E=Communauté</b> F=Autre (préciser): ..... <b>G=Ne sait pas</b>	
C.7	<b>Si une partie de la récolte est donnée au propriétaire, quelle est la part du propriétaire des terres dans la récolte ?</b>	1=1/2 (moitié) de la récolte 2=1/3 de la récolte 3=Autre pourcentage (préciser): ..... ..... 4=Autre accord (préciser): ..... 5=Accords multiples (préciser): ..... ..... <b>9=ne sait pas</b> <b>10=Rien n'à donner au propriétaire</b>	
C.8	<b>Le ménage fait-il de l'élevage de... ?</b>  <i>(lire et indiquer la quantité)</i>	A=Volaille (nombre) / / / / / B=Mouton (nombre) / / / / / C=Chèvres (nombre) / / / / / <b>D=Porcs (nombre)</b> / / / / / E=Vaches (nombre) / / / / / <b>F=Autre (préciser)</b> ..... .....	

C.9	<b>Le ménage possède-t-il en bon état les outils et machines suivants pour l'agriculture ?</b>  <i>(lire la liste et indiquer le nombre)</i>	A=Machettes (nombre)    /_/_/_/_/ <b>B=Charrue (nombre)</b> /_/_/_/_/ C=Daba/houes (nombre)    /_/_/_/_/ <b>D=Brouettes (nombre)</b> /_/_/_/_/ E=Tracteurs (nombre)    /_/_/_/_/ <b>F=Charrette (nombre)</b> /_/_/_/_/ G=Pulvérisateur (nombre)    /_/_/_/_/ <b>H=Balance (nombre)</b> /_/_/_/_/ I=Autre (préciser):    /_/_/_/_/ .....																																																								
C.10	<b>Le ménage a-t-il utilisé de l'engrais dans l'un des champs au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C12</b> <b>3 → C12</b>																																																							
C.11	<b>Combien le ménage a-t-il dépensé en engrais au cours des <u>12 derniers mois</u> ?</b>	montant (en FCFA)  /_/_/_/_/_/_/_/_																																																								
C.12	<b>Le ménage a-t-il utilisé des pesticides dans le champ au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C14</b> <b>3 → C14</b>																																																							
C.13	<b>Combien le ménage a-t-il dépensé en pesticide au cours des <u>12 derniers mois</u> ?</b>  999998=ne sait pas	montant (en FCFA)  /_/_/_/_/_/_/_/_																																																								
C.14	<b>Le ménage a-t-il utilisé des herbicides dans le champ au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C16</b> <b>3 → C16</b>																																																							
C.15	<b>Combien le ménage a-t-il dépensé en herbicide au cours des <u>12 derniers mois</u> ?</b> 999998=ne sait pas	Montant (en FCFA)  /_/_/_/_/_/_/_/_																																																								
C.16	<b>Le ménage a-t-il utilisé des semences améliorées dans la plantation au cours des <u>12 derniers mois</u> ?</b>	1=oui (préciser le type): ..... 2=non 3=ne sait pas	<b>2 → C18</b> <b>3 → C18</b>																																																							
C.17	<b>Combien le ménage a-t-il dépensé en semences améliorées au cours des <u>12 derniers mois</u> ?</b> 999998=ne sait pas	montant (en FCFA)  /_/_/_/_/_/_/_/_																																																								
C.18	<b>Avez-vous payé des personnes pour avoir travaillé dans l'agriculture au cours des <u>12 derniers mois</u> ?</b>  <b>Nombre d'employés : .....</b> Durée minimale : 1 mois	<b>1=Oui</b> , SVP indiquez le sexe et l'âge des employés, la durée de l'emploi et le salaire (Durée minimale : 1 mois) <table border="1" data-bbox="675 1462 1500 1742"> <thead> <tr> <th></th> <th>Ouvrier 1</th> <th>Ouvrier 2</th> <th>Ouvrier 3</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/_/_/</td> <td>/_/_/</td> <td>/_/_/</td> </tr> <tr> <td>Age</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Durée (mois)</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Salaire</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <table border="1" data-bbox="675 1769 1500 2049"> <thead> <tr> <th></th> <th>Ouvrier 4</th> <th>Ouvrier 5</th> <th>Ouvrier 6</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/_/_/</td> <td>/_/_/</td> <td>/_/_/</td> </tr> <tr> <td>Age</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Durée (mois)</td> <td>/_/_/_/</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Salaire</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <b>2=Non</b>		Ouvrier 1	Ouvrier 2	Ouvrier 3	Nom	.....	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	/_/_/_/	Durée (mois)	/_/_/_/	/_/_/_/	/_/_/_/	Salaire	.....	.....	.....		Ouvrier 4	Ouvrier 5	Ouvrier 6	Nom	.....	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	/_/_/_/	Durée (mois)	/_/_/_/	/_/_/_/	/_/_/_/	Salaire	.....	.....	.....
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C.19	<b>Si vous payez parfois des enfants pour leurs travaux agricoles, pourquoi employez-vous les enfants et non pas les adultes?</b>	1=Oui (Préciser) ..... ..... .....  2=Non, je ne paye pas les enfants  3=Je n'emploie pas des enfants	
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## SECTION D : TRAVAIL ET EDUCATION DES ENFANTS

	Numéro d'ordre du répondant (de A1)		/ / /
D.0	Y-a-t-il des enfants de 5 à 17 ans dans ce ménage ?	1=Oui 2= Non	2 → E1
D.1	<p>Quelles sont les activités économiques qui ont été effectuées par les enfants (5 à 17 ans) vivant dans ce ménage au cours des <u>7 derniers jours</u> ?</p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A= Travailler dans l'agriculture  <b>B= Travailler dans l'exploitation de cacao</b>  C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>  E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>F= Aide non rémunérée dans un commerce familial de tout genre</b>  G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison  <b>H= Pêcher du poisson, des crevettes, des crustacés, chasser des animaux sauvages et chercher autres nourritures pour la vente ou la consommation du ménage</b>  I= chercher de l'eau ou rassembler du bois pour le ménage  <b>J= Produire tout autre bien pour l'usage de ce ménage</b>  K=Autre (préciser):  .....  <b>L=Aucun</b>  Z=non déclaré/ Ne sait pas</p>	
D.2	Les enfants vivant dans ce ménage ont-ils effectué une activité dans une plantation de cacao au cours des <u>7 derniers jours</u> ?	1= Oui (Préciser le pays) 2= Non	
D.3	<p>Quels travaux domestiques ont été effectués par les enfants (5-17 ans) vivant dans ce ménage durant les <u>7 derniers jours</u> ?</p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Faire les achats pour le ménage  <b>B=Réparer des équipements ménagers</b>  C=Préparer de la nourriture  <b>D=Nettoyer les ustensiles / la maison</b>  E=Laver les vêtements  <b>F=S'occuper des enfants, des personnes âgées ou des malades</b>  G= effectuer d'autres types de travaux domestiques (préciser)  .....  .....  <b>H=Pas de travaux domestiques</b></p>	

<p><b>D.4</b></p>	<p><b>Y a-t-il des enfants, 5-17 ans, de ce ménage qui ne sont pas membres de la famille élargie ?</b></p> <p><i>(Enfants non parentés au chef de ménage et au conjoint)</i></p>	<p><b>1=Oui</b>, SVP préciser le sexe, l'âge, année d'arrivée dans le ménage, la scolarité, les travaux effectués et le salaire</p> <table border="1" data-bbox="834 136 1426 719"> <thead> <tr> <th></th> <th>enfant 1</th> <th>enfant 2</th> <th>enfant 3</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/ / /</td> <td>/ / /</td> <td>/ / /</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/ / _ /</td> <td>/__/_/ / _ /</td> <td>/__/_/ / _ /</td> </tr> <tr> <td>Est-il scolarisé? 1=oui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=oui<sup>22</sup>2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=oui 2=non</td> <td>/__/_/</td> <td>/__/_/</td> <td>/__/_/</td> </tr> </tbody> </table> <table border="1" data-bbox="834 748 1246 1211"> <thead> <tr> <th></th> <th>enfant 4</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/__/_/</td> </tr> <tr> <td>Sexe (M/F)</td> <td>/__/_/</td> </tr> <tr> <td>Age</td> <td>/ / /</td> </tr> <tr> <td>Année d'arrivée dans le ménage</td> <td>/__/_/ / / /</td> </tr> <tr> <td>Est-il scolarisé? 1=oui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Travaille-t-il? 1=oui 2=non</td> <td>/__/_/</td> </tr> <tr> <td>Est-il payé 1=oui 2=non</td> <td>/__/_/</td> </tr> </tbody> </table> <p><b>2=non</b> (Si D4=2 → D7)</p>		enfant 1	enfant 2	enfant 3	Nom	.....	.....	.....	Numéro d'ordre	/__/_/	/__/_/	/__/_/	Sexe (M/F)	/__/_/	/__/_/	/__/_/	Age	/ / /	/ / /	/ / /	Année d'arrivée dans le ménage	/__/_/ / _ /	/__/_/ / _ /	/__/_/ / _ /	Est-il scolarisé? 1=oui 2=non	/__/_/	/__/_/	/__/_/	Travaille-t-il? 1=oui <sup>22</sup> 2=non	/__/_/	/__/_/	/__/_/	Est-il payé 1=oui 2=non	/__/_/	/__/_/	/__/_/		enfant 4	Nom	.....	Numéro d'ordre	/__/_/	Sexe (M/F)	/__/_/	Age	/ / /	Année d'arrivée dans le ménage	/__/_/ / / /	Est-il scolarisé? 1=oui 2=non	/__/_/	Travaille-t-il? 1=oui 2=non	/__/_/	Est-il payé 1=oui 2=non	/__/_/
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<p><b>D.5</b></p>	<p><b>S'il y a des enfants qui vivent dans le ménage et qui ne sont pas membres de la famille élargie, quelle place y occupent-ils ?</b></p> <p><i>(Lire et indiquer le nombre dans les cases)</i></p>	<p>A=Visiteurs temporaires /__/_/</p> <p><b>B=Domestiques / aide pour les travaux ménagers</b> /__/_/</p> <p>C=Ouvriers dans les plantations /__/_/</p> <p><b>D=Enfants des ouvriers dans les plantations</b> /__/_/</p> <p>E=Orphelins / enfants adoptés /__/_/</p> <p><b>F=Autre (préciser) :</b> /__/_/</p>																																																						
<p><b>D.6</b></p>	<p><b>Quelle est la raison pour laquelle ces enfants vivent dans votre ménage?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Ils cherchaient du travail</p> <p><b>B=Nous sommes allés les chercher nous mêmes pour des besoins de travail</b></p> <p>C=Ils ont été conduits par des personnes qui savaient que nous avons besoin d'aide supplémentaire</p> <p><b>D=Ils ont été emmenés par leur propre parent pour travailler</b></p> <p>E=Ils sont arrivés avec leur famille qui travaille pour nous</p> <p><b>F=Autre(préciser)</b></p> <p>.....</p> <p>Z=non déclaré/ ne sait pas</p>																																																						

D.7	Y a-t-il des enfants vivant dans votre ménage qui ont été payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u> ?	1=Oui 2=Non 8=non déclaré 9=Ne sait pas	2→ D12 8 → D12 9 → D12
D.8	<p><b>Pour quels types de travail ces enfants ont-ils été payés ou récompensés en nature au cours des <u>12 derniers mois</u>?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A= Travailler dans l'agriculture  <b>B= Travailler dans l'exploitation de cacao</b>  C= Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>D= Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>  E= Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>F= Aide non rémunérée dans un commerce familial de tout genre</b>  G= Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison  <b>H= Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et chercher autre nourriture pour la vente ou la consommation du ménage</b>  I= chercher de l'eau ou rassembler du bois pour le ménage  <b>J= Produire tout autre bien pour l'usage de ce ménage</b>  K=Autre (préciser):  .....  <b>Z=non déclaré / ne sait pas</b></p>	
D.9	<p><b>Au cours des <u>12 derniers mois</u>, les enfants vivant dans votre ménage ont-ils été payés ou récompensés en nature pour avoir effectué une activité dans une plantation de coton?</b></p>	<p>1= Oui (Estimer le montant gagné)</p> <p>/ _ / _ / _ / _ / _ / _ / _ / _ /</p> <p>2=Non</p>	2→ D12
D.10	<p><b>Si les enfants étaient payés ou récompensés en nature, qui les a payés ou récompensés?</b></p> <p><i>(Lire et encercler les bonnes réponses)</i></p>	<p>A=Moi-même  B=Un autre membre du ménage (préciser): .....  C= Un voisin  D= Autre personne (préciser):.....</p>	

<b>D.11</b>	<p><b>Si les enfants vivant dans votre ménage étaient payés ou récompensés en nature pour le travail effectué au cours des <u>12 derniers mois</u>, combien ont-ils gagné au total?</b></p> <p><i>S'il y a plus de quatre enfants dans le ménage, commencer par les plus jeunes</i></p>	<p>Préciser le nom, le sexe, l'âge, le type de travail, la durée, le revenu total et/ou autres récompenses</p> <table border="1" data-bbox="837 179 1364 672"> <thead> <tr> <th></th> <th>enfant 1</th> <th>enfant 2</th> </tr> </thead> <tbody> <tr><td>Nom</td><td>.....</td><td>.....</td></tr> <tr><td>Numéro d'ordre</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Sexe (M/F)</td><td>/_/_/</td><td>/_/_/</td></tr> <tr><td>Age</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Type de travail</td><td>.....</td><td>.....</td></tr> <tr><td>Durée (mois)</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Revenu total</td><td>.....</td><td>.....</td></tr> <tr><td>Autres récompenses</td><td>.....</td><td>.....</td></tr> </tbody> </table> <table border="1" data-bbox="837 694 1364 1187"> <thead> <tr> <th></th> <th>enfant 3</th> <th>enfant 4</th> </tr> </thead> <tbody> <tr><td>Nom</td><td>.....</td><td>.....</td></tr> <tr><td>Numéro d'ordre</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Sexe (M/F)</td><td>/_/_/</td><td>/_/_/</td></tr> <tr><td>Age</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Type de travail</td><td>.....</td><td>.....</td></tr> <tr><td>Durée (mois)</td><td>/_/_/_/</td><td>/_/_/_/</td></tr> <tr><td>Revenu total</td><td>.....</td><td>.....</td></tr> <tr><td>Autres récompenses</td><td>.....</td><td>.....</td></tr> </tbody> </table>			enfant 1	enfant 2	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	Type de travail	.....	.....	Durée (mois)	/_/_/_/	/_/_/_/	Revenu total	.....	.....	Autres récompenses	.....	.....		enfant 3	enfant 4	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe (M/F)	/_/_/	/_/_/	Age	/_/_/_/	/_/_/_/	Type de travail	.....	.....	Durée (mois)	/_/_/_/	/_/_/_/	Revenu total	.....	.....	Autres récompenses	.....	.....
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<b>D.12</b>	<p><b>Tous les enfants âgés de 5 à 17 ans, vivant dans ce ménage sont-ils allés à l'école au cours des <u>12 derniers mois</u> ?</b></p>	<p>1= Oui 2=Non 8=non déclaré/ ne sait pas</p>	<p><b>1 → D14</b></p>																																																						
<b>D.13</b>	<p><b>Si certains enfants de 5 à 17 ans de ce ménage ne sont pas allés à l'école, dites pourquoi ?</b></p>	<p>Préciser:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>																																																							
<b>D.14</b>	<p><b>Combien peut gagner un enfant (garçon ou fille) pour une journée de travail dans l'agriculture au Burkina Faso ou au Mali ?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Garçon /_/_/_/_/_/</p> <p>Fille /_/_/_/_/_/</p>																																																							
<b>D.15</b>	<p><b>Combien peut gagner un enfant (garçon ou fille) pour une journée d'activité domestique au Burkina Faso ou au Mali ?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Garçon /_/_/_/_/_/</p> <p>Fille /_/_/_/_/_/</p>																																																							
<b>D.16</b>	<p><b>Combien peut gagner un enfant (garçon ou fille) pour une journée de travail dans la culture du coton au Burkina Faso ou au Mali?</b></p> <p>8888=Non déclaré 9998=Ne sait pas</p>	<p>Montant en CFA</p> <p>Garçon /_/_/_/_/_/</p> <p>Fille /_/_/_/_/_/</p>																																																							

**SECTION E : MIGRATION ET SEPARATION DE LA FAMILLE**

Numéro d'ordre du répondant (A1)		/ / /																																					
<b>E.1</b>	<p><b>Avez-vous déjà vécu en dehors du Burkina/Mali ? où?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A=Côte d'Ivoire  <b>B=Burkina-Faso</b>            C=Mali  <b>D=Togo</b>            E=Benin  <b>F=Liberia</b>            G=Nigeria  <b>H=Ghana</b>            I= Autre pays (préciser):            .....            J=pas vécu à l'étranger</p>	<b>J → E3</b>																																				
<b>E.2</b>	<p><b>Si vous aviez vécu avant à l'étranger, où exactement viviez-vous?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique)</i></p> <p><i>Durée minimale 6 mois</i></p>	<table border="1"> <thead> <tr> <th></th> <th>Pays 1</th> <th>Pays 2</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du Province/Cercle</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Pays 3</th> <th>Pays 4</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du Province/Cercle</td> <td>/ _ / _ /</td> <td>/ _ / _ /</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>		Pays 1	Pays 2	Nom du pays	.....	.....	Nom de la région	/ _ / _ /	/ _ / _ /	Nom du Province/Cercle	/ _ / _ /	/ _ / _ /	Nom du village/ville	.....	.....	Durée de séjour	.....	.....		Pays 3	Pays 4	Nom du pays	.....	.....	Nom de la région	/ _ / _ /	/ _ / _ /	Nom du Province/Cercle	/ _ / _ /	/ _ / _ /	Nom du village/ville	.....	.....	Durée de séjour	.....	.....	
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<b>E.3</b>	<p><b>Au Burkina/Mali, avez-vous déjà vécu dans une région autre que celle dans laquelle vous vivez actuellement? Où?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique)</i></p>	<p>1=Oui (préciser):            Nom de la région 1            ...../ _ / _ /            Nom de la région 2            ...../ _ / _ /            Nom de la région 3            ...../ _ / _ /            2=Non</p>																																					
<b>E.4</b>	<p><b>Dans ce pays, avez-vous déjà vécu dans un province/cercle autre que celle dans laquelle vous vivez actuellement? Où?</b></p> <p><i>(si plus d'une localité, préciser dans l'ordre chronologique)</i></p>	<p>1=Oui (préciser)            Nom de la <b>province/cercle</b>            ...../ _ / _ /            Nom de la <b>province/cercle</b>            ...../ _ / _ /            Nom de la <b>province/cercle</b>            ...../ _ / _ /            2=Non</p>																																					
<b>E.5</b>	<p><b>Dans ce pays, avez-vous déjà vécu dans un/une village/ville autre que celle dans lequel vous vivez actuellement? Où?</b></p>	<p>1=Oui (préciser les noms des villages/villes)            .....            .....            .....            2=Non</p>	<b>1 → E9</b>																																				

E.6	<b>Avec qui vous êtes-vous déplacés à votre lieu de résidence actuelle??</b>	1=Seul <b>2=Avec mon mari/femme (et enfants)</b> 3=Avec mes parents <b>4= Avec autre(s) parent(s) (préciser):</b> ..... 5= Avec une ou d'autres personnes avec qui je ne suis pas parenté (préciser): ..... <b>6=Autre (préciser):</b> ..... ..... 9=non déclaré	
E.7	<b>Depuis quand avez-vous déménagé à votre lieu de résidence actuel?</b>	Année / _ / _ / _ / _ / 8888=non déclaré 9998=ne sait pas	
E.8	<b>Pour quelles raisons avez-vous déménagé à votre nouveau lieu de résidence ?</b>  <i>(Plusieurs réponses possibles)</i>	A=J'ai construit une maison <b>B=J'ai acheté une plantation/terre</b> C=J'ai hérité d'une plantation/terre <b>D=J'ai eu un contrat de métayage</b> E=J'ai eu un travail saisonnier dans le domaine agricole <b>F=Je cherchais du travail</b> G=J'ai trouvé du travail (préciser): ..... <b>H=J'ai voulu que mes enfants partent à l'école</b> I=Autre (préciser): ..... <b>J=ne sait pas</b> Z=non déclaré	
E.9	<b>En dehors d'un cas de décès, avez vous déjà été séparé de vos enfants biologiques pour plus d'une année pendant qu'ils avaient moins de 18 ans ?</b>	1=Oui (préciser le nombre).....  2=Non	<b>2 → E15</b>
E.10	<b>E10. Quel âge avaient les enfants à ce moment-là?</b>  <i>(Préciser les noms des enfants sur les pointillés)</i>	Nom et âge des enfants Enfant1...../ _ / _ / Enfant2...../ _ / _ / Enfant3...../ _ / _ / Enfant4...../ _ / _ / Enfant5...../ _ / _ / Enfant6...../ _ / _ /	
E.11	<b>Quel est le sexe des enfants?</b>	Nombre de garçons / _ / _ /  Nombre de filles / _ / _ /	
E.12	<b>Pourquoi cette séparation s'est-elle produite?</b>  <i>(Plusieurs réponses possibles)</i>	A=Je cherchais du travail <b>B=J'ai trouvé du travail (préciser):</b> ..... C=Les enfants cherchaient du travail <b>D=Les enfants ont trouvé du travail (préciser):</b> ..... E= Les enfants devaient aller à l'école/formation.	

		<b>F= A cause de mon divorce</b> <b>G= Je ne pouvais pas m'occuper des enfants</b> <b>H= J'ai envoyé les enfants chez mes parents</b> <b>I=Autre (préciser): .....</b>																																											
E.13	<b>Qui a pris cette décision?</b>  <i>(une seule réponse possible)</i>	1=J'ai pris la décision 2=L'enfant a pris la décision 3=Un autre membre du ménage a pris la décision (préciser): ..... 4=Autre (préciser):.....																																											
E.14	<b>Pendant combien de temps avez-vous été séparés?</b>  <i>(Rappeler les noms des enfants cités en E10)</i>	Nom des enfants et durée de séparation (année)  Enfant1...../___/___ Enfant2...../___/___ Enfant3...../___/___ Enfant4...../___/___ Enfant5...../___/___ Enfant6...../___/___																																											
E.15	<b>Avez-vous déjà migré pour travailler dans une exploitation de cacao?</b>	1=Oui  2=Non	<b>2 → E23</b>																																										
E.16	<b>Avec qui avez-vous migré dans l'exploitation de cacao ?</b>	1=Seul <b>2=Avec mon mari/femme (et enfants)</b> 3=Avec mes parents <b>4= Avec autre(s) parent(s) (préciser):</b> ..... 5= Avec une ou d'autres personnes avec qui je ne suis pas parenté (préciser): ..... <b>6=Autre (préciser):</b> ..... 9=non déclaré																																											
E.17	<b>Où vous êtes vous déplacé exactement et pour combien de temps?</b>  <i>(si plus d'une localité, préciser dans l'ordre chronologique)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Pays 1</th> <th style="text-align: center;">Pays 2</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du département</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> <tr> <td></td> <td>...</td> <td>.....</td> </tr> </tbody> </table>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Pays 3</th> <th style="text-align: center;">Pays 4</th> </tr> </thead> <tbody> <tr> <td>Nom du pays</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Nom de la région</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du département</td> <td>/___/___</td> <td>/___/___</td> </tr> <tr> <td>Nom du village/ville</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Durée de séjour</td> <td>.....</td> <td>.....</td> </tr> <tr> <td></td> <td>...</td> <td>.....</td> </tr> </tbody> </table>			Pays 1	Pays 2	Nom du pays	.....	.....	Nom de la région	/___/___	/___/___	Nom du département	/___/___	/___/___	Nom du village/ville	.....	.....	Durée de séjour	.....	.....		...	.....		Pays 3	Pays 4	Nom du pays	.....	.....	Nom de la région	/___/___	/___/___	Nom du département	/___/___	/___/___	Nom du village/ville	.....	.....	Durée de séjour	.....	.....		...	.....
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E.18	<b>Quand avez-vous migré vers l'exploitation de cacao pour la première fois?</b>  8888=Non déclaré 9998= Ne sait pas	Préciser l'année  /_/_/_/_/_/	
E.19	<b>Pour quelles raisons avez-vous déménagé pour travailler dans une l'exploitation de cacao ?</b>  <i>(Plusieurs réponses possibles)</i>	A=J'ai construit une maison <b>B=J'ai acheté une plantation/terre</b> C=J'ai hérité d'une plantation/terre <b>D=J'ai eu un contrat de métayage</b> E=J'ai eu un travail saisonnier dans le domaine agricole <b>F=Je cherchais du travail</b> G=J'ai trouvé du travail (préciser): ..... <b>H=J'ai voulu que mes enfants partent à l'école</b> I=Autre (préciser): ..... <b>J=ne sait pas</b> Z=non déclaré	
E.20	<b>ENQUETE :</b> <b>IL S'AGIT DE TOUS LES ENFANTS A LA CHARGE DU CHEF DE MENAGE</b>  <b>Vous êtes vous déplacé avec certains de vos enfants?</b>	1=Oui  2=Non	<b>2 → E23</b>
E.21	<b>Quels âges avaient ces enfants?</b>  <i>Préciser le nom sur les pointillés et l'âge dans les cases</i>	Nom et âge des enfants Enfant1...../ _/ _/ Enfant2...../ _/ _/ Enfant3...../ _/ _/ Enfant4...../ _/ _/ Enfant5...../ _/ _/ Enfant6...../ _/ _/	
E.22	<b>Ces enfants ont-ils travaillé dans l'exploitation de cacao?</b>	1=Oui  2=Non	
E.23	<b>Certains des enfants de ce ménage ont-ils déjà migré sans le chef de famille pour travailler dans une plantation de cacao ?</b>	1=Oui  2=Non	<b>2 → F0</b>

<b>E.24</b> Relever les informations concernant les éléments suivants sur l'émigration de l'enfant: Destination de l'émigration, Année de départ, Âge de l'enfant à l'année de départ et le genre de l'enfant.  <b>ENQUÊTEUR :</b> <b>REMPLEZ CORRECTEMENT LES TABLEAUX SUIVANTS EN PRENANT SOIN A CHAQUE FOIS DE POSER LA QUESTION À L'ENQUETE.</b>  <b>POUR LA DUREE, INDIQUEZ L'UNITE SUR LES POINTILLES EN DESSOUS.</b>	<table border="1"> <thead> <tr> <th></th> <th>enfant 1</th> <th>enfant 2</th> </tr> </thead> <tbody> <tr> <td>Nom</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Numéro d'ordre</td> <td>/_/_/_/</td> <td>/_/_/_/</td> </tr> <tr> <td>Sexe de l'enfant</td> <td></td> <td></td> </tr> <tr> <td>Pays</td> <td></td> <td></td> </tr> <tr> <td>Département</td> <td></td> <td></td> </tr> <tr> <td>Village/ville</td> <td></td> <td></td> </tr> <tr> <td>Année de départ</td> <td>/ / / / /</td> <td>/ / / / /</td> </tr> <tr> <td>Âge de l'enfant à l'année de départ</td> <td></td> <td></td> </tr> <tr> <td>Durée du séjour dans l'exploitation de cacao</td> <td>/_/_/_/ .....</td> <td>/_/_/_/ .....</td> </tr> </tbody> </table>			enfant 1	enfant 2	Nom	.....	.....	Numéro d'ordre	/_/_/_/	/_/_/_/	Sexe de l'enfant			Pays			Département			Village/ville			Année de départ	/ / / / /	/ / / / /	Âge de l'enfant à l'année de départ			Durée du séjour dans l'exploitation de cacao	/_/_/_/ .....	/_/_/_/ .....
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<b>E.25</b> Pour quelle raison ces enfants ont-ils migré pour travailler dans l'exploitation de cacao?          <i>(plusieurs réponses possibles)</i>	<table border="1"> <thead> <tr> <th></th> <th>Enfant 1</th> <th>Enfant 2</th> <th>Enfant 3</th> <th>Enfant 4</th> </tr> </thead> <tbody> <tr> <td>Noms et prénoms</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Numéro d'ordre dans le ménage</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A=J'ai envoyé l'enfant travaillé dans l'exploitation de cacao</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B=Un autre adulte de la famille a envoyé l'enfant travaillé dans l'exploitation de cacao</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C=L'enfant a trouvé du travail et est parti avec mon consentement.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D= L'enfant a trouvé du travail et est parti sans mon consentement</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>E=Autre (Préciser)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Enfant 1	Enfant 2	Enfant 3	Enfant 4	Noms et prénoms					Numéro d'ordre dans le ménage					A=J'ai envoyé l'enfant travaillé dans l'exploitation de cacao					B=Un autre adulte de la famille a envoyé l'enfant travaillé dans l'exploitation de cacao					C=L'enfant a trouvé du travail et est parti avec mon consentement.					D= L'enfant a trouvé du travail et est parti sans mon consentement					E=Autre (Préciser)				
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<b>E.26</b>	<b>Qui s'occupait des enfants dans l'exploitation de cacao?</b>																								
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		Enfant 1	Enfant 2	Enfant 3	Enfant 4																				
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	C=Parent																								
	D= un autre parent																								
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F=Autre (Préciser)																									
<b>E.27</b>	<b>Les enfants étaient-ils payés en nature ou en espèce ?</b>	1=Oui 2=Non 3=Certains d'entre eux 4=Autre (à préciser): .....		<b>2 → F0</b>																					
<b>E.28</b>	<b>Que recevaient ces enfants en termes de rémunération ?</b>	<table border="1"> <thead> <tr> <th></th> <th>Nom</th> <th>Nature de la rémunération</th> </tr> </thead> <tbody> <tr> <td>Enfant 1</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Enfant 2</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Enfant 3</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Enfant 4</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Enfant 5</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>Enfant 6</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>				Nom	Nature de la rémunération	Enfant 1	.....	.....	Enfant 2	.....	.....	Enfant 3	.....	.....	Enfant 4	.....	.....	Enfant 5	.....	.....	Enfant 6	.....	.....
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	Préciser le nom et la nature de la rémunération																								

**SECTION F : QUESTIONS SUR UN ENFANT DU MENAGE AYANT TRAVAILLE DANS UNE PLANTATION DE CACAO**

	Numéro d'ordre du répondant (A1)		/ / /
F0	<p><b>Y a-t-il dans ce ménage un enfant (de 5 à 17 ans) qui a déjà travaillé dans une plantation de cacao ?</b></p> <p><i>ENQUETEUR PRENDRE LE PLUS JEUNE ENFANT S'IL Y A PLUSIEURS ENFANTS VERIFIANT CE CRITERE</i></p>	<p>1=Oui Si oui préciser le nom et le numéro de l'enfant ...../ / /</p> <p>2=Non</p>	<b>2 → G1</b>
F1	<p><b>(Nom) vit-il avec ses vrais parents?</b></p> <p><b>ENQUETEUR LES DEUX PARENTS SIMULTANEMENT</b></p>	<p>1=Oui</p> <p>2=Non</p>	
F2	<p><b>Où se trouve le vrai père de (nom)?</b></p>	<p>1=il vit dans le ménage <b>2=Il est décédé</b> 3=Il travaille dans un autre village/ville <b>4= il est parti à la suite divorce</b> 5=Autre (à préciser): ..... <b>6=Ne sait pas</b></p>	
F3	<p><b>Où se trouve la vraie mère de (nom)?</b></p>	<p>1=Elle vit dans le ménage <b>2=Elle est décédé</b> 3=Elle travaille dans un autre village/ville <b>4= Elle est parti à la suite d'un divorce</b> 5=Autre (à préciser): ..... <b>6=Ne sait pas</b></p>	
F4	<p><b>Quel est l'âge de (nom)?</b></p>	<p>Estimer l'âge en années révolues</p> <p>/ / /</p>	
F5	<p><b>Sexe de (nom) ?</b></p>	<p>1=Masculin 2=Féminin</p>	
F6	<p><b>À quel groupe ethnique appartient (nom) ?</b></p>	<p>Saisir le code du groupe ethnique</p> <p>/ / / /</p>	
F7	<p><b>Quelle est la religion de (nom)?</b></p>	<p>1. Catholique 2. Protestant 3. Musulman 4. Animiste 5. Autre (préciser).....</p>	
F8	<p><b>Quelle est la nationalité de (nom)?</b></p>	<p>1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9=Nigérienne (Niger)</b> 10=Autre (préciser).....</p>	
F9	<p><b>Où est né (nom)?</b></p>	<p>1=Cote d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> 5=Togo <b>6=Benin</b> 7=Liberia <b>8=Nigeria</b> 9=Autre pays (préciser): .....</p>	

<b>F10</b>	Quelle est votre relation avec (nom)?  <i>(Plusieurs réponses possibles)</i>	A=Père <b>B=Mère</b> C=Grand père <b>D=Grand mère</b> E=Oncle <b>F=Tante</b> G=Frère <b>H=Sœur</b> I=Autre parent/ami (spécifier): ..... <b>J=Employeur</b> L=Autre (préciser): .....	
<b>F11</b>	<b>Depuis quand (nom) vit –il dans ce ménage</b>	Préciser l'année  / / / / /	
<b>F12</b>	<b>Avant d'aller travailler dans l'exploitation de cacao, (nom) vivait-il déjà dans ce ménage ?</b>	1=Oui 2=Non	<b>1 → F16</b>
<b>F13</b>	<b>Où vivait (nom) avant d'aller travailler dans l'exploitation de cacao ?</b>	Pays..... Région ..... Province /cerce..... Village/Ville.....	
<b>F14</b>	<b>Pourquoi (nom) a-t-il quitté le ménage dans lequel il vivait ?</b>	1=C'est mon enfant <b>2=Ses parents sont décédés</b> 3= Ses parents sont séparés/divorcés <b>4= L'enfant a migré à cause de l'école</b> 5=L'enfant a migré pour chercher du travail <b>6=Autre (à préciser): .....</b> 7=Ne sait pas	
<b>F15</b>	<b>Quand (nom) a-t-il quitté le ménage dans lequel il vivait ?</b>	Préciser l'année  / / / / /	
<b>F16</b>	<b>Quand (nom) est-il allé dans l'exploitation de cacao ?</b>	Préciser l'année  / / / / /	
<b>F17</b>	<b>Quel âge avait-il à cette date ?</b>	Préciser l'âge  / / /	
<b>F18</b>	<b>Pourquoi (nom) est-il allé dans l'exploitation de cacao ?</b>	A=J'ai envoyé l'enfant travaillé dans l'exploitation de cacao B=Un autre adulte de la famille a envoyé l'enfant travailler dans l'exploitation de cacao C=L'enfant a trouvé du travail et est parti avec mon consentement. D= L'enfant a trouvé du travail et est parti sans mon consentement E=Autre (Préciser)	
<b>F19</b>	<b>Vous ou un membre du ménage a-t-il demandé à (nom) d'aller travailler dans l'exploitation de cacao ?</b>	1=Oui (Préciser): ..... 2=Non (Préciser) .....	<b>1 → F23</b>
<b>F20</b>	<b>Si non, étiez-vous informé du départ de (nom) dans l'exploitation de cacao ?</b>	1=Oui 2=Non	<b>2 → F22</b>
<b>F21</b>	<b>Etiez vous d'accord pour que (nom) aille travailler dans l'exploitation de cacao ? Pourquoi ?</b>	1=Oui (Préciser): ..... 2=Non (Préciser) .....	
<b>F22</b>	<b>Avez-vous déjà rencontré la personne qui est parti avec (nom) ?</b>	1=Oui (Préciser): ..... 2=Non (Préciser) .....	<b>2 → F30</b>
<b>F23</b>	<b>Si oui quelle est votre relation avec lui ?</b>	1=Un membre de la famille (Préciser): ..... 2=Ami/connaissance 3=Etranger 4=Autre (Préciser): .....	
<b>F24</b>	<b>Qu'est ce que cette personne vous a-t-elle dit au sujet du travail que (nom) aura à effectuer dans l'exploitation de cacao ?</b>	Préciser: ..... ..... .....	

F25	Pensez vous que cette personne disait la vérité au sujet du travail que (nom) à effectuer dans l'exploitation de cacao ?	1=Oui (Préciser): ..... 2=Non (Préciser) .....	
F26	Etiez-vous déçu des conditions de travail de (nom) ? Pourquoi ?	1=Oui (Préciser): ..... 2=Non (Préciser) .....	
F27	Qu'est-ce que cette personne vous a – t-elle dit au sujet de la rémunération de (nom) ?	Préciser: ..... ..... .....	
F28	(Nom) a –t-il reçu cette rémunération ?	1=Oui 2=Non	
F29	Etiez-vous déçu de la rémunération de (nom)	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	1 → F31
F30	Si non, quel est le lien entre (nom) et cette personne ?	1=Un membre de la famille (Préciser): ..... 2=Ami/connaissance 3=Etranger 4=Autre (Préciser): .....	
F31	Qu'est ce que cette personne a-t-elle dit à (nom) au sujet du travail qu'il aura à effectuer dans l'exploitation de cacao ?	Préciser: ..... ..... .....	
F32	Penses-tu que cette personne disait la vérité au sujet du travail que (nom) aura à effectuer dans l'exploitation de cacao ? Pourquoi ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F33	Penses-tu que (nom) était déçu des conditions de travail ? Pourquoi ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F34	Qu'est ce que cette personne a – t-elle dit à (nom) au sujet de la rémunération qu'il aura à percevoir ?	Préciser: ..... ..... .....	
F35	(Nom) a –t-il reçu cette rémunération ?	1=Oui 2=Non	
F36	Etiez-vous déçu de la rémunération de (nom) ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F37	Vous ou un autre membre du ménage était-il en contact avec (nom) pendant qu'il travaillait dans l'exploitation de cacao ?	1=Oui 2=Non	1 → F39
F38	Si non, vous ou un autre membre du ménage avait-il essayé de le localiser ou de rentrer en contact avec lui ?	1=Oui 2=Non	2 → F40
F39	Si oui, comment aviez-vous essayé de rentrer en contact avec lui ?	Préciser: ..... ..... .....	
F40	ENQUETEUR NE POSEZ CETTE QUESTION QUE SI F37=1 SI NON ALLER A F41  Par quel moyen communiquez-vous avec (nom) ?	A=Téléphone cellulaire B=Par un autre membre de la famille (Préciser): ..... ..... C=Par une personne n'appartenant pas à la famille (Préciser): ..... ..... D=Autre (Préciser): .....	

F41	<b>Vous ou l'un des membres du ménage a-t-il déjà contacté la police au sujet du travail de (nom) dans l'exploitation de cacao ?</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F42	<b>Qu'est ce que (nom) vous a t il dit au sujet de son travail dans l'exploitation de cacao ?</b>	Préciser: ..... ..... .....	
F43	<b>(nom) était-il satisfait de ses conditions de travail ? Pourquoi ?</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F44	<b>(Nom) était-il satisfait de sa rémunération ? Pourquoi ?</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F45	<b>Quand (nom) est -il revenu de l'exploitation de cacao ?</b>	Préciser l'année / / / / /	
F46	<b>Par quel moyen est-il revenu de la plantation ?</b>	Préciser: ..... ..... .....	
F47	<b>Vous ou un membre de la famille savait-il que (nom) retournerait en ce moment ?</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F48	<b>Comment aviez-vous réagi dès sont retour ?</b>	Préciser: ..... ..... .....	
F49	<b>(Nom) était-il en bonne santé lorsqu'il est revenu de l'exploitation de cacao ?</b>	Préciser: ..... ..... .....	
F50	<b>(Nom) était-il heureux à son retour au Burkina Faso/Mali ?</b>	1=Oui 2=Non (Préciser): ..... .....	
F51	<b>(Nom) est-il revenu avec de l'argent de son travail dans l'exploitation de cacao ?</b>	1=Oui 2=Non	<b>2 → F55</b>
F52	<b>Si oui, combien (nom) avait-il ?</b>	Préciser le montant	/ / / /
F53	<b>Qu'a-t-il fait avec cette somme d'argent ?</b>	Préciser: ..... ..... .....	
F54	<b>Vous ou un membre de la famille a-t-il reçu une part de cette somme ?</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F55	<b>(Nom) fréquente-t-il l'école depuis son retour ?</b>	1=Oui 2=Non	
F56	<b>(Nom) travaille t-il depuis son retour de l'exploitation de cacao ?</b>	1=Oui (Préciser)..... 2=Non	
F57	<b>(Nom) a-t-il obtenu de l'aide du gouvernement ou d'une ONG, ou d'un autre groupe depuis son retour de l'exploitation de cacao ?</b>	1=Oui 2=Non	<b>2 → F60</b>
F58	<b>Si oui, quel est le nom de l'organisme qui a apporté son aide ?</b>	Préciser le nom de l'organisation ..... .....	
F59	<b>De quels types de service (nom) a-t-il bénéficié de la part de l'organisation ?</b>	Préciser les services ..... .....	
F60	<b>Pensez-vous que travailler dans l'exploitation de cacao a été une bonne expérience pour (Nom)</b>	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	

F61	Seriez-vous d'accord que (nom) retourne travailler un jour dans une plantation de cacao ? Pourquoi ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F62	Seriez-vous d'accord qu'un autre enfant du ménage aille travailler dans la même plantation de cacao ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F63	Seriez-vous d'accord qu'un autre enfant du ménage aille travailler dans une autre plantation de cacao ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F64	Avez-vous entendu parler du trafic des enfants ?	1=Oui 2=Non	2 → F66
F65	Que savez-vous du travail des enfants ?	Préciser: ..... ..... .....	
F66	« Le trafic des enfants est le recrutement, le transport, le transfert, l'hébergement, ou la réception d'un enfant en vue de l'exploiter ». Cela signifie qu'un enfant est emmené dans une autre localité pour travailler dans des conditions de travail pénibles? Comprenez-vous cette définition?	1=Oui 2=Non (→ Expliquer ce concept en des termes simples pour permettre à l'enquêté de comprendre.)	
F67	Pensez-vous que (nom) était victime d'exploitation dans l'exploitation de cacao ?	1=Oui(Préciser): ..... ..... 2=Non (Préciser): ..... .....	
F68	Pensez-vous que (Nom) a été victime de trafic en vue du travail dans l'exploitation de cacao?	1=Oui 2=Non	2 → F70
F69	Si oui pourquoi pensez-vous qu'il était victime de trafic?  Si F69 est renseigné, ne pas poser F70 et aller à G1	Préciser: ..... ..... .....	→ G1
F70	Si non pourquoi pensez-vous que (nom) n'était pas victime de trafic ?	Préciser: ..... .....	



**SECTION G: CONNAISSANCE DES ENFANTS AYANT MIGRES**

	Numéro d'ordre du répondant (A1)		/ / /
<b>G1</b>	<b>Connaissez-vous des enfants ou des jeunes adultes de cette communauté qui ont travaillé dans un autre pays ?</b> <b>ENQUETEUR</b> <b>SI L'ENQUETE REpond PAR « NON », REMERCIEZ LE ET METTEZ FIN A L'INTERVIEW</b>	1=Oui 2=Non	
<b>G2</b>	<b>Combien d'enfants ou de jeunes adultes de cette communauté ayant travaillé dans un autre pays connaissez-vous ?</b>	Préciser le nombre  / / / / / / /	
<b>G3</b>	<b>Où travaillaient ces enfants et jeunes adultes?</b>	A=Cote d'Ivoire <b>B=Ghana</b> C=Burkina-Faso <b>D=Mali</b> E=Togo <b>F=Benin</b> G=Liberia <b>H=Nigeria</b> I=Autre pays (Préciser): ..... <b>Z=Ne sait pas</b>	
<b>G4</b>	<b>Quels types d'activités effectuaient-ils dans ce pays?</b>	A=activités dans les plantations de cacao <b>B=activités agricoles autre que l'exploitation de cacao (préciser):</b> ..... ..... C=activités économiques autre que l'agriculture (préciser):..... ..... D=Travaux ménagés ..... ..... Z=Ne sait pas	
<b>G5</b>	<b>Y avait-il des enfants et des adultes qui ont travaillé dans l'agriculture ?</b>	1=Oui 2=Non 9=Ne sait pas	
<b>G6</b>	<b>Y avait-il des enfants et des adultes qui ont travaillé dans l'exploitation de cacao ?</b>	1=Oui 2=Non 9=Ne sait pas	
<b>G7</b>	<b>Combien parmi ces enfants et ces jeunes adultes sont-ils retournés dans votre communauté après avoir travaillé dans la l'exploitation de cacao ?</b>	Nombre de garçons / _ / _ /  Nombre de filles / / / /	
<b>G8</b>	<b>Pouvez-vous nous aider à localiser les enfants et jeunes adultes qui ont travaillé dans une plantation de cacao lorsqu'ils avaient entre 5 et 17 ans. À travers leurs noms et contacts, nous pourront leur demander s'ils veulent participer à notre recherche.</b>	Préciser les noms et adresses ..... ..... ..... ..... .....	

Nous sommes à la fin de l'interview. Avez-vous des questions ?

Noter la question

.....  
 .....

**MERCI BEAUCOUP**

## ENQUETE SUR LES CONDITIONS DE VIE ET MIGRATION DES ENFANTS

### QUESTIONNAIRE ENFANTS MIGRANTS (MENAGES)

00. PAYS ...../___/	04. ZONE DE DENONBREMENT/SECTION D'ENUMERATION.../___/___/
01. REGION ...../___/	05. VILLAGE / QUARTIER-SECTEUR./___/
02. PROVINCE /CERCLE...../___/	06. CONCESSION...../___/
03. COMMUNE/ARRONDISSEMENT...../___/	07. NUMERO DU MENAGE...../___/
08. NUMERO DU REpondant:...../___/___/	
09. NOM DE L'ENQUETEUR ..... /___/	
10. NOM DU SUPERVISEUR ...../___/.	
11. LANGUE DE L'INTERVIEW ...../___/	
12. DATE DE L'INTERVIEW    Jour /___/    Mois /___/    Année /___/___/	
13. DEBUT DE L'INTERVIEW    Heure /___/    Minute /___/	
14. FIN DE L'INTERVIEW    Heure /___/    Minute /___/	

**CE QUESTIONNAIRE EST DESTINE A DES ENFANTS QUI ONT :**

- **MIGRE DANS DES ZONES DE PRODUCTION CACAOYERES**
- **A PARTIR DU BURKINA FASO OU DU MALI**
- **TRAVAILLÉ DANS UNE PLANTATION DE CACAO**
- **QUAND ILS AVAIENT MOINS DE 18 ANS**
- **SONT RETOURNES PAR LA SUITE AU BURKINA OU AU MALI**

**Avant de commencer l'interview, suivez les procédures de consentement exprimé.**

**Titre de l'étude:** Enquête sur les conditions de vie et migration des enfants

**Chercheurs:** William E. Bertrand et Elke de Buhr

Nous sommes ici dans le cadre d'un programme de recherche. La recherche est un moyen utilisé pour trouver des informations sur un domaine donné. Le but de notre étude est de collecter des informations sur les conditions de vie et de travail des enfants dans les villages du pays.

Tu peux décider de participer ou non à cette étude. Si tu décides de participer à l'étude, tu parleras avec moi. Je suis l'enquêteur. Je te poserai des questions sur ta vie et ton travail. Durant l'enquête, aucune autre personne (adulte ou enfant) ne sera autorisée à écouter la conversation. Nous garderons tes réponses strictement confidentielles. Certaines parties du questionnaire peuvent te déranger, te mettre dans une position inconfortable ou peuvent être déplaisantes.

Certaines questions peuvent être difficiles à répondre et l'entrevue peut prendre trop de temps. Nous ne savons pas si cette étude t'aidera personnellement mais nous espérons avoir des informations qui aideront les enfants et les adolescents un jour.

Tu n'es pas obligé de participer à cette étude. La décision te revient. Tu seras pris en compte, que tu acceptes de participer ou non. Si tu acceptes d'y participer et qu'après tu changes d'avis, dis-le moi et j'arrêterai l'interview. Si tu acceptes de participer a cette étude, signe ou écris ton nom ci- dessous, s'il te plaît.

_____	_____	_____
Nom du répondant	Date	Signature

_____	_____	_____
Nom de l'agent enquêteur	Date	Signature

Merci d'avoir accepté de répondre à ces questions. Si tu ne comprends pas un mot que j'utiliserai ou une question que je poserai, s'il te plaît dis-le-moi. Saches que tu peux m'arrêter à tout moment. Personne ne saura ce que tu nous as dit. Nous ne dirons ton nom à personne.

## SECTION A : Caractéristiques démographiques et individuelles

N°	Questions	Réponses et codes	
A.1	Numéro du répondant (numéro dans le ménage)	/ _ / _ /	
A.2	Quel âge as-tu ? (Si l'âge est inconnu, estimez)	Age en années révolues / _ / _ /	
A.3	Sexe de l'enfant	1=Garçon 2=Fille	
A.4	Quelle est ta nationalité ?	1= Ivoirienne (Côte d'Ivoire) 2= <b>Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) 4= <b>Maliennne (Mali)</b> 5= Guinéenne (Guinée) 6= <b>Togolaise (Togo)</b> 7= Béninoise (Bénin) 8= <b>Libérienne (Libéria)</b> 9= Nigériane (Nigéria) 10= <b>Nigérienne (Niger)</b> 11= Autre (préciser)..... .....	1→ A6 2→ A6  5→ A6 6→ A6 7→ A6 8→ A6 9→ A6 10→ A6 11→ A6
A.5	A quel groupe ethnique appartiens-tu ?	Entrer le code du groupe ethnique / _ / _ /	
A.6	Quelle est ta religion ?	1=Catholique 2= <b>Protestante</b> 3=Musulmane 4= <b>Animiste</b> 5=Autre (à préciser).....	
A.7	Où es-tu né ?	1=Cote d'Ivoire 2= <b>Ghana</b> 3=Burkina-Faso 4= <b>Mali</b> 5= <b>Togo</b> 6= <b>Benin</b> 7=Liberia 8= <b>Nigeria</b> 9= <b>Niger</b> 10=Autre pays (à préciser).....	

## SECTION B : Disposition pour la prise en charge

N°	Questions	Réponses et Codes	
<b>A1</b>	Numéro du répondant (de A1)	/ _ / _ /	
<b>B1</b>	Quelle est la personne qui s'occupe le plus de toi? (Plusieurs réponses possibles)	A= Le père (biologique) <b>B= La mère</b> (biologique) C= Le Grand père <b>D=La Grand-mère</b> E= L'oncle <b>F= La tante</b> G= Le frère <b>H= La soeur</b> I= Autre parent (préciser) ..... <b>J= L'employeur</b> K= Aucune personne <b>L=Autres (préciser)</b> .....	
<b>B2</b>	Habites-tu avec ton vrai père ?	1 = Oui 2= Non	<b>1 → B5</b>
<b>B3</b>	Quelle est la raison principale pour laquelle tu n'habites pas avec ton vrai père?  ENQUETEUR : SI B3="PERE DECEDE" VERIFIEZ QUE B1≠ "PERE"	1= Père décédé <b>2= Père travaille ailleurs pour soutenir la famille</b> 3=Père divorcé/séparé de la mère <b>4=Père a abandonné la famille ou l'enfant</b> 5=L'enfant fréquente ailleurs <b>6=L'enfant travaille ailleurs</b> 7=L'enfant a été envoyé chez des parents proches <b>8=Autre (préciser) _____</b> 9=Ne sait pas	
<b>B4</b>	Quel âge avais-tu lorsque tu as cessé de vivre avec ton vrai père?	Age en années révolues     / _ / _ / 98=Ne sait pas	
<b>B5</b>	Habites-tu avec ta vraie mère ?	1= Oui 2= Non	<b>1 → C1</b>
<b>B6</b>	Quelle est la raison principale pour laquelle tu n'habites pas avec ta vraie mère?  ENQUETEUR : SI LA REponse A B6="MERE" DECEDEE VERIFIEZ QUE LA REponse A B1≠ "MERE"	1=Mère Décédée <b>2=Mère travaille ailleurs pour soutenir la famille</b> 3=Mère divorcée/ séparée du père <b>4=Mère a abandonné la famille ou l'enfant</b> 5=L'enfant fréquente ailleurs <b>6=L'enfant travaille ailleurs</b> 7=L'enfant a été envoyé chez des parents proches <b>8=Autre (préciser): _____</b> 9=Ne sait pas	
<b>B7</b>	Quel âge avais -tu lorsque tu as cessé de vivre avec ta vraie mère?	Age en années révolues     / _ / _ / 98=Ne sait pas	

## SECTION C : MIGRATION ET TRAITE

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
C1	Quelle est la nationalité de ton vrai père ?	1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser).....</b> 98=Ne sait pas	
C2	Dans quel pays est né ton vrai père ?	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> <b>5=Togo</b> <b>6=Bénin</b> 7=Libéria <b>8=Nigeria</b> 9=Autre pays (à préciser)..... <b>98= ne sait pas</b>	
C3	Quelle est la nationalité de ta vraie mère ?	1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser).....</b> 98=Ne sait pas	
C4	Dans quel pays est née ta vraie mère?	1=Côte d'Ivoire <b>2=Ghana</b> 3=Burkina-Faso <b>4=Mali</b> <b>5=Togo</b> <b>6=Bénin</b> 7=Libéria <b>8=Nigeria</b> 9=Autre pays (à préciser)..... <b>98= ne sait pas</b>	
C5	Ton père a-t-il déjà vécu <i>au moins 6 mois</i> dans un autre pays? Où?  (Plusieurs réponses permises)	<b>A=Togo</b> B=Côte d'Ivoire <b>C=Burkina-Faso</b> D=Ghana <b>E=Mali</b> F=Bénin <b>G=Libéria</b> H=Nigeria <b>I=Autre (à préciser): .....</b> J=Aucun K= Ne sait pas	
C6	Ta mère a-t-elle déjà vécu <i>au moins 6 mois</i> dans un autre pays? Où?  (Plusieurs réponses permises)	<b>A=Togo</b> B=Côte d'Ivoire <b>C=Burkina-Faso</b> D=Ghana <b>E=Mali</b> F=Bénin <b>G=Libéria</b> H=Nigeria	

		<b>I=Autre (à préciser):</b> ..... J=Aucun K= Ne sait pas	
C7.a.	<b>As-tu déjà vécu dans un autre pays?</b>	1= Oui 2= Non	2→C9
C7.b.	<b>Si oui où as- tu vécu ?</b>  (Plusieurs réponses permises)	<b>A=Togo</b> <b>B=Côte d'Ivoire</b> <b>C=Burkina-Faso</b> D=Ghana <b>E=Mali</b> F=Benin <b>G=Liberia</b> H=Nigeria <b>I=Autre (à préciser):</b> .....	
C8	<b>Peux-tu nous dire combien de temps tu as passé dans chaque pays ?</b>  <b>ENQUETEUR :</b> <b>INSISTEZ PAR DES QUESTIONS INTERMEDIAIRES, POUR AVOIR UNE ESTIMATION DE LA DUREE</b>  <b>NB : pendant le remplissage Prendre les déplacements les plus récents au moins récent</b>  9998=ne sait pas	Pays 1: ..... de (année): /_/_/_/_/_/ à (année): /_/_/_/_/_/  Pays 2: ..... de (année): /_/_/_/_/_/ à (année): /_/_/_/_/_/  Pays 3: ..... de (année): /_/_/_/_/_/ à (année): /_/_/_/_/_/  Pays 4: ..... de (année): /_/_/_/_/_/ à (année): /_/_/_/_/_/	
C9	<b>As-tu déjà vécu dans une exploitation de cacao ?</b>  (Plusieurs réponses permises)  <b>ENQUETEUR :</b> <b>SI OUI, DEMANDEZ LE PAYS ?</b>	<b>A=Cote d'Ivoire</b> B=Ghana <b>C=Liberia</b> D=Nigeria <b>E=Autre pays (Préciser):</b> _____ F=Aucun	F→C18
C10	<b>Si oui, avec qui étais tu parti dans la plantation de cacao ?</b>  <b>ENQUETEUR :</b> <b>VERIFIEZ QUE LA REPOSE A C7A N'EST PAS « NON ». ENSUITE SI C7a="OUI" ALORS C10≠ "9"</b>	1= Mon père et ma mère 2= <b>Seulement mon père</b> 3= Mon père et sa nouvelle ou son autre femme 4= <b>Seulement ma mère</b> 5= Ma mère et son mari 6= <b>Avec un autre parent (à préciser).....</b> 7=Avec un étranger (à préciser) _____ 8=Seul 9=jamais changé de lieu de résidence 10= <b>je suis né dans une exploitation de cacao</b>	7→C12 8→C12 9→D1 10→C17
C11	<b>Pour quelles raisons as-tu déménagé avec un parent/tuteur pour aller habiter dans l'exploitation de cacao ?</b>  (Plusieurs réponses possibles)	A=Mon parent/tuteur a construit une maison <b>B=Mon parent/tuteur a acheté une plantation / un terrain</b> C=Mon parent/tuteur a hérité d'une plantation / d'un terrain <b>D=Mon parent/tuteur a eu un contrat de métayage</b> E=Mon parent/tuteur a commencé un travail saisonnier dans le domaine agricole <b>F=Mon parent/tuteur cherchait du travail</b> G=Mon parent/tuteur a trouvé du travail (préciser) _____  <b>H=Mon parent/tuteur voulait que je fasse des études</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> Z=Non déclaré	→C13

C12	<b>ENQUETEUR :</b> <b>VERIFIEZ QUE C10=8 OU C10 =7</b>  <b>Pour quelles raisons as-tu déménagé sans un parent/tuteur pour aller habiter dans l'exploitation de cacao ?</b> <i>(Plusieurs réponses possibles)</i>	A=Je cherche du travail <b>B=J'ai trouvé du travail (préciser) _____</b> C=Ecole / Formation <b>D=Mariage</b> E=Mes parents ne pouvaient pas s'occuper d'un enfant <b>F=Je suis venu rester avec des parents proches</b> G=Désir de rester avec des amis <b>H=Une personne rencontrée récemment m'a persuadé de partir</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> Z=Non déclaré	
C13	<b>Qui a décidé que tu devais déménager dans l'exploitation de cacao?</b> <i>(Plusieurs réponses possibles)</i>	A=Mon père <b>B=Ma mère</b> C=Autres parents (préciser) _____ <b>D=Mes amis</b> E=Une personne rencontrée récemment <b>F=Moi-même</b> G=Autre personne (préciser) _____ <b>H=Ne sait pas</b>	
C14	<b>Etais-tu d'accord pour déménager dans l'exploitation de cacao?</b>	<b>1=Oui</b> 2=Confus ou sentiments partagés <b>3=Non</b> 4=Ne sait pas	1→C16
C15	<b>Pourquoi ne voulais-tu pas déménager ou avais-tu des sentiments partagés?</b> <i>(Lire et entourer les bonnes réponses)</i>	A=Séparation d'avec les parents <b>B=Séparation d'avec les autres membres de la famille</b> C=Séparation d'avec la communauté / les amis <b>D=Méfiance en la personne avec qui je devais partir</b> E=Refus de quitter mon école <b>F=Peur de l'inconnu</b> G=Peur d'être maltraité / abusé <b>H=Autre (préciser) _____</b> I= Ne sait pas	
C16	<b>Comment était ta vie après avoir déménagé dans l'exploitation de cacao ?</b> <i>(Lire et entourer les bonnes réponses)</i>	<b>A=Meilleure</b> B=Pire <b>C=Pareille</b> D=Désillusion <b>E=Autre (spécifier) _____</b> F=Ne sait pas <b>Z=Non déclaré</b>	
C17	<b>Avec qui es-tu venu dans ton lieu de résidence actuel ?</b>	1= Mon père et ma mère <b>2=Seulement mon père</b> 3= Mon père et sa nouvelle ou son autre femme <b>4=Seulement ma mère</b> 5= Ma mère et son mari <b>6=Avec un autre parent (à préciser) _____</b> 7=Avec un étranger (à préciser) _____ <b>8=Seul</b> 9=jamais changé de lieu de résidence	7→C19 8→C19 9→D1
C18	<b>Pour quelle raison es-tu venu avec un parent/tuteur dans ton lieu de résidence actuel ?</b> <i>(Plusieurs réponses possibles)</i>	A=Mon parent/tuteur a construit une maison <b>B=Mon parent/tuteur a acheté une plantation / un terrain</b> C=Mon parent/tuteur a hérité d'une plantation / d'un terrain <b>D=Mon parent/tuteur a eu un contrat de métayage</b> E=Mon parent/tuteur a commencé un travail saisonnier dans le domaine agricole <b>F=Mon parent/tuteur cherchait du travail</b> G=Mon parent/tuteur a trouvé du travail (préciser) _____ <b>H=Mon parent/tuteur voulait que je fasse des études</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> Z=Non déclaré	→C20



C19	<b>ENQUETEUR :</b> <b>VERIFIEZ QUE C17=8 OU C17 =7</b>  <b>Pour quelle raison es-tu venu sans un parent/tuteur dans ton lieu de résidence actuel ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Je cherche du travail <b>B=J'ai trouvé du travail (préciser)</b> _____ C=Ecole / Formation <b>D=Mariage</b> E=Mes parents ne pouvaient pas s'occuper d'un enfant <b>F=Je suis venu rester avec des parents proches</b> G=Désir de rester avec des amis <b>H=Une personne rencontrée récemment m'a persuadé de partir</b> I=Autre (préciser) _____ <b>J= Ne sait pas</b> <b>Z=Non déclaré</b>	
C20	<b>Qui a décidé que tu devais déménager dans ton lieu de résidence actuel ?</b>  <i>(Plusieurs réponses possibles)</i>	A=Mon père <b>B=Ma mère</b> C=Autres parents (préciser) _____ <b>D=Mes amis</b> E=Une personne rencontrée récemment <b>F=Moi-même</b> G=Autre personne (préciser) _____ <b>H=Ne sait pas</b>	
C21	<b>Etais-tu d'accord pour déménager ?</b>	<b>1=Oui</b> 2=Confus ou sentiments partagés <b>3=Non</b> 4=Ne sait pas	<b>1→D1</b>
C22	<b>Pourquoi n'étais-tu pas d'accord ou avais-tu des sentiments partagés pour déménager ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Séparation d'avec les parents <b>B=Séparation d'avec les autres membres de la famille</b> C=Séparation d'avec la communauté / les amis <b>D=Méfiance en la personne avec qui je devais partir</b> E=Refus de quitter mon école <b>F=Peur de l'inconnu</b> G=Peur d'être maltraité / abusé <b>H=Autre (préciser)</b> _____ I= Ne sait pas	
C23	<b>Comment est ta vie après avoir déménagé dans ton lieu de résidence actuelle ?</b>	<b>A=Meilleure</b> B=Pire <b>C=Pareille</b> D=Désillusion <b>E=Autre (spécifier)</b> _____ F=Ne sait pas <b>Z=Non déclaré</b>	

## SECTION D : METHODES DE RECRUTEMENT

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
D1	A quel âge as-tu entendu parler pour la première fois de travail dans une plantation de cacao ?	Estimer l'âge en années révolues / _ / _ / 98=Ne sait pas	
D2	Qui t'en a parlé ?	A=Mon père B=Ma mère C=Autre membres de la famille (préciser): ..... D=Mon ami (préciser) ..... E=Un étranger F=Moi même G=Autre personne (préciser):..... H=Ne sait pas	
D3	Quelles taches pensais-tu devoir accomplir dans la plantation de cacao?	Préciser: ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
D4	Etais-tu en train de chercher du travail à cette époque ?	1=Oui 2=Non	
D5	As-tu été recruté par quelqu'un qui était intéressé par ton service dans la plantation de cacao ?	1=Oui 2=Non	<b>2 → D13</b>
D6	Qui était cette personne ?	1=Un étranger rencontré récemment 2=Un étranger rencontré par la personne qui me prend en charge 3=Mon ami 4= Un ami rencontré par la personne qui me prend en charge 5=Un membre de ma famille 6=Autre personne (Préciser):..... 7=Ne sait pas	
D7	Quel âge avait le recruteur ?	Estimer l'âge en années révolues / _ / _ / 98=Ne sait pas	
D8	Quel était son sexe ?	1=Masculin 2=Féminin	
D9	Quelle était sa nationalité ?	1=Côte d'Ivoire 2=Ghana 3=Burkina-Faso 4=Mali 5=Togo 6=Bénin 7=Libéria 8=Nigeria 9=autre (à préciser): .....	
D10	Quel était son groupe ethnique ?	Entrer le code du groupe ethnique / _ / _ / _ / 998=ne sait pas	
D11	Au premier contact, as-tu parlé toi-même à cette personne ?	1=Oui 2=Non	<b>1 → D13</b>
D12	Si non qui lui a parlé au premier contact ?	1=Mon père 2=Ma mère 3=Autre membres de la famille (préciser): ..... 4=Mon ami (préciser) ..... 5=Autre personne (préciser):..... 6=Ne sait pas 7=non concerné	

<b>D13</b>	<b>Un membre de ta famille est-il intervenu dans la décision de te faire travailler dans une plantation de cacao ?</b>  (Plusieurs réponses permises)	A=Mon père <b>B=Ma mère</b> C=Autre membre de la famille (Préciser): ..... <b>D=Personne</b> E=Ne sait pas																					
<b>D14</b>	<b>Es-tu toi même intervenu dans la décision de te faire travailler dans une plantation de cacao ?</b>	1=Oui 2=Non																					
<b>D15</b>	<b>Etais-tu d'accord avec la décision ? Pourquoi ?</b>	1=oui (Préciser): ..... ..... ..... 2=Non (Préciser): ..... ..... .....																					
<b>D16</b>	<b>D'autres enfants ou adultes de ta famille avaient-ils été recrutés avec toi ? Si oui qui étaient-ils ?</b>  <b>ENQUETEUR</b> <b>PRECISER L'AGE, LE SEXE ET LE LIEN DE PARENTE DE CHAQUE PERSONNE</b>	1=oui (Préciser): <table border="1" data-bbox="687 651 1259 842"> <thead> <tr> <th></th> <th>Age</th> <th>Sexe</th> <th>Lien de parenté</th> </tr> </thead> <tbody> <tr> <td>Personne 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Personne 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Personne 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Personne 4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 2=Non		Age	Sexe	Lien de parenté	Personne 1				Personne 2				Personne 3				Personne 4				
	Age	Sexe	Lien de parenté																				
Personne 1																							
Personne 2																							
Personne 3																							
Personne 4																							
<b>D17</b>	<b>T'a-t-on fait des promesses d'argent pour travailler dans la plantation de cacao ?</b>	1=Oui 2=Non	<b>2→D19</b>																				
<b>D18</b>	<b>Si oui combien t'a-t-il été promis ?</b>	Préciser le montant en (CFA) /_/_/_/_/_/_/_ 999998=ne sait pas																					
<b>D19</b>	<b>T'a-t-on fait d'autres types de promesses pour travailler dans une plantation de cacao ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Vélo <b>B=Vêtements</b> C=Radio <b>D=Nourriture</b> E=Habitation <b>F=Scolarisation</b> G=Machine à coudre <b>H=Une partie de la récolte (Préciser):</b> ..... I=Une portion de terre (Préciser) ..... <b>J=Autres (Préciser)</b> ..... K=Rien																					
<b>D20</b>	<b>A-t-on fait des promesses d'argent aux personnes qui s'occupent de toi pour que tu travailles dans la plantation de cacao ?</b>	1=Oui 2=Non	<b>2→D22</b>																				
<b>D21</b>	<b>Si oui combien ?</b>	Préciser le montant en (CFA) /_/_/_/_/_/_/_ 999998=ne sait pas																					
<b>D22</b>	<b>a-t-on fait d'autres types de promesses aux personnes qui s'occupent de toi pour que tu travailles dans une plantation de cacao ?</b>	A=Vélo <b>B=Vêtements</b> C=Radio <b>D=Nourriture</b> E=Habitation <b>F=Scolarisation</b> G=Machine à coudre <b>H=Une partie de la récolte (Préciser):</b> ..... I=Une portion de terre (Préciser) .....																					

		<b>J=Autres (Préciser)</b> ..... K=Rien	
<b>D23</b>	<b>Ta famille ou toi ou quelqu'un d'autre percevait-il de l'argent pour le travail que tu effectuais après ?</b>	1=Oui 2=Non	<b>2→ D25</b>
<b>D24</b>	<b>Si oui combien</b>	Préciser le montant en (CFA) /_/_/_/_/_/_/_ 999998=ne sait pas	
<b>D25</b>	<b>Y avait-il des documents écrits précisant les termes du contrat ?</b>	1=Oui 2=Non	

## SECTION E : MOYEN DE DEPLACEMENT

N°	Questions	Réponses et Codes																					
A1	Numéro de répondant (de A1)	/ _ / _ /																					
E1	Comment t'es tu déplacé de chez toi à l'exploitation de cacao ? <i>(Lire et entourer les bonnes réponses)</i>	A=Mini car B=Taxi C=Véhicule personnel de mon recruteur D=Autre (Préciser): .....																					
E2	Avez-vous, ta famille ou toi, payé les frais de transport ?	1=Oui 2=Non	<b>2→E4</b>																				
E3	Si oui, combien toi ou ta famille avez-vous payé ?	Préciser le montant     / _ / _ / _ / _ / _ /  999998=ne sait pas	<b>→E5 (quelqu e soit la réponse)</b>																				
E4	<b>ENQUETEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI E2=OUI.</b>  Qui a payé les frais de transport et à quel moment ?	1=J'ai payé moi même directement 2=Un membre de la famille a payé directement 3=Le recruteur a payé et a retranché dans mon salaire 4=Autre (Préciser): ..... 5=Ne sait pas																					
E5	Avec qui as-tu voyagé dans la zone de production de cacao ?  <i>(Lire et entourer les bonnes réponses)</i>	A=Le recruteur B=Autre adulte en relation avec le recruteur C=Un adulte membre de la famille (Préciser): ..... D=Autres enfants E=J'ai voyagé seul	<b>E5≠D →E7</b>																				
E6	As-tu voyagé avec d'autres enfants ? Si oui, qui sont-ils ?  <b>ENQUETEUR</b> <b>PRECISER L'AGE, LE SEXE ET LE LIEN DE PARENTE DE CHAQUE ENFANT</b>	1=oui (Préciser): <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Age</th> <th style="width: 15%;">Sexe</th> <th style="width: 15%;">Lien de parenté</th> </tr> </thead> <tbody> <tr> <td>Enfant 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enfant 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enfant 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enfant 4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 2=Non		Age	Sexe	Lien de parenté	Enfant 1				Enfant 2				Enfant 3				Enfant 4				
	Age	Sexe	Lien de parenté																				
Enfant 1																							
Enfant 2																							
Enfant 3																							
Enfant 4																							
E7	As-tu des pièces d'identité tels qu'un Passeport, une Carte d'Identité etc. ?	A=Passeport B=Carte d'Identité C=Autres pièces (Préciser): ..... D=Rien E=Ne sait pas																					
E8	Avais-tu de l'argent avec toi au moment du voyage ?	1=Oui 2=Non	<b>2→E10</b>																				
E9	Si oui combien ?	Préciser le montant     / _ / _ / _ / _ /																					
E10	As-tu été arrêté à la frontière par un Agent des forces de l'ordre ? Si oui, dans quel pays cela s'est-il produit ? Quel est le nom du point de passage frontalier auquel tu as été arrêté ?	1=Oui Pays..... Passage frontalier .....  2=Non	<b>2→E12</b>																				

E11	<b>T'a-t-il été demandé de présenter des pièces à la frontière ? Que s'est il passé ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=J'ai présenté mes pièces B=Le recruteur a négocié pour que je puisse traverser sans pièce C=Le recruteur a payé de l'argent pour que puisse traverser sans pièce D=Personne n'as demandé de pièces E=Autres (Préciser): ..... .....	
E12	<b>A certains points de passage, t'a-t-il été demandé de marcher pour traverser ou de passer par des routes n'ayant pas de poste frontalier ?</b>	A=Nous avons traversé par des endroits où il n'y a pas de poste frontalier B=J'ai marché avec le recruteur pour traverser la frontière C=J'ai marché tout seul pour traverser la frontière D=Autre (Préciser): ..... ..... .....	
E13	<b>As-tu été directement envoyé dans la plantation de cacao après avoir traversé la frontière ?</b>	1=Oui 2=Non	1 → E15
E14	<b>Si non, peux-tu nous préciser comment cela s'est déroulé ?</b>	Préciser: ..... ..... ..... .....	
E15	<b>Combien de temps a duré le voyage complet jusqu'à la plantation de cacao ?</b>	Préciser le nombre de jour      /_/_/_/_/  98=Ne sait pas 88=non déclaré	

## SECTION F : CARACTERISTIQUES DE LA PLANTATION ET DISPOSITIONS DU TRAVAIL

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ / /	
F1	<p>Peux-tu me décrire de manière claire et précise la localisation de la dernière plantation dans laquelle tu as travaillé ?</p> <p><b>ENQUETEUR VEILLEZ A CE QUE L'ENFANT VOUS DONNE LE PLUS DE PRECISION POSSIBLE</b></p>	<p>Précise le Pays, la Région, et la Ville/:village</p> <p>Pays.....</p> <p>région.....</p> <p>ville/village.....</p>	
F2	Quel âge avais-tu quand tu as commencé à travailler pour la première fois dans la plantation de cacao ?	<p style="text-align: center;">Préciser l'âge     /_/_/</p> <p style="text-align: center;">98 =Ne sait pas 88= non déclaré</p>	
F3	Qui s'occupait de la plantation de cacao	<p>1=Propriétaire de la plantation 2=un membre de la famille du propriétaire (Préciser) ..... 3=Gérant non propriétaire 4=Autre personne (Préciser) ..... 5=Ne sait pas</p>	
F4	<p>Pour qui travaillais-tu essentiellement dans la plantation de cacao ?</p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= Propriétaire de la plantation <b>B= Gérant non propriétaire</b> C= un membre de la famille du propriétaire (Préciser)..... <b>D= un membre de la famille du Gérant non propriétaire (Préciser)</b>..... E= Autre personne (Préciser) ..... <b>G= Ne sait pas</b></p>	<b>A→F11</b>
F5	Si tu ne travaillais pas pour le propriétaire, était-il informé de ta présence ?	<p>1=Oui, il savait que je travaillais dans la plantation 2=Non, il ne le savait pas 3=Ne sait pas</p>	
F6	Qui était cette personne qui s'occupait de la plantation ?	<p>1=Un étranger <b>2=Un membre de la famille que je ne connaissais pas avant</b> 3= Un membre de la famille que je connaissais avant <b>4=un ami de la famille que je ne connaissais pas avant</b> 5= un ami de la famille que je connaissais avant <b>6=Autre personne (Préciser):</b> ..... 7=Ne sait pas</p>	
F7	Quel âge avait la personne en charge de la plantation ?	<p style="text-align: center;">Préciser l'âge en années révolues     /_/_/</p> <p style="text-align: center;">98=ne sait pas</p>	
F8	Quel était son sexe ?	<p>1=Masculin 2=Féminin</p>	
F9	Quelle était sa nationalité ?	<p>1=Ivoirienne (Côte d'Ivoire) <b>2=Ghanéenne (Ghana)</b> 3= Burkinabé (Burkina-Faso) <b>4= Malienne (Mali)</b> <b>5= Togolaise (Togo)</b> 6= Béninoise (Bénin) <b>7=Libérienne (Libéria)</b> 8= Nigériane (Nigéria) <b>9= Autre (préciser)</b>..... 98=Ne sait pas</p>	
F10	Quel est son groupe ethnique	<p>Entrez le code du groupe ethnique     /_/_/_/</p> <p>998= ne sait pas</p>	

F11	La personne qui t'a conduit dans la zone de production de cacao s'est-elle occupée de ton transfert à la plantation de cacao ?	1=Oui 2=Non	
F12	Cette personne t'a-t-elle conduit à ta destination finale actuelle ?	1=Oui 2=Non	1→F14
F13	Si non, qui t'y a conduit ?	1=Une personne connu comme un recruteur <b>2=Le Gérant ou le propriétaire de la plantation</b> 3=Un membre de la famille du Gérant ou du propriétaire <b>4=Je m'y suis rendu moi même</b> 5=Autre (Préciser):..... <b>6=Ne sait pas</b>	
F14	Quelle était la taille de la plantation ?	Préciser les dimensions en hectare et décrire si possible / _ / _ / _ / ..... ..... .....	
F15	Combien d'adultes de 18 ans et plus travaillaient dans la plantation ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F16	Combien d'enfants de moins de 17 ans travaillaient dans la plantation ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F17	Combien parmi les adultes travailleurs étaient ils payés pour leur travail ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F18	Combien parmi les adultes travailleurs n'appartenaient pas à la famille du propriétaire ou gérant de la plantation ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F19	Tous ces adultes vivaient-ils avec le propriétaire ou gérant de la plantation ? Si non, où vivaient-ils ?	1=Oui 2=Non (Préciser): ..... .....	
F20	Combien parmi les enfants travailleurs étaient payés pour leur travail ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F21	Combien parmi les enfants travailleurs n'appartenaient pas à la famille du propriétaire ou gérant de la plantation ?	Préciser le nombre / _ / _ / 98 Ne sait pas	
F22	Tous ces enfants vivaient-ils avec le propriétaire ou gérant de la plantation ? Si non, où vivaient-ils ?	1=Oui 2=Non (Préciser): ..... .....	
F23	En quelle langue communiquais-tu avec le propriétaire ou gérant de la plantation ?	1=Français 2=D'autres langues que je connaissais (Préciser):..... 3=Une langue que j'ai apprise dans la plantation (Préciser):..... 4=Autres (Préciser):.....	
F24	Où dormais-tu ?	1=Avec la famille du propriétaire ou gérant 2=Autre (Préciser) ..... .....	
F25	Qui payait ton loyer ?	1=Le loyer était prélevé sur ma rémunération 2=Le propriétaire le payait gratuitement 3=Hébergé gratuitement 4=Autre (Préciser): .....	
F26	Quel était le montant du loyer ?	Préciser le montant/mois / _ / _ / _ / _ / _ / _ / 98 Ne sait pas	



F27	Où mangeais-tu ?	1=Avec la famille du propriétaire ou gérant 2=Autre (Préciser) ..... .....	
F28	Qui payait ta nourriture ?	1=Le prix de la nourriture était prélevé sur ma rémunération 2=Le propriétaire le payait gratuitement 3=Autre (Préciser): .....	
F29	Combien coûtait ton plat ?	Préciser le montant/mois    /_/_/_/_/_/_/_/_/_/_/_/_/_/_/_/_/	
		98 Ne sait pas	
F30	Qui te donnait les ordres concernant les tâches quotidiennes à effectuer dans la plantation ?	1=Le propriétaire du champ 2=Un membre de la famille du propriétaire (Préciser)..... 3=Gérant non propriétaire 4= Un membre de la famille du Gérant (Préciser)..... 5=Autre(Préciser):.....	
F31	La personne qui te donnait les ordres rend-t-elle compte à quelqu'un d'autre ? si oui, qui c'est ?	1=Aucune personne <b>2= Le propriétaire du champ</b> 3= Un membre de la famille du propriétaire Préciser..... <b>4=Gérant non propriétaire</b> 5= Un membre de la famille du Gérant Préciser..... <b>6= Autre(Préciser):</b> .....	
F32	Etais-tu avec un membre de ta famille lorsque tu travaillais dans la plantation ? Si oui, qui c'était ?	A=Le gérant ou le propriétaire était un membre de la famille Préciser): ..... B=Je travaillais avec des adultes membres de ma famille (Préciser): ..... ..... C= Je travaillais avec des enfants de ma famille D=Autre(Préciser): ..... ..... E=Aucun membre	
F33	Lorsque tu travaillais dans la plantation, étais tu en contact avec tes parents ou les personnes qui s'occupaient de toi ?	1=Oui 2=Non	2 → G1
F34	Comment communiquais-tu avec eux ?	A=Par téléphone B=Ils me rendaient visite dans la plantation C=Je leur rendais visite D=par courrier E=Autre (Préciser) ..... .....	

## SECTION G : TYPES D'ACTIVITE ET TEMPS DE TRAVAIL

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/_/_/_	
G1	<p><i>Travailler dans l'agriculture implique travailler à son compte ou au compte du ménage dans une ferme, jardin, plantation ou dans l'élevage ou la pêche</i></p> <p><b>As-tu effectué des activités agricoles dans l'exploitation de cacao?</b></p>	<p>1=Oui 2=Non</p>	<b>2→ G4</b>
G2	<p><b>As-tu participé à la culture et à la récolte du cacao ?</b></p>	<p>1=Oui 2=Non</p>	
G3	<p><b>As-tu effectué l'un des travaux agricoles suivants dans la plantation de cacao?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Nettoyer les champs  <b>B=Abattre et découper des arbres</b>  C=Brûler des arbres abattus  <b>D=Déterrer des souches d'arbres</b>  E=Tailler des tiges  <b>F=Aligner et planter des piquets</b>  G=Creuser / Mettre des rejets en terre  <b>H=Préparer des pépinières</b>  I=Creuser/ mettre des pépinières en terre  <b>J=Semer</b>  K=Désherber  <b>L=Pulvériser des insecticides</b>  M=Répandre des engrais  <b>N=Répandre des fongicides/ herbicides/ et autres produits chimiques</b>  O=Transporter de l'eau pour l'arrosage  <b>P=Entretien et élaguer des cacaoyers</b>  Q=Contrôler des guis (plantes parasites)  <b>R=Cueillir des cabosses</b>  S=Ramasser et entasser des cabosses  <b>T=Casser des cabosses de cacao et les laisser fermenter</b>  U=Transporter les fèves de cacao fermentées  <b>V=Sécher les fèves de cacao</b>  W=Transporter les fèves séchées au lieu de stockage  <b>X=Autre (spécifier)</b>  .....  Y=Aucun</p>	
G4	<p><b>As-tu effectué des activités agricoles autres que l'exploitation de cacao ?</b></p>	<p>1=Oui (préciser les activités)..... 2=Non</p>	<b>2→ G6</b>
G5	<p><b>As-tu effectué temporairement l'une des activités suivantes dans la plantation de cacao?</b></p> <p><i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Gérer ou faire n'importe quel genre d'affaire, grande ou petite, pour lui-même/elle-même ou avec un ou plusieurs partenaires  <b>B=Faire n'importe quel sorte de travail pour une rémunération, un salaire, une commission ou n'importe quel paiement en nature (excepté les travaux domestiques)</b>  C=Faire n'importe quel travail en tant qu'ouvrier domestique pour un salaire, une rémunération ou tout paiement en nature  <b>D=Aide non rémunérée dans un commerce familial de tout genre</b>  E=Faire tout travail de construction ou de grandes réparations dans sa propre maison, sa parcelle, son commerce ou ceux de sa maison</p>	

		<b>F=Pêcher du poisson, des crevettes, les crustacés, chasser les animaux sauvages et autres pour la vente ou la consommation du ménage</b> G=Chercher de l'eau ou du fagot pour l'usage du ménage <b>H=Produire tout autre bien pour l'usage de ce ménage</b> I=Autre (préciser) _____ <b>J= Aucun</b>	
<b>G6</b>	<b>As-tu effectué une activité domestique dans la plantation ?</b>	1=Oui (préciser les activités)..... 2=Non	<b>2→ G8</b>
<b>G7</b>	<b>As-tu effectué l'un des travaux domestiques suivants dans la plantation de cacao?</b> <i>(Lire et entourer les bonnes réponses)</i>	A=Faire les achats pour le ménage <b>B=Réparation des équipements ménagers</b> C=Préparer de la nourriture <b>D=Nettoyer les ustensiles / la maison</b> E=Laver les vêtements <b>F=S'occuper des enfants, des personnes âgées ou des malades</b> G= Effectuer d'autres types de travaux ménagers (préciser)..... <b>H=Pas de travaux domestiques</b>	
<b>G8</b>	<b>Combien d'heures passais-tu en moyenne <u>par jour</u> dans les activités agricoles dans une plantation de cacao ?</b> <b>ENQUETEUR :</b> <b>L'ENFANT DOIT DONNER SA MEILLEURE ESTIMATION S'IL NE CONNAIT PAS LE NOMBRE EXACT</b>	Préciser le nombre d'heures /jour     /_/_/ 98=Ne sait pas 99=Je n'effectuais pas des activités agricoles	
<b>G9</b>	<b>A quel moment de la journée effectues-tu habituellement les activités agricoles ?</b> <i>(Lire et entourer les bonnes réponses)</i>	A=Toute la journée B=Dans la matinée C=Dans la soirée D=Après l'école E=Les week-ends F=Pendant les congés scolaires G=Ne sait pas H= Je n'effectuais pas d'activité agricoles	
<b>G10</b>	<b>Combien d'heures passais-tu en moyenne <u>par jour</u> dans les activités en rapport avec l'exploitation de cacao ?</b> <b>ENQUETEUR :</b> <b>L'ENFANT DOIT DONNER SA MEILLEURE ESTIMATION S'IL NE CONNAIT PAS LE NOMBRE EXACT</b>	Préciser le nombre d'heures /jour     /_/_/ 98=Ne sait pas 99=Je ne travaillais pas dans l'exploitation de cacao	
<b>G11</b>	<b>A quel moment de la journée effectuais-tu habituellement les activités dans la plantation de cacao?</b> <i>(Lire et entourer les bonnes réponses)</i>	A=Toute la journée <b>B=Dans la matinée</b> C=Dans la soirée <b>D=Après l'école</b> E=Les week-ends <b>F=Pendant les congés scolaires</b> G=Ne sait pas <b>H= Je ne travaillais pas dans l'exploitation de cacao</b>	
<b>G12</b>	<b>Combien d'heures passais-tu en moyenne <u>par semaine</u> dans les activités agricoles dans une plantation de cacao ?</b>	Préciser le nombre d'heures /semaine     /_/_/ 98=Ne sait pas 99=Je n'effectue pas des activités agricoles	
<b>G13</b>	<b>Combien d'heures passais-tu en moyenne <u>par semaine</u> dans les activités en rapport avec l'exploitation de cacao ?</b>	Préciser le nombre d'heures /semaine     /_/_/ 98=Ne sait pas 99=Je ne travaillais pas dans l'exploitation de cacao	

<b>G14</b>	<b>Combien d'heures passais-tu en moyenne <u>par jour</u> dans les activités économiques autre que l'agriculture ?</b>	Préciser le nombre d'heures/jour /__/_/ 98=Ne sait pas 99=Je n'effectuais pas d'activités économique autre que l'agriculture	
<b>G15</b>	<b>A quel moment de la journée effectuais-tu habituellement les activités économiques autres que l'agriculture ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Toute la journée <b>B=Dans la matinée</b> C=Dans la soirée <b>D=Après l'école</b> E=Les week-ends <b>F=Pendant les congés scolaires</b> G=Ne sait pas <b>H= Je n'effectuais pas d'activités économique autre que l'agriculture</b>	
<b>G16</b>	<b>Combien d'heures passais-tu en moyenne <u>par semaine</u> dans les activités économiques autre que l'agriculture ?</b>	Préciser le nombre d'heures /semaine /__/_/ 98=Ne sait pas 99= Je n'effectuais pas d'activités économique autre que l'agriculture	
<b>G17</b>	<b>Combien d'heures passais-tu en moyenne <u>par jour</u> dans les activités domestiques ?</b>	Préciser le nombre d'heures/jour /__/_/ 98=Ne sait pas 99= Je n'effectuais pas d'activités domestique	
<b>G18</b>	<b>A quel moment de la journée effectuais-tu habituellement les activités domestiques ?</b>  <i>(Lire et entourer les bonnes réponses)</i>	A=Toute la journée <b>B=Dans la matinée</b> C=Dans la soirée <b>D=Après l'école</b> E=Les week-ends <b>F=Pendant les congés scolaires</b> G=Ne sait pas <b>H= Je n'effectuais pas d'activités domestique</b>	
<b>G19</b>	<b>Combien d'heures passais-tu en moyenne <u>par semaine</u> dans les activités domestiques?</b>	Préciser le nombre d'heures /semaine /__/_/ 98=Ne sait pas 99= Je n'effectuais pas d'activités domestique	

**SECTION H : PROBLEMES PHYSIQUES ET ETAT DE SANTE**

N°	Questions	Réponses et Codes
A1	Numéro du répondant (de A1)	/_/_/_/
H1	<p><b>As-tu eu l'un des problèmes physiques suivants liés aux travaux agricoles dans l'exploitation de cacao?</b>  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A=Plaies/Blessures profondes  <b>B=Fractures</b>  C=Morsures de serpents  <b>D= Piqures d'insectes (abeilles, guêpes, etc.)</b>  E= Piqures de scorpions et /ou d'araignées  <b>F=Douleurs de dos / musculaires</b>  G=Autres douleurs (préciser).....  <b>H=Brûlures de feu ou insolation</b>  I=Problèmes de peau  <b>J=Autre (préciser).....</b>  K=Aucune blessure</p> <p style="text-align: right;"><b>K→F5</b></p>
H2	<p><b>Combien de fois te souviens-tu avoir eu des problèmes physiques au cours d'une activité agricole dans l'exploitation de cacao ?</b></p>	<p style="text-align: center;">/_/_/_/  Nombre de fois  98=Ne sait pas</p>
H3	<p><b>Quelle était les activités agricoles que tu effectuais dans l'exploitation de cacao lorsque tu as eu le plus grave problème physique ?</b></p>	<p>Préciser:  .....  .....  .....</p>
H4	<p><b>As-tu expérimenté l'un des états suivants suites à des problèmes physiques que tu as eu pendant que tu effectuais une activité agricole dans l'exploitation de cacao ?</b>  <i>(Lire et entourer les bonnes réponses)</i></p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>  C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé / hôpital</b>  E=J'ai dû subir un traitement traditionnel  <b>F= Je ne pouvais pas continuer à travailler</b>  G= Je ne pouvais plus aller à l'école  <b>H=Autre effet (préciser) _____</b>  I=Aucun effet</p>
H5	<p><b>As-tu eu des problèmes physiques lorsque tu effectuais une activité économique autre que l'agriculture dans l'exploitation de cacao?</b></p>	<p>1=Oui (préciser le problème)  .....  2=Non</p>
H6	<p><b>As-tu eu des problèmes physiques lorsque tu effectuais des travaux domestiques dans l'exploitation de cacao ?</b></p>	<p>1=Oui (préciser le problème)  .....  2=Non</p>
H7	<p><b>As-tu souffert de l'une des maladies suivantes et d'autres problèmes de santé dans l'exploitation de cacao?</b>  <i>(Lire et entourer les bonnes réponses)</i></p> <p><b>ENQUÊTEUR :</b>  <b>SI H7=AUCUNE MALADIE ALORS VERIFIEZ QUE H6=NON, H5=NON ET H1=AUCUNE BLESSURE</b></p>	<p>A=La diarrhée  <b>B=Les vomissements</b>  C=La fièvre  <b>D=La grippe</b>  E=Le paludisme  <b>F=La fièvre typhoïde</b>  G=L'anémie  <b>H=Le choléra</b>  I=Les problèmes d'yeux  <b>J=Les problèmes d'estomac</b>  K=Les problèmes respiratoires  <b>L=La fatigue extrême</b>  M=Autre (spécifier)  .....  <b>N=Aucun problème de santé</b></p>

<b>H8</b>	<p><b>Dans l'exploitation de cacao, quand tu étais malade ou blessé, quel type de traitement recevais-tu?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A=Premiers soins  <b>B=Automédication</b>  C=Infirmière (centre de santé)  <b>D=Docteur/Infirmière (hôpital)</b>  E=Pharmacien (pharmacie)  <b>F=Les plantes médicinales</b>  G=Spiritualiste (religieux)  <b>H=Guérisseur (traditionnel)</b>  I=Autre (préciser) _____  <b>J=Aucun traitement</b>  <b>K= Aucun problème de santé</b></p>	
<b>H9</b>	<p><b>Dans l'exploitation de cacao, quand tu étais malade ou blessé qui payait pour ton traitement?</b></p> <p><i>(Plusieurs réponses possibles)</i></p>	<p>A=Mes parents/ Tuteurs  <b>B=D'autres parents (préciser).....</b>  C=Moi-même  <b>D=Mon employeur</b>  E=L'assurance maladie familiale  <b>F=C'était gratuit</b>  G=Autre (préciser).....  <b>H= Personne ne paie mes soins/ aucun soin</b>  I= Aucune maladie ou blessure</p>	

## SECTION I : LOURDES CHARGES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
I1	<p><b>As-tu eu à porter de lourds fardeaux au cours des activités agricoles dans l'exploitation de cacao ?</b> (Lire et entourer les bonnes réponses)</p>	<p>A=Transporter des troncs d'arbres pendant le nettoyage des champs  <b>B=Transporter de l'eau pour l'arrosage</b>            C=Ramasser et entasser les cabosses de cacao  <b>D= Transporter des fèves fermentées</b>            E= Transporter le cacao pour séchage  <b>F= Autre activité (préciser)</b>            G= Aucun fardeau porté</p>	<b>G→I5</b>
I2	<p><b>Quel est le poids des charges que tu portais régulièrement au cours des activités agricoles ?</b>  <b>ENQUÊTEUR :</b>  <b>SI L'ENFANT NE CONNAIT PAS LE KG, DEMANDE L'EQUIVALENT EN SCEAU D'EAU ET INSCRIRE A COTE DE LA ZONE DE REMPLISSAGE</b></p>	<p style="text-align: center;">Estimer en Kg .....            Estimer en sceau d'eau.....            (sur la base des descriptions de l'enfant)</p> <p style="text-align: center;">/ _ / _ /</p>	
I3	<p><b>Sur quelle distance portais-tu habituellement ces charges?</b>  <b>ENQUÊTEUR :</b>  <b>VEILLEZ A CE QUE L'ENFANT VOUS DONNE UNE ESTIMATION</b></p>	<p style="text-align: center;">/ _ / _ /            Estimer en Km .....            (sur la base des descriptions de l'enfant)</p>	
I4	<p><b>As-tu souffert de l'un des états suivants pour avoir porté de lourdes charges pendant que tu effectuais une activité agricole dans l'exploitation de cacao?</b> (Lire et entourer les bonnes réponses)</p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>            C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé / hôpital</b>            E=J'ai dû subir un traitement traditionnel  <b>F= Je ne pouvais pas continuer à travailler</b>            G= Je ne pouvais plus aller à l'école  <b>H=Autre effet (préciser) _____</b>            I=Aucun effet</p>	
I5	<p><b>As-tu eu à porter de lourdes charges pendant que tu effectuais des activités économiques autres que l'agriculture dans l'exploitation de cacao?</b></p>	<p>1=Oui (préciser les activités)            .....            2=Non</p>	
I6	<p><b>As-tu eu à porter de lourdes charges pendant que tu effectuais des travaux ménagers dans l'exploitation de cacao?</b></p>	<p>1=Oui (préciser les activités)            .....            2=Non</p>	

**SECTION J : ACTIVITES DANGEREUSES : DANGERS LIES A L'ENVIRONNEMENT**

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
J1	<p><b>As-tu été exposé à l'un des dangers suivants liés à l'environnement pendant que tu effectuais des travaux agricoles dans l'exploitation de cacao?</b> (Lire et entourer les bonnes réponses)</p>	<p>A=La poussière ou la fumée (Préciser .....  <b>B=Le feu, le gaz ou les flammes</b> .....  C= Ensoleillement  <b>D= Travailler en hauteur (les arbres, etc.)</b>  E=Ascension d'arbre de plus de 3m pour le coupage des guis  <b>F=Travailler dans l'eau, les lacs, les bassins ou les rivières</b>  G=pulvériser des produits chimiques (les pesticides, les insecticides, etc.)  <b>H= être présent ou travailler à proximité d'une exploitation cotonnière durant une pulvérisation de pesticides</b>  I=Réintégrer une exploitation cotonnière pulvérisée moins d'une semaine après la pulvérisation  <b>J=Travailler seul dans une exploitation agricole éloigné de toute présence adulte</b>  K=Aller/revenir du champ seul ou travailler entre 14 heures à 7 heures  <b>L=être retiré de l'école pendant la récolte des produits agricoles pour les travaux champêtre</b>  M=Autres expositions (préciser).....  <b>N=Aucune exposition</b></p>	<p><b>N → K1</b></p>
J2	<p><b>As-tu souffert de l'un des états suivants du fait des dangers liés à l'environnement pendant que tu effectuais une activité agricole dans l'exploitation de cacao?</b> (Lire et entourer les bonnes réponses)</p>	<p>A= La douleur était très forte  <b>B= J'étais très malade ou épuisé</b>  C= Je me suis senti mal pendant longtemps  <b>D=J'ai dû subir un traitement dans un centre de santé</b>  E=J'ai dû subir un traitement dans un hôpital  <b>F=J'ai dû subir un traitement traditionnel</b>  G= Je ne pouvais pas continuer à travailler  <b>H= Je ne pouvais pas aller à l'école</b>  I=Autre effet (préciser).....  <b>J=Aucun effet</b></p>	



## SECTION K : ACTIVITES DANGEREUSES : OUTILS, EQUIPEMENTS ET MACHINES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/_/_/_/	
K1	As-tu eu à manipuler les outils, équipements ou machines suivants au cours de tes activités agricoles dans l'exploitation de cacao? <i>(Lire et entourer les bonnes réponses)</i>	A=Machette B=Tracteur C=Charrette D=Daba E=Pulvérisateur F=Autre (préciser). G= Aucun outil manipulé	<b>G→ K5</b>
K2	Étais-tu impliqué dans l'une des activités agricole suivantes dans l'exploitation de cacao ? <i>(Lire et entourer les bonnes réponses)</i>	A= Utilisation de machette pour désherbage B= Travail avec pulvérisateur d'eau motorisé, pulvérisateur à dos et/ou tronçonneuse C= Récolte de produits agricoles avec des instruments coupants D= Casser des fruits avec un couteau E= Travailler avec des produits chimiques (achat, transport, stockage, mélange, chargement, vaporisation/application, lavage de conteneurs et de vaporisateurs, et/ou vente) (préciser):.....	
K3	As-tu été déjà blessé pendant que tu manipulais des outils, équipements ou machines au cours d'une activité agricole dans l'exploitation de cacao ?	1=Oui (préciser le type de blessure) ..... 2=Non	
K4	As-tu souffert de l'un des états suivants pour avoir manipulé des outils, des équipements ou machines au cours d'une activité dans l'exploitation de cacao? <i>(Lire et entourer les bonnes réponses)</i>	A= La douleur était très forte B= J'étais très malade ou épuisé C= Je me suis senti mal pendant longtemps D=J'ai dû subir un traitement dans un centre de santé E=J'ai dû subir un traitement dans un hôpital F= Je ne pouvais pas continuer à travailler G= Je ne pouvais pas aller à l'école H= Autre effet (préciser) ..... I= Aucun effet	
K5	Dans l'exploitation de cacao, as-tu utilisé des vêtements de protection pendant que tu effectuais des activités agricoles ? <i>(Lire et encercler les bonnes réponses)</i>	A=Bottes de protection B=Gants C=Vêtement de protection D=Masque à gaz / Masque de nez E=Autre (préciser) _____ F=Aucun	
K6	As-tu eu à manipuler des outils, équipements ou machines au cours de tes activités économiques autres qu'agricoles dans l'exploitation de cacao?	1=Oui (préciser les outils) ..... 2=Non	
K7	As-tu eu à manipuler des outils, équipements ou machines au cours de tes activités domestiques dans l'exploitation de cacao?	1=Oui (préciser les outils) ..... 2=Non	

## SECTION L : REMUNERATIONS, ET DETTES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
L1	As-tu été rémunéré pour les travaux agricoles que tu as effectués dans l'exploitation de cacao?	1=Oui 2=Non	<b>2→L3</b>
L2	Combien étais-tu payé pour les travaux agricoles que tu effectuais dans l'exploitation de cacao ?	Paiement (FCFA)    / _ / _ / _ / _ / _ /    par an 999998=Ne sait pas	
L3	Quelles sont les autres récompenses que tu as pu recevoir pour ton travail dans l'exploitation de cacao?  <i>(Lire et encercler les bonnes réponses)</i>	A=Vélo <b>B=Vêtements</b> C=Radio <b>D=Nourriture</b> E=Habitation <b>F=Scolarisation</b> G=Machine à coudre <b>H=Une partie de la récolte (Préciser):</b> ..... I=Une portion de terre (Préciser) ..... <b>J=Autres (Préciser) .....</b> K=Rien	
L4	Est-ce que quelqu'un, par exemple ton père, mère ou une tierce personne a été payé pour le travail que tu as effectué dans l'exploitation de cacao?	1=Oui 2=Non	<b>2→L7</b>
L5	Qui a perçu la rémunération des travaux que tu as effectués dans l'exploitation de cacao?  <i>(plusieurs réponses possibles)</i>	A=Mon père ou ma mère B=Mon mari ou ma femme C=Un proche parent (préciser) ....., D=La personne qui m'a emmené ici et qui n'a aucun lien de parenté avec moi E=L'employeur sans lien de parenté F=Autre (préciser).....	
L6	Combien percevait cette personne en ton nom dans l'exploitation de cacao?	Paiement (FCFA)    / _ / _ / _ / _ / _ /    par an 999998=ne sait pas	
L7	Qu'as-tu fais avec la rémunération des travaux que tu as effectués dans l'exploitation de cacao?  <i>(plusieurs réponses possibles)</i>	A=J'ai donné la totalité ou une partie aux parents/tuteurs B=L'employeur donne la totalité ou une partie aux parents/tuteurs C=Payer les frais de scolarisation D=Acheter des choses pour l'école (Préciser) ..... E= Acheter des choses pour le ménage (Préciser) ..... F= Acheter des choses pour moi-même (Préciser) ..... G=Payer des dettes H=Epargner I= Dépense de loyer J= Dépense de nourriture K=Autre (préciser)..... L= Aucune paie	<b>L→M1</b>

<b>L8</b>	<b>L'argent que tu as gagné dans tes travaux effectués dans l'exploitation de cacao t'a-t-il permis de rembourser toutes les dettes que toi ou un membre de ta famille avais/avait contractées?</b>	A=Oui, mes dettes B=Oui, les dettes de ma famille C=Ma famille et moi n'avons pas de dettes D=Ne sait pas	<b>C→M1</b> <b>D→M1</b>
<b>L9</b>	<b>Qui a perçu le paiement des dettes que ta famille ou toi aviez contractées?</b>  <i>(Plusieurs réponses possibles)</i>	<b>A=Employeur/ propriétaire de la plantation</b> B=Ceux qui ont aidé à effectuer le voyage <b>C=Ceux qui ont aidé à trouver ce travail</b> D=Quelqu'un avec qui l'enfant a emprunté de l'argent <b>E=Quelqu'un avec qui la famille de l'enfant a emprunté de l'argent</b> F=Autre (préciser)..... <b>G=Ne sait pas</b>	
<b>L10</b>	<b>Combien devez vous ta famille ou/et toi?</b>	A=Dette de l'enfant (en F CFA):    /_/_/_/_/_/_/_/_/_/_/  B=Dette de la famille (en F CFA):    /_/_/_/_/_/_/_/_/_/_/  999998=Ne sait pas	
<b>L11</b>	<b>Es-tu tenu de continuer à travailler jusqu'au paiement complet de la dette?</b>	1=Oui 2=Non 3= autre (préciser) ..... 9=Ne sait pas	

## SECTION M : METHODE DE SUIVI

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
M1	Les clauses de ton contrat de travail dans la plantation sont-elles restées inchangées après ton arrivée dans l'exploitation ? Si non quels sont les changements intervenus ?	1=Oui 2=Non (Préciser): ..... ..... .....	
M2	En prenant du recul, te sens tu désillusionné à propos du travail dans une plantation de cacao ? Pourquoi ?	1= Oui (Préciser): ..... ..... ..... 2=Non (Préciser): ..... ..... .....	
M3	Après être arrivée dans l'exploitation de cacao, avais-tu la permission de quitter tout seul l'exploitation, par exemple pour aller jouer avec d'autres enfants ? Si non peux-tu nous expliquer pourquoi ?	1=Oui 2=Non 3=Autre (préciser): ..... ..... .....	
M4	Avais-tu la permission de prendre des pauses pendant le travail ? Combien de fois ?	1=A chaque fois que je veux 2=Pas beaucoup de fois 3=une fois 4=Jamais 5=Autre (spécifier): .....	
M5	Etais-tu forcé de travailler dans l'exploitation de cacao quand tu te sentais malade ou épuisé ?	1=Oui 2=Non	
M6	Etais-tu libre de quitter ou de retourner au Mali /Burkina-Faso ou de chercher un autre emploi? Si non peux-tu nous expliquer pourquoi ?	1=Oui 2=Non (Préciser): ..... ..... .....	
M7	Si tu n'avais pas la liberté, dis-nous qui te contrôlait et comment te privait-il de ta liberté et de tes droits ?	Préciser: ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
M8	As-tu été forcé à travailler dans l'exploitation de cacao contre ton gré ?	1=Oui 2=Non	<b>2 → M14</b>
M9	Quel genre de travail as-tu été forcé de faire dans l'exploitation de cacao contre ton gré ?  <i>(Plusieurs réponses possibles)</i>	<b>A= Travail dans une plantation de cacao</b> B=Travail agricole <b>C=Activité économique autre que l'agriculture</b> D=Travaux domestiques <b>E=Autres (préciser) .....</b>	
M10	Décris s'il te plait les tâches que l'on te forçait à effectuer contre ton gré dans l'exploitation de cacao ?  <i>(préciser les tâches)</i>	Préciser ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	

M11	Combien de fois as-tu été forcé à travailler dans l'exploitation de cacao contre ton gré ?	1=1 fois 2=2-5 fois 3=6-20 fois 4=Plus de 20 fois 5= autre (préciser).....	
M12	Qui te faisait travailler contre ton gré?  (Plusieurs réponses possibles)	A=Propriétaire de la plantation <b>B=Membre de la famille du propriétaire</b> ..... C=Gérant non propriétaire <b>D=Autre personne (Préciser):</b> ..... E=Ne sait pas	
M13	Pourquoi ne voulais-tu pas faire les travaux qu'on te demandait de faire?  (plusieurs réponses possibles)	A=Travail pénible et déplaisant <b>B=Longues heures de travail</b> C=Activités dangereuses / nocives <b>D=Travail Ennuyant / pas intéressant</b> E=Je n'aimais pas mon employeur <b>F=Je n'aimais pas mes collègues</b> G=Je me sentais trop faible ou malade pour travailler <b>H=Je me sentais désavantagé comparé aux autres</b> I=Je sentais que cela était injuste de me demander de faire ce travail <b>J=Je ne pouvais pas être avec ma famille et mes amis</b> K=Mon employeur ne me payait pas <b>L=Autre (préciser).....</b>	
M14	As-tu été victime d'agression verbale pendant que tu étais dans l'exploitation?	1=Oui 2=Non	2→M18
M15	Qui t'a menacé ?  (plusieurs réponses possibles)	A=Propriétaire ou gérant de la plantation <b>B=Adulte membre de la famille du gérant propriétaire</b> (Préciser) ..... C= Enfant membre de la famille du gérant propriétaire (Préciser): ..... <b>D= Autre personne (Préciser):</b> ..... ..... E=Autre (Préciser): .....	
M16	Combien de fois as-tu été victime de menace verbale ?	1=Une fois 2=Pas beaucoup de fois 3=Environ une fois par mois 4= Environ une fois par semaine 5=Pratiquement chaque jour 6=Autre (Préciser)	
M17	Quelles étaient les menaces ?	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
M18	As-tu été victime de violence physique pendant que tu étais dans l'exploitation de cacao ?	1=Oui 2=Non	2→M21
M19	Qui était responsable de cette violence ?  (plusieurs réponses possibles)	A=Propriétaire ou gérant de la plantation <b>B=Adulte membre de la famille du gérant propriétaire</b> (Préciser) ..... C= Enfant membre de la famille du gérant propriétaire (Préciser): ..... <b>D= Autre personne (Préciser):</b> ..... ..... E=Autre (Préciser): .....	

M20	Combien de fois as-tu été victime de menace physique ?	1=Une fois 2=Pas beaucoup de fois 3=Environ une fois par mois 4= Environ une fois par semaine 5=Pratiquement chaque jour 6=Autre (Préciser)	
M21	As-tu été victime de violence sexuelle pendant que tu étais dans l'exploitation de cacao ?	1=Oui 2=Non	2→M24
M22	Qui était responsable de cette violence sexuelle ? <i>(plusieurs réponses possibles)</i>	A=Propriétaire ou gérant de la plantation <b>B=Adulte membre de la famille du gérant propriétaire</b> (Préciser) ..... C= Enfant membre de la famille du gérant propriétaire (Préciser): ..... D= <b>Autre personne (Préciser):</b> ..... ..... E=Autre (Préciser): .....	
M23	Combien de fois as-tu été victime de violence sexuelle ?	1=Une fois 2=Pas beaucoup de fois 3=Environ une fois par mois 4= Environ une fois par semaine 5=Pratiquement chaque jour 6=Autre (Préciser)	
M24	As-tu assisté à une scène de bastonnade d'un autre enfant pendant que tu étais dans l'exploitation de cacao ?	1=Oui 2=Non	2→M26
M25	Combien de fois cela s'est-il produit?	1=Une fois 2=Pas beaucoup de fois 3=Environ une fois par mois 4= Environ une fois par semaine 5=Pratiquement chaque jour 6=Autre (Préciser)	
M26	Une personne présente sur l'exploitation de cacao t'a-t-il déjà insulté ou menacé ta vie ? Si oui que s'est-il passé ?	1=Oui (Préciser): ..... ..... ..... ..... ..... ..... ..... 2=Non	

## SECTION N : ATTITUDES FACE AUX DIFFICULTES DANS L'EXPLOITATION

N°	Questions	Réponses et codes
<b>A1</b>	<b>Numéro du répondant</b>	/ / /
<b>N1</b>	<b>Peux-tu décrire ta journée dans une exploitation de cacao ?</b>	La matinée: ..... ..... L'après midi: ..... ..... La soirée ..... .....
<b>N2</b>	<b>Ton travail dans l'exploitation était –il difficile pour toi ? Pourquoi?</b>	1=Oui (Préciser) ..... ..... ..... 2=Non (Préciser): ..... ..... .....
<b>N3</b>	<b>Qu'est ce que tu aimais le plus dans ton travail ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /
<b>N4</b>	<b>Qu'est ce que tu n'aimais pas dans ton travail ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /
<b>N5</b>	<b>Ta famille, ta maison ou tes amis t'on t-ils manqués ? Pourquoi ?</b>	1=Oui (Préciser): ..... ..... 2=Non (Préciser): ..... ..... 3=Autre (Préciser): ..... .....
<b>N6</b>	<b>As-tu noué de nouvelles amitiés quand tu étais dans l'exploitation ?</b>	1=Oui (Préciser): ..... ..... 2=Non 3=Autre (Préciser): ..... .....
<b>N7</b>	<b>Y avait-il des adultes dans l'exploitation que tu aimais et en qui tu avais confiance ? Si oui qui étaient-ils et pourquoi tu leur faisais confiance ?</b>	1=Oui (Préciser): ..... ..... 2=Non 3=Autre (Préciser): ..... .....
<b>N8</b>	<b>Y avait-il des adultes dans l'exploitation que tu n'aimais pas et en qui tu n'avais pas confiance ? Si oui qui étaient-ils et pourquoi tu ne leur faisais pas confiance ?</b>	1=Oui (Préciser): ..... ..... 2=Non 3=Autre (Préciser): ..... .....
<b>N9</b>	<b>Consommais-tu de l'alcool ou de la drogue pendant que tu étais dans l'exploitation de cacao ? Si oui, quel type de drogue consommait-tu ?</b>	1=Oui (Préciser): ..... ..... 2=Non 3=Autre (Préciser): ..... .....
<b>N10</b>	<b>Que faisais-tu pendant tes heures libres ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /

N11	<b>As-tu déjà refusé de travailler dans l'exploitation de cacao ?</b>	1=Oui 2=Non	2→N13
N12	<b>Que se passait-il quand tu refusais de travailler dans l'exploitation de cacao ?</b>  <i>(Lire et encercler les bonnes réponses)</i>	A=on m'insultait <b>B=On me battait</b> C=On ne me donnait pas à manger <b>D=Je ne recevais pas de paiement</b> E=On me punissait autrement (Préciser): ..... <b>F=Je perdais mon emploi</b> G=Autre (Préciser): .....	→N14 <i>(quelqu e soit la réponse fournie)</i>
N13	<b>Que ce serait-il passé si tu refusais de travailler ?</b>  <i>(Lire et encercler les bonnes réponses)</i>	A=on m'aurait insulté <b>B=On m'aurait battu</b> C=On ne m'aurait pas donné à manger <b>D=Je n'aurais pas de paiement</b> E=On m'aurait puni autrement (Préciser): ..... <b>F=Je perdrais mon emploi</b> G=Autre (Préciser): .....	
N14	<b>As-tu déjà essayé de quitter l'exploitation de cacao sans aviser la propriétaire ou le gérant ?</b>	1=Oui 2=Non	2→N16
N15	<b>Lorsque tu as essayé de t'en aller, que s'est-il passé ?</b>  <i>(plusieurs réponses possibles)</i>	A=on m'avait insulté <b>B=On m'avait battu</b> C=On ne m'avait pas donné à manger <b>D=Je n'avais pas reçu de paiement</b> E=On m'avait puni autrement (Préciser): ..... <b>F=J'ai perdu mon emploi</b> G=Autre (Préciser): .....	→O1 <i>(quelqu e soit la réponse fournie)</i>
N16	<b>Que ce serait-il passé si tu avais tenté de t'en aller?</b>	A=on m'aurait insulté <b>B=On m'aurait battu</b> C=On ne m'aurait pas donné à manger <b>D=Je n'aurais pas de paiement</b> E=On m'aurait puni autrement (Préciser): ..... <b>F=Je perdrais mon emploi</b> G=Autre (Préciser): .....	
		<b>H=rien, parce que j'aurais été libre de m'en aller</b>	



## SECTION O : RETOUR A LA MAISON

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
O1	Peux-tu me dire ce qui t'a poussé à quitter l'exploitation de cacao ?	Préciser ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
O2	En quelle année as-tu quitté l'exploitation de cacao ?	Préciser l'année (Estimé si inconnu) / _ / _ / _ / _ / 9998=Ne sait pas	
O3	Combien de temps as-tu passé dans l'exploitation de cacao ?	Nombre d'années / _ / _ / _ / _ / 8888=Non concerné 9998=Ne sait pas	
O4	Après avoir quitté l'exploitation de cacao, étais-tu retourné à la maison dans ta famille au MALI /Burkina Faso ?	1=Je suis retourné directement à la maison 2= Je ne suis pas retourné directement à la maison 3= Je ne suis jamais retourné à la maison	<b>1 → O7</b>
O5	Pourquoi n'étais-tu pas retourné à la maison ?	Préciser ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
O6	Où étais-tu allé ?	Préciser ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
O7	Par quel moyen de transport étais-tu retourné dans ton pays d'origine ?	A=Mini car B=Taxi C=Véhicule appartenant à mon recruteur D=Autre (Préciser): .....	
O8	As-tu payé le transport ? Si non qui a payé ?	1=Oui 2=Non (Préciser): .....	<b>2 → O11</b>
O9	Combien avais-tu payé pour le transport ?	Préciser le montant (en CFA) / _ / _ / _ / _ / _ / 99998=Ne sait pas	
O10	D'où provenait l'argent du transport ?	Préciser ..... / _ / _ / ..... / _ / _ / ..... / _ / _ / ..... / _ / _ /	
O11	Le propriétaire ou le gérant de l'exploitation était-il d'accord avec ton retour à la maison ? pourquoi ?	1=Oui (Préciser): ..... ..... 2=Non (Préciser): ..... ..... 3=Autre (Préciser): ..... .....	
O12	Quelqu'un t'a-t-il accompagné lorsque tu retournais à la maison ? Qui ?  <i>(Lire et encercler les bonnes réponses)</i>	A=Personne B=Propriétaire ou gérant de la plantation C=Ma famille D=Autre adulte (Préciser) ..... E=Autre enfant (Préciser): ..... F= Autre (Préciser) .....	

<b>O13</b>	<b>Étais-tu retourné dans le même ménage où tu étais avant ton départ dans l'exploitation de cacao ?</b>	1=Oui 2=Non	<b>1 → O16</b>
<b>O14</b>	<b>Si non, pourquoi n'étais-tu pas retourné dans le même ménage ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
<b>O15</b>	<b>Où étais-tu si tu n'étais pas dans ton ancien ménage ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
<b>O16</b>	<b>Quels étaient tes sentiments à propos du retour chez toi ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
<b>O17</b>	<b>Quelle a été la réaction de ta famille ?</b> <b>ENQUÊTEUR</b> <b>POSER LA QUESTION SI LA</b> <b>REPOSE DE O4 = 1 OU 2</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
<b>O18</b>	<b>Depuis que tu es retourné chez toi, étais-tu en contact avec le gérant ou le propriétaire de la plantation ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	
<b>O19</b>	<b>A quand remonte ton premier contact avec le recruteur/trafiquant qui t'a envoyé pour la première fois dans l'exploitation de cacao ?</b>	Préciser ..... / / / ..... / / / ..... / / / ..... / / /	

## SECTION P : GARDE FRONTALIER ET POLICE

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
P1	<p><b>As-tu eu affaire aux gardes frontaliers ou aux policiers sur la route ou pendant que tu traversais la frontière ou pendant ton séjour dans la plantation de cacao ou depuis ton retour ?</b></p> <p><i>Plusieurs réponses possibles</i></p>	<p>A=Oui, sur la route                      B=Oui, pendant que je traversais la frontière                      C=Oui, pendant que je travaillais dans la plantation de cacao                      D=Oui, depuis mon retour                      E=Oui, ailleurs (Préciser):                      .....                      F=Non, jamais</p>	<b>F → P6</b>
P2	<p><b>Où cela s'est-il déroulé?</b></p> <p><i>Plusieurs réponses possibles</i></p>	<p>A=Dans ce pays avant mon départ (Préciser le lieu exact):                      .....                      B=Dans le pays où se trouve la plantation de cacao (Préciser le lieu exact): .....                      C=Dans ce pays depuis mon retour (Préciser le lieu exact):                      .....                      D=Ailleurs (Préciser): .....</p>	
P3	<b>Quand cela s'est-il déroulé ?</b>	<p>Préciser l'année (Estimé si inconnu)                      / _ / _ / _ /</p> <p>9998=Ne sait pas</p>	
P4	<b>As-tu reçu de l'aide de leur part ?</b>	<p>Préciser                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /</p>	
P5	<b>As-tu rencontré des problèmes avec eux?</b>	<p>Préciser                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /</p>	
P6	<b>Le propriétaire ou gérant de l'exploitation de cacao était-il déjà accusé de crime ? (par la justice)</b>	<p>1=Oui                      2=Non                      3=Ne sait pas</p>	<b>2 → P12 3 → P12</b>
P7	<p><b>Si oui, de quoi était-il accusé ?</b></p> <p><i>Plusieurs réponses possibles</i></p>	<p>A=Trafic d'enfant                      B= Autre (Préciser):                      .....                      .....</p>	
P8	<p><b>Où cela a-t-il eu lieu ?</b></p> <p><i>Plusieurs réponses possibles</i></p>	<p>A=Dans ce pays avant mon départ (Préciser le lieu exact):                      .....                      B=Dans le pays où se trouvait la plantation de cacao (Préciser le lieu exact): .....                      C=Dans ce pays depuis mon retour (Préciser le lieu exact):                      .....                      D=Ailleurs (Préciser): .....</p>	
P9	<b>Quand cela s'est-il déroulé ?</b>	<p>Préciser l'année (Estimé si inconnu)                      / _ / _ / _ /</p> <p>9998=Ne sait pas</p>	
P10	<b>Que lui est-il arrivé depuis lors?</b>	<p>Préciser                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /                      ..... / _ / _ /</p>	
P11	<b>A-t-il été emprisonné (sanction judiciaire) ?</b>	<p>1=Oui                      2=Non                      3=Ne sait pas</p>	

P12	<b>Le recruteur a-t-il été déjà accusé de crime ? (par la justice)</b>	1=Oui 2=Non 3=Ne sait pas	2→ P18 3→ P18
P13	<b>Si oui, de quoi était-il accusé ?</b> <i>Plusieurs réponses possibles</i>	A=Trafic d'enfant B= Autre (Préciser): ..... ..... .....	
P14	<b>Où cela a-t-il eu lieu ?</b> <i>Plusieurs réponses possibles</i>	A=Dans ce pays avant mon départ (Préciser le lieu exact): ..... B=Dans le pays où se trouvait la plantation de cacao (Préciser le lieu exact): ..... C=Dans ce pays depuis mon retour (Préciser le lieu exact): ..... D=Ailleurs (Préciser): .....	
P15	<b>Quand cela s'est-il déroulé ?</b>	Préciser l'année (Estimé si inconnu) / / / / / / 9998=Ne sait pas	
P16	<b>Que lui est-il arrivé depuis lors?</b>	Préciser ..... ..... ..... .....	/ / / / / / / / / / / / / / / /
P17	<b>A-t-il été emprisonné (sanction judiciaire) ?</b>	1=Oui 2=Non 3=Ne sait pas	
P18	<b>ENQUETEUR : VERIFIEZ QUE P1 ≠ F SINON ALLER A Q1</b> <b>Si tu as eu affaire aux gardes frontaliers ou aux policiers, est ce que des informations t'ont été présentées de sorte à ce que tu puisses savoir si tu es victime de trafic d'enfant ou non?</b>	1=Oui 2=Non 3=je n'ai jamais eu affaire aux gardes frontaliers	1→ P20 3→ P20
P19	<b>Si non, peux-tu m'expliquer ?</b>	Préciser ..... ..... .....	/ / / / / / / / / / / /
P20	<b>As-tu été confié à des structures de services sociaux par les gardes frontaliers ou la police ?</b>	1=Oui 2=Non 3=Je n'ai jamais eu affaire aux gardes frontaliers	2→ Q1 3→ Q1
P21	<b>Si oui, quelles institutions sont concernées.</b>	Préciser (lister dans l'ordre chronologique): ..... ..... ..... .....	/ / / / / / / / / / / / / / / /
P22	<b>Où cela a-t-il eu lieu ?</b> <i>Plusieurs réponses possibles</i>	A=Dans ce pays avant mon départ (Préciser le lieu exact): ..... B=Dans le pays où se trouvait la plantation de cacao (Préciser le lieu exact): ..... C=Dans ce pays depuis mon retour (Préciser le lieu exact): ..... D=Ailleurs (Préciser): .....	
P23	<b>Quand cela s'est-il déroulé ?</b>	Préciser l'année (Estimer si inconnue) / / / / / / 9998=Ne sait pas	

## SECTION Q : SERVICE SOCIAL

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	/ _ / _ /
Q1	As-tu été en contact avec les ONG, les organismes gouvernementaux ou autres institutions des services sociaux ?	1=oui 2=Non 3=Ne sait pas	2→ R1 3→ R1
Q2	Si oui, quels sont les noms de ces institutions ?	Préciser (lister dans l'ordre chronologique): ..... ..... ..... .....	/ _ / _ / / _ / _ / / _ / _ / / _ / _ /
Q3	Où étais-tu en contact avec ces institutions ?	A=Dans ce pays avant mon départ (Préciser le lieu exact): ..... B=Dans le pays où se trouvait la plantation de cacao (Préciser la localisation exacte): ..... C=Dans ce pays depuis mon retour (Préciser le lieu exact): ..... D=Ailleurs (Préciser): .....	
Q4	Quand étais-tu en contact avec ces institutions ?	Préciser l'année (Estimer si inconnue) Institution 1...../ _ / _ / _ / _ / Institution 2...../ _ / _ / _ / _ / Institution 3...../ _ / _ / _ / _ / Institution 4...../ _ / _ / _ / _ / Institution 5...../ _ / _ / _ / _ / 9998=Ne sait pas	
Q5	Comment étais-tu rentré en contact avec ces institutions ?	Préciser ..... ..... ..... .....	/ _ / _ / / _ / _ / / _ / _ / / _ / _ /
Q6	Ces structures savaient-elles comment t'aider dans ta situation ? Peux-tu nous expliquer ?	1=Oui (Préciser): ..... ..... 2=Non (Préciser): ..... ..... 3=Autre (Préciser): ..... ..... 4=Ne sait pas	
Q7	Les informations sur ta situation t'ont-elles été présentées dans des termes que tu pouvais comprendre ?	1=Oui 2=Non	1→ Q9
Q8	Si non, expliquer ?	Préciser ..... ..... .....	/ _ / _ / / _ / _ / / _ / _ / / _ / _ /
Q9	Quels types d'aides les institutions t'avaient-elles apportées ?  <i>Lire et entourer les bonnes réponses</i>	A=Abri (Préciser): ..... ..... B=Service légal (Préciser): ..... ..... C=Cure de désintoxication (Préciser):..... ..... D=Aide religieuse (Préciser): .....	

		..... E=soin de santé (Préciser): ..... ..... F=Soin de santé mental (Préciser): ..... ..... G=Education (Préciser): ..... ..... H=Formation professionnelle (Préciser): ..... ..... I=Aide financière (Préciser): ..... ..... J=Autre (Préciser): ..... .....	
<b>Q10</b>	<b>Pendant combien de temps as-tu bénéficié de ces aides ?</b>	Préciser le nombre d'années / _ / _ /	
<b>Q11</b>	<b>Penses-tu que ces aides t'ont été bénéfiques ?</b>	1=Très bénéfiques (Préciser): ..... 2=Moyennement bénéfiques (Préciser): ..... 3=Pas bénéfiques (Préciser): ..... .....	
<b>Q12</b>	<b>Avais-tu eu besoin d'une aide que l'institution ne t'a pas apporté ? si oui, laquelle?</b>	Préciser ..... ..... .....	
<b>Q13</b>	<b>Es-tu toujours en contact avec les institutions et continues-tu de bénéficier de leurs aides ? Si oui préciser.</b>	Préciser ..... ..... .....	

## SECTION R : EDUCATION

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/_/_/_/	
R1	Peux-tu lire une phrase courte, simple dans n'importe quelle langue?	1=Oui 2=Non	
R2	Peux-tu écrire une phrase courte, simple dans n'importe quelle langue?	1=Oui 2=Non	
R3	Peux-tu effectuer des calculs simples ?	1=Oui 2=Non	
R4	As-tu fréquenté une école ?	1=Oui 2=Non	<b>1→R6</b>
R5	Pourquoi n'es-tu pas allé à l'école ?  <i>Lire les modalités et entourer les bonnes réponses</i>	A=Il n'y avait pas d'école ou l'école était éloignée B=L'école était chère C=Je devais travailler et n'avais pas le temps pour l'école D=L'école ne m'intéressait pas E=Les personnes qui s'occupaient de moi ne voulaient pas que j'aille à l'école F=Autre (spécifier): .....	<b>→R11</b>
R6	As-tu fréquenté une école avant d'aller dans la plantation de cacao ?	1=Oui 2=Non	
R7	As-tu fréquenté une école pendant que tu travaillais dans la plantation de cacao ?	1=Oui 2=Non	
R8	As-tu fréquenté une école depuis ton retour de la plantation de cacao ?	1=Oui 2=Non	
R9	Quel niveau d'école as-tu fréquenté durant les <u>12 derniers mois</u> ?	1=Maternelle 2=Ecole Primaire 3=Ecole secondaire 4=Ecole religieuse (coranique, pastorale) 5=Autre (préciser le type): .....	
R10	Quel est le niveau scolaire le plus élevé que tu as atteint?	Niveau ..... /_/_/_/  98=ne sait pas 99=maternelle	
R11	As-tu déjà reçu une formation qualifiante ou professionnelle ?	1=Oui 2=Non	<b>2→ S1</b>
R12	Dans quel domaine as-tu reçu la formation qualifiante ou professionnelle ?	A=Agriculture <b>B=Charpenterie</b> C=Maçonnerie <b>D=Mécanique</b> E=Couture <b>F=Conduite</b> G=forgeron <b>H=Electricité</b> I=Dessinateur <b>J=Coiffure</b> K=Boulangier <b>L=Tissage de pagne</b> M=Autre (Préciser): .....	
R13	As-tu reçu un diplôme pour la formation ?	1=Oui (Préciser): ..... 2=Non	





		<b>D= L’exploitant de la plantation ou sa famille ou ses amis abusaient de moi</b> E=Je ne recevais pas de rémunération <b>F=Ma rémunération était trop petite</b> G=Autre (Préciser): .....	→ S12
S9	<b>ENQUETEUR :</b> <b>NE POSEZ CETTE QUESTION QUE SI « S5=2 =NON»</b> <b>Pourquoi penses-tu que tu n’étais pas victime de trafic?</b>	Préciser ..... ..... ..... .....	
S10	<b>Même si tu penses que tu n’étais pas victime de trafic, te sentais-tu exploité par le recruteur, ou l’exploitant de la plantation de cacao ou sa famille ou ses amis ?</b>	1=Oui 2=Non	2→ S12
S11	<b>Pourquoi te sentais-tu exploiter?</b>  <i>Plusieurs réponses possibles</i>	A=Le travail était trop dur <b>B=Les heures de travail étaient longues</b> C=Le recruteur ou sa famille o uses amis abusaient de moi <b>D= L’exploitant de la plantation ou sa famille o uses amis abusaient de moi</b> E=Je ne recevais pas de rémunération <b>F=Ma rémunération était petite</b> G=Autre (Préciser): .....	→ S12
S12	<b>Connais-tu d’autres enfants qui ont été victime de trafic ?</b>	1=Oui 2=Non	2→ T1
S13	<b>De combien de cas de trafic d’enfants es-tu au courant ?</b>	Préciser le nombre  / _ / _ / _ /	
S14	<b>Où as-tu rencontré ces enfants ?</b>  <i>Plusieurs réponses possibles</i>	A=Côte d’Ivoire B=Ghana C=Burkina-Faso D=Mali E=Autre pays (Préciser): .....	
S15	<b>Quels types d’activités effectuaient ces enfants victimes de trafic ?</b>  <i>Plusieurs réponses possibles</i>	A=Travaux dans l’exploitation de cacao B= Travaux agricoles autre que l’exploitation de cacao C=Pêche D=Exploitation minière E=Autre (Préciser): .....	
S16	<b>Où ces enfants travaillaient-ils ?</b>  <i>Plusieurs réponses possibles</i>	A=Cote d’Ivoire B=Ghana C=Burkina-Faso D=Mali E=Autre pays (Préciser): .....	
S17	<b>Quel âge avaient ces enfants à cette époque ?</b>	Age du plus jeune / _ / _ / Age du plus âgé / _ / _ / Age moyen / _ / _ /  98=Ne sait pas	
S18	<b>Quel était le sexe de ces enfants ?</b>	1=Tous des garçons 2=Généralement des garçons 3=Moitié garçons, moitié filles 4=Généralement des filles 5=Toutes des filles	
S19	<b>Dans quels pays sont nés ces enfants?</b>  <i>Plusieurs réponses possibles</i>	A=Côte d’Ivoire B=Ghana C=Burkina-Faso D=Mali E=Autre pays (Préciser): .....	

S20	<b>Quelle était leur nationalité ?</b>  <i>Plusieurs réponses possibles</i>	A=Cote d'Ivoire B=Ghana C=Burkina-Faso D=Mali E=Autre pays (Préciser): .....	
S21	<b>Sais-tu si ces enfants sont toujours victimes de trafic ou sont-ils retournés à la maison (chez eux) ?</b>	1=Ils sont retournés 2=Certains sont retournés 3=Aucun n'est retourné 4=Autre (préciser): ..... 5=Ne sait pas	



## SECTION U : CONNAISSANCE DES ENFANTS AYANT MIGRES

N°	Questions	Réponses et Codes	
A1	Numéro du répondant (de A1)	/ _ / _ /	
U1	Connais-tu un enfant qui a travaillé dans un autre pays ?	1=Oui 2=Non	<b>2 → V1</b>
U2	Combien d'enfants connais-tu ayant travaillé dans d'autres pays ?	Préciser le nombre  / _ / _ / _ / _ /	
U3	Où travaillaient ces enfants?	A=Cote d'Ivoire <b>B=Ghana</b> C=Burkina-Faso <b>D=Mali</b> E=Togo <b>F=Benin</b> G=Liberia <b>H=Nigeria</b> I=Autre pays (Préciser): ..... <b>Z=Ne sait pas</b>	
U4	Quels types de travail ces enfants effectuaient-ils dans ce pays?  <i>Plusieurs réponses possibles</i>	A=activités dans les plantations de cacao <b>B=activités agricoles autre que la cacao culture (préciser):</b> ..... ..... ..... C=activités économiques autre que l'agriculture (préciser):..... ..... ..... <b>D=Travaux ménagés (préciser)</b> ..... ..... ..... Z=Ne sait pas	
U5	Y avait-il des enfants qui ont travaillé dans l'agriculture ?  <b>ENQUETEUR : VERIFIER LA CORRESPONDANCE AVEC LA QUESTION U4</b>	1=Oui 2=Non 9=Ne sait pas	
U6	Y avait-il des enfants qui ont travaillé dans l'exploitation de cacao ?  <b>ENQUETEUR : VERIFIER LA CORRESPONDANCE AVEC LA QUESTION U4</b>	1=Oui 2=Non 9=Ne sait pas	
U7	Sais-tu où ces enfants vivent maintenant ?	1=oui, pour tous 2=oui, pour certains 3=Non, aucun	
U8	Peux-tu nous aider à retrouver ces enfants. Peux-tu nous donner les noms de ces enfants, les noms de leurs familles et la description de leur localisation ?	Préciser les noms et adresses ..... ..... ..... .....	

## SECTION V : MESSURE (TAILLE ET POIDS)

<b>V1. Taille de l'enfant</b>  <b>ENQUETEUR</b> <b>MESURER LA TAILLE EN CM</b> <b>SANS LES CHAUSSURES</b>	Taille en cm (sans chaussure)  / _ / _ / _ /	
<b>V2. Poids de l'enfant</b>  <b>ENQUETEUR</b> <b>MESURER LE POIDS EN KG</b> <b>SANS LES CHAUSSURES</b>	Poids en kg (sans chaussure)  / _ / _ / _ /	

Nous sommes à la fin de l'interview. As-tu des questions ?

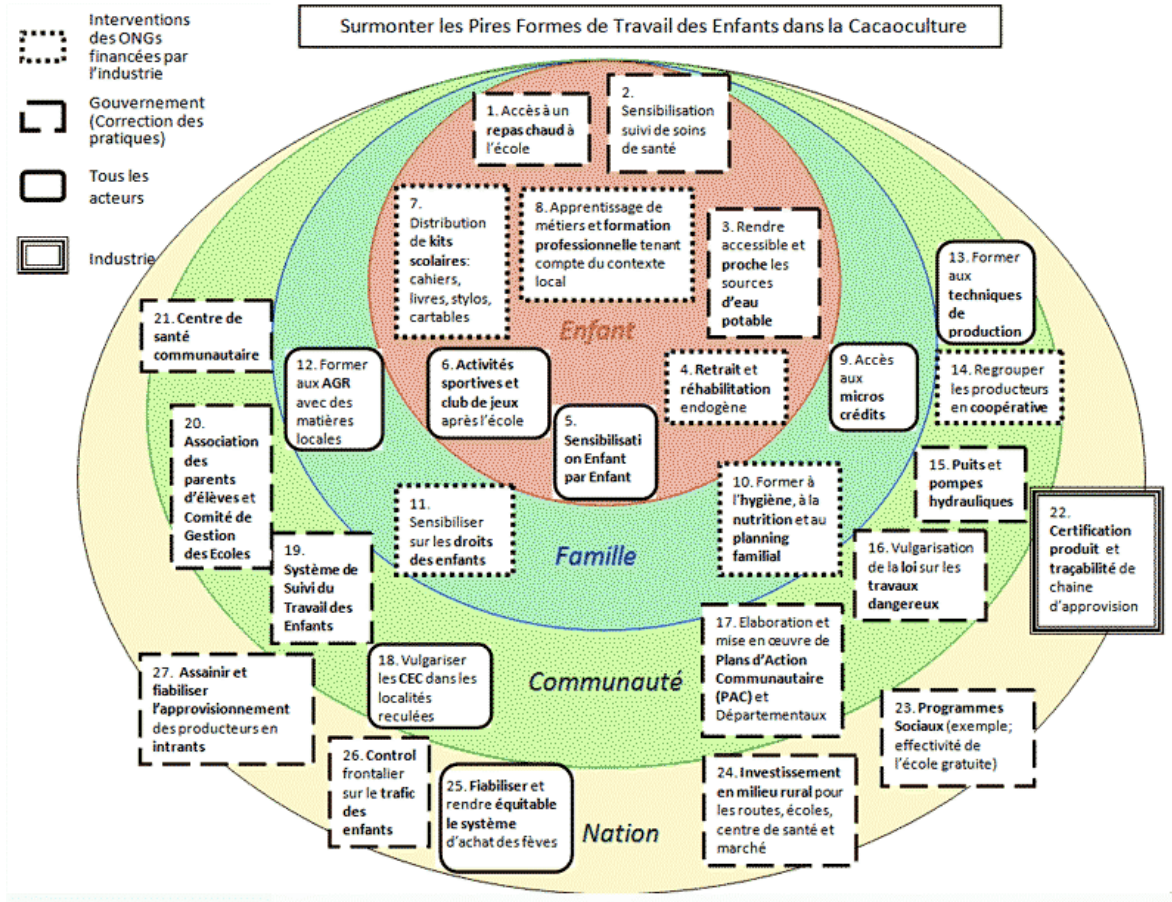
Noter la question

.....  
.....

Merci beaucoup de ta collaboration. Nous analyserons tes réponses avec celles d'autres enfants que nous avons aussi interrogés, puis nous publierons les résultats dans un rapport. Encore une fois merci.

# FIN

## Appendix 7: Responses to Overcoming WFCL in the Cocoa Sector of Côte d'Ivoire



## Appendix 8: Explanation of Calculations in Section G4.g. Funding of ICI

<i>Descriptive Formula</i>	<i>Formula</i>
Total amount ICI has spent for CAP development to date (A) ÷ Number of CAPs developed by ICI implementing partners (B) = <b>Average cost per CAP developed (C)</b>	$A \div B = C$
Average cost per CAP (C) × Number of villages not yet remediated (D)* = <b>Estimated total cost to complete CAP development in all non-remediated villages (E)</b>	$C \times D = E$
Estimated total cost to execute CAP development in all non-remediated villages (E) ÷ Total amount ICI has spent for CAP development to date (A) = <b>The number of times the amount it has spent already that ICI would still need to spend in order to cover non-remediated villages to reach 100% of cocoa growing areas with remediation and/or CAPs (F)</b>	$E \div A = F$
* <b>Number of villages not yet remediated (D)</b> = Total number of villages (G) – (number of CAPs developed by ICI implementing partners (B) + Number of Government remediated villages and/or Government sponsored CAPs (H)**)	$D = G - (B + H)$
** If a village has been both remediated and has developed a CAP, we count it only once.	

### In Cote d'Ivoire:

US\$ 1,090,437 (A) ÷ 86 CAPs (B) = **US\$ 12,679.50 / CAP** Average cost per CAP developed (C)

US\$ 12,679.50 (C) × 3,655 villages (D)\* = **US\$ 46,343,572.50** Estimated total cost to execute CAP development in all non-remediated villages (E)

US\$ 46,343,572.50 (E) ÷ US\$ 1,090,437 (A) = **42.5** The number of times the amount it has spent already that ICI would still need to spend in order to cover non-remediated villages to reach 100% of cocoa growing areas with remediation and/or CAPs (F)

\*3,655 villages not yet remediated (D) = 3,750 (G) – (86 (B) + 9 (H))

### In Ghana:

US\$ 1,019,679 (A) ÷ 150 CAPs (B) = **US\$ 6,797.86 / CAP** Average cost per CAP developed (C)

US\$ 6,797.86 (C) × 4,315 villages (D)\* = **US\$ 29,332,765.90** Estimated total cost to execute CAP development in all non-remediated villages (E)

US\$ 29,332,765.90 (E) ÷ US\$ 1,019,679 (A) = **28.8** The number of times the amount it has spent already that ICI would still need to spend in order to cover non-remediated villages to reach 100% of cocoa growing areas with remediation and/or CAPs (F)

\*4,315 villages not yet remediated (D) = 5,000 (G) – (150 (B) + 535 (H))

## **Appendix 9: Working Paper on Revised Draft Indicator Modules, 2<sup>nd</sup> Revision**

### **Tulane University**

#### **WORKING PAPER ON REVISED DRAFT MODULES FOR THE MEASUREMENT OF CHILD LABOR, WFCL AND FAL IN THE WEST AFRICAN COCOA SECTOR**

**2<sup>nd</sup> Revision**

### **A. Introduction**

In fulfillment of Task 8 under its contract with the US Department of Labor (USDOL), to organize and execute a Conference on Data Collection in the Cocoa Sector, Tulane University hosted a 3-day conference from April 27-29, 2010, convening the main stakeholders and academic researchers to discuss shared experiences of collecting data on child labor in West Africa, the challenges associated with quantifying the Worst Forms of Child Labor (WFCL) and Forced Adult Labor (FAL) in the cocoa sector, and approaches that address them. Among the conference participants were representatives of USDOL, the U.S. State Department, the Government of Côte d'Ivoire, the Cocoa/Chocolate Industry, ILO, civil society, and academic researchers. In all, more than 20 institutions were represented with more than 35 participants present. Unfortunately, due to an internal governmental investigation, the invited representatives of the Government of Ghana were not able to attend the meeting.

The conference format combined expert presentations with facilitated plenary discussions and working group sessions, and addressed the following five objectives:

1. Development of a module or set of questions based on agreed-upon indicators for WFCL and related variables for effective certification activities, and other data collection efforts,
2. Establishment of a preferred frequency data collection standard to accurately report prevalence of WFCL and FAL in the cocoa sector and to measure expected change in outcome indicators over time,
3. Review of the currently available data sets in order to develop a strategy for collective analysis and meta-analysis,
4. Discussion of scaling strategies that allow indicators to be combined for greater explanatory outcomes, and
5. Development and discussion of strategies that evolve from the survey data methodologies for targeting more qualitative efforts, including CLMS.

In preparation of the conference and to facilitate the conference discussion, Tulane developed two draft modules of key indicators for the measurement of exploitive labor in the cocoa sector: (a) the Child Labor and WFCL Module, and (b) the Forced Adult Labor Module. The Child Labor and WFCL Module has been designed for administration to children aged 5-17 years working in cocoa agriculture and/or to their caregivers. This list



of key indicators measures child labor abuses including (a) work below minimum working age, (b) work above the legal maximum number of working hours, (c) hazardous child labor, (d) child trafficking, and (e) forced child labor. The Forced Adult Labor Module has been prepared for administration to adults, 18 years and older, working in the cocoa sector and measures (a) forced adult labor, and (b) serfdom. The initial draft modules are attached to this report as Annex 1 and Annex 2 and were prepared based on the following three sources:

1. A review of the accepted ILO and UN definitions of WFCL and FAL as well as the relevant Ivorian and Ghanaian laws and regulations,
2. An analysis of survey research evidence on WFCL and FAL in the cocoa sector collected by Tulane and the Governments of Côte d'Ivoire and Ghana, and the methodological challenges encountered when measuring labor abuse on the ground, and
3. A systematic assessment of medical evidence of practices harmful to the health and wellbeing of children working in cocoa agriculture.

Both modules of key indicators are intended to be administered in stand-alone form, as part of a larger survey, or as part of other types of data collection. While emphasis was placed on the development of a manageable list focusing only on the most critical indicators, data needs differ by type of data collection activity and the development of a "long version" of the modules, for use with national surveys, and a "short version," for use with child labor monitoring systems (CLMS), has been suggested.

Following the conference in New Orleans, Tulane prepared and discussed a preliminary revision of the two indicator modules with the practitioners attending the second round of capacity building activities in Côte d'Ivoire and Ghana in May/June 2010. This provided the opportunity to introduce the indicator listings to representatives of the Government of Ghana, who were not able to attend the conference in New Orleans as well as a wider range of stakeholders in Côte d'Ivoire. The detailed feedback received by the training participants has provided valuable insight and was used to further refine the listing.

This working paper on the development of draft modules of key indicators for the measurement of child labor, WFCL and FAL in the cocoa sector describes the revised listings of key indicators, summarizes the process of indicator development, the conference in New Orleans, the discussions in Côte d'Ivoire and Ghana, and subsequent revisions. The next steps forward towards finalizing the key indicator listings are also outlined.

## **B. Definitions and Concepts**

For the purpose of this paper, an "indicator" is defined as "a data element that represents statistical data for a specified time, place, and other characteristics."<sup>1</sup> An "aggregate (or summary) indicator" combines several individual indicators to measure complex or multi-dimensional concepts that cannot be captured by a single indicator. The revised Child Labor and WFCL Module consists of 34 indicators measuring 5

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<sup>1</sup> Economic Commission for Europe of the United Nations (UNECE), "Terminology on Statistical Metadata", Conference of European Statisticians Statistical Standards and Studies, No. 53, Geneva, 2000.

aggregate indicators (work below minimum working age, work above maximum number of working hours, hazardous child labor, child trafficking, and forced child labor). The Forced Adult Labor Module includes 21 indicators measuring 2 aggregate indicators (forced adult labor, and serfdom).

Child labor, WFCL and FAL have been defined by the International Labor Organization (ILO). Several ILO/UN conventions and recommendations are relevant in this context including ILO Convention 29 (Forced Labor), ILO Convention 138 (Minimum Age), ILO Convention 182 (WFCL), ILO Recommendation 190 (Hazardous Work), the UN Convention on the Rights of the Child, the UN Supplemental Convention on the Abolition of Slavery, and the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons. Hazardous child labor has been defined for the local context by the hazardous child labor frameworks of Côte d'Ivoire and Ghana.<sup>2</sup>

### C. Revised Child Labor and WFCL Module

The Child Labor and WFCL Module has been prepared for administration to children aged 5-17 years working in cocoa agriculture and/or to their caregivers. Children are to recall their own work experience; caregivers are to recall the work experience of children in their care. The indicators can be administered either in stand-alone form, as part of a larger survey, or as a part of other types of data collection. When children are interviewed, the interview should be carried out one-on-one, whenever possible, and the interview should always take place beyond the audible range of caregivers and other family members including other children.

The revised Child Labor and WFCL Module based on the conference discussion and the discussion as part of the capacity building workshops in Côte d'Ivoire and Ghana is summarized in Table 1.

**Table 1: Child Labor and WFCL Module – Revised Listing of Key Indicators**

#	Demographic Information & Location
1	Age of child (in completed years)
2	Gender of child - Male - Female
3	Place of birth of child - Country (name and/or code) - District/sous-prefecture (name and/or code) - Village/town (name and/or code) - Settlement/campement (name and/or code)
4	Nationality of child
5	Place of current residence of child - Country (name and/or code) - District/sous-prefecture (name and/or code) - Village/town (name and/or code) - Settlement/campement (name and/or code)
6	Religion of child (name and/or code)
7	Ethnic group of child (name and/or code)
8	Height of child (in cm)

<sup>2</sup> See Tulane's Fourth Annual Report (Chapter V) for a detailed discussion of definitions relevant to the measurement of WFCL and FAL in the cocoa sector.

9	Weight of child (in kg)
<b>Minimum Age, Working Hours &amp; Education</b>	
10	<p>Approximate number of hours child works in cocoa (time of day, hours/day, days/week, main harvest/mid-harvest/non-cocoa season)</p> <p>Land preparation activities:</p> <ul style="list-style-type: none"> <li>- Land clearing</li> <li>- Felling and chopping</li> <li>- Burning</li> <li>- Stumping</li> <li>- Pegs cutting</li> <li>- Lining and pegging</li> </ul> <p>Planting activities:</p> <ul style="list-style-type: none"> <li>- Holing/planting of suckers</li> <li>- Preparation of seedlings</li> <li>- Holing/planting of seedlings</li> <li>- Sowing at stake</li> </ul> <p>Farm maintenance activities:</p> <ul style="list-style-type: none"> <li>- Weeding</li> <li>- Spraying insecticide</li> <li>- Applying fertilizer</li> <li>- Applying fungicide/herbicides/other chemicals</li> <li>- Carrying water for spraying</li> <li>- Sanitation and pruning</li> <li>- Mistletoe control</li> </ul> <p>Cocoa harvest activities:</p> <ul style="list-style-type: none"> <li>- Plucking of cocoa pods</li> <li>- Gathering cocoa pods</li> <li>- Heaping cocoa pods</li> <li>- Cocoa pod breaking</li> <li>- Cocoa pod scooping</li> <li>- Cocoa pod fermentation</li> </ul> <p>Drying and transport activities:</p> <ul style="list-style-type: none"> <li>- Carting fermented cocoa beans</li> <li>- Drying cocoa beans</li> <li>- Separation of seeds from pulp</li> <li>- Watching over seeds at night</li> <li>- Carting of dry cocoa beans to shed</li> </ul> <p>Other activities in cocoa agriculture:</p> <ul style="list-style-type: none"> <li>- Other (specify)</li> </ul>
11	<p>Approximate number of hours child works in economic activities other than cocoa (time of day, hours/day, days/week, main harvest/mid-harvest/non-cocoa season)</p> <ul style="list-style-type: none"> <li>- Run or do any kind of business, big or small, for himself/herself or with one or more partners</li> <li>- Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)</li> <li>- Do any work as a domestic worker for a wage, salary or any payment in kind</li> <li>- Help unpaid in a household business of any kind</li> <li>- Do any construction or major repair work on his/her own home, plot, or business, or those of the household</li> <li>- Catch any fish, prawns, shells, wild animals or other food for sale or household food</li> <li>- Fetch water or collect firewood for household use</li> <li>- Produce any other good for this household use</li> <li>- Other (specify)</li> </ul>

12	<p>Approximate number of hours child performs household work (time of day, hours/day, days/week, main harvest/mid-harvest/non-cocoa season)</p> <ul style="list-style-type: none"> <li>- Shopping for household</li> <li>- Repairing any household equipment</li> <li>- Cooking</li> <li>- Cleaning utensils/house</li> <li>- Washing clothes</li> <li>- Caring for children/older/sick</li> <li>- Other (specify)</li> </ul>
13	Child in formal employment/works with employment contract (at any time during the last 12 months) (specify type of work)
14	<p>Child enrolled in school (at any time during the last 12 months)</p> <ul style="list-style-type: none"> <li>- Formal education</li> <li>- Non-formal education</li> <li>- Apprenticeship/training</li> <li>- Other (specify)</li> </ul>
15	Approximate number of hours child spends in school (hours/day, days/week, main harvest/mid-harvest/non-cocoa season)
16	Number of school years/grades completed by child
<b>Hazardous Activities*</b>	
17	Child involved in land clearing (cutting trees, burning, etc.) (at any time during the last 12 months, approximate number of times)
18	<p>Child carrying heavy loads (at any time during the last 12 months, approximate number of times)</p> <ul style="list-style-type: none"> <li>- Maximum load (in kg) carried as part of child's agricultural work (and maximum distance that this load had to be carried)</li> <li>- Maximum load (in kg) carried as part of child's other economic activities including carrying water and/or firewood (and maximum distance that this load had to be carried)</li> </ul>
19	<p>Child working with chemicals (pesticides, fertilizers, etc.) (at any time during the last 12 months, approximate number of times)</p> <ul style="list-style-type: none"> <li>- Purchasing, transport, storage, and/or disposal of chemicals</li> <li>- Loading and/or spraying of chemicals</li> <li>- Washing of containers and/or spraying machine and/or other equipment used as part of spraying activities</li> <li>- Being present during spraying or reentering farm within less than 12 hours of spraying</li> <li>- Consumption of food or water exposed to chemicals</li> </ul>
20	<p>Child used tools or mechanized equipment (at any time during last 12 months, approximate number of times)</p> <ul style="list-style-type: none"> <li>- Machete</li> <li>- Long cutlass</li> <li>- Bullock</li> <li>- Hoe</li> <li>- Harvesting hook</li> <li>- Ax</li> <li>- Saw</li> <li>- Sprayer</li> <li>- Other (specify)</li> </ul>
21	<p>Child experienced injury due to work with chemicals and/or improper use of tools/mechanized equipment and/or insufficient protective foot/body wear (at any time during last 12 months, approximate number of times)</p> <ul style="list-style-type: none"> <li>- Injury due to work with chemicals (specify)</li> <li>- Injury due to improper use of tools/mechanized equipment (specify)</li> <li>- Injury due to insufficient protective foot/body wear (specify)</li> </ul>

22	Child working on farm at night (between 6pm and 6am, including way to/from farm) (at any time during the last 12 months, approximate number of times)
23	Child exposed to other environmental hazards while working on cocoa farm (at any time during the last 12 months, approximate number of times) <ul style="list-style-type: none"> <li>- High temperatures/work under direct sun (specify)</li> <li>- Slip/trip/fall hazards (specify)</li> <li>- Snakes (specify)</li> <li>- Insects (specify)</li> <li>- Allergic plants (specify)</li> <li>- Others (specify)</li> </ul>
24	Child exposed to psycho-social hazards while working on cocoa farm (at any time during the last 12 months, approximate number of times) <ul style="list-style-type: none"> <li>- Verbal insults (specify)</li> <li>- Physical violence (beatings, etc.) (specify)</li> <li>- Sexual abuse (specify)</li> <li>- Not given sufficient amount of food to eat (specify)</li> <li>- Denied other basic needs (specify)</li> </ul>
<b>Child Trafficking &amp; Forced Labor</b>	
25	Child currently living in a household without natural parent(s)/guardian(s) (specify) <ul style="list-style-type: none"> <li>- Without natural father/male guardian</li> <li>- Without natural mother/female guardian</li> </ul>
26	Child currently exposed to a work environment without natural parent(s)/guardian(s) (specify) <ul style="list-style-type: none"> <li>- Without natural father/male guardian</li> <li>- Without natural mother/female guardian</li> </ul>
27**	Child has been forced to perform work against his/her will by someone other than a natural parent/guardian (at any time during the last 12 months, approximate number of times) <ul style="list-style-type: none"> <li>- Work in cocoa (specify)</li> <li>- Other work on agriculture (specify)</li> <li>- Other economic activity (specify)</li> <li>- Other (specify)</li> </ul>
28	Child was sent by natural parent/guardian to work for another person (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Child was sent to work for family member other than a natural parent/guardian (specify relationship with child)</li> <li>- Child was sent to work for another person who is not a family member (specify)</li> </ul>
29	Child experienced recruitment, transportation, transfer, harboring or receipt by a person or group other than his/her natural parents/guardian (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Child was recruited by a third person or group (specify)</li> <li>- Child was transported by a third person or group (specify)</li> <li>- Child was transferred by a third person or group (specify)</li> <li>- Child was harbored by a third person or group (specify)</li> <li>- Child was received by a third person or group (specify)</li> </ul>
30	Child moved within a country or across international borders while experiencing recruitment, transportation, transfer, harboring or receipt by a person or group other than his/her natural parents/guardians (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Child moved within the country (specify place of origin)</li> <li>- Child moved across international borders (specify place of origin)</li> </ul>

31***	<p>Child experienced coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any point of the recruitment and movement</p> <ul style="list-style-type: none"> <li>- Coercion (specify)</li> <li>- Abduction (specify)</li> <li>- Fraud or deception (specify)</li> <li>- Abuse of power or a position of vulnerability (specify)</li> </ul>
32****	<p>Child experienced exploitation while working for a person/group other than a natural parent/guardian (at any time during the last 12 months)</p> <ul style="list-style-type: none"> <li>- Verbal insults (specify)</li> <li>- Physical violence (beatings, etc.) (specify)</li> <li>- Sexual abuse (specify)</li> <li>- Not given sufficient amount of food to eat (specify)</li> <li>- Denied other basic needs (specify)</li> <li>- Refused payment that was expected or promised (specify)</li> <li>- Refused payment in kind that was expected or promised (specify)</li> <li>- Restriction of freedom of movement (specify)</li> <li>- Restriction of freedom of speech (specify)</li> <li>- Other exploitation (specify)</li> <li>- Hazardous work</li> <li>- Work below minimum age for admission to employment</li> </ul>
<b>Remediation &amp; Rehabilitation Activities</b>	
33	<p>Child participated in and/or benefited from intervention activities targeted at the education or wellbeing of children working in the cocoa growing areas (at any time in his/her life)</p> <ul style="list-style-type: none"> <li>- Activities targeted at reducing work below minimum working age (specify)</li> <li>- Activities targeted at reducing the number of working hours performed by children (specify)</li> <li>- Activities targeted at reducing hazardous child labor (specify)</li> <li>- Activities targeted at improving access to or the quality of education (specify)</li> <li>- Activities targeted at improving living standards and/or income opportunities for children and their families (specify)</li> <li>- Other (specify)</li> </ul>
34	<p>Child participated in and/or benefited from intervention activities against child trafficking or forced child labor (at any time in his/her life)</p> <ul style="list-style-type: none"> <li>- Sensitization campaigns informing about child trafficking or forced child labor (specify)</li> <li>- Interventions targeted at interception of child trafficking and/or farm level interventions against child trafficking or forced child labor (specify)</li> <li>- Rehabilitation activities and other social services for victims of child trafficking or forced child labor (specify)</li> <li>- Other (specify)</li> </ul>

*\*The section on hazardous work does not attempt to cover all hazards listed in the country frameworks of hazardous child labor but focuses on a subsample of hazards that are (a) encountered in the cocoa sector with some regularity, and (b) clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of children based on medical literature, survey research findings, and other available evidence. In addition to the hazards listed in the country frameworks, “work for long hours and/or at night” (ILO) are also covered.*

*\*\*This indicator is based on self-reporting and while not relevant to UN Supplemental Convention on the Abolition of Slavery can serve as a proxy indicator identifying cases that are a potential cause of concern.*

*\*\*\* While coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability “do not need to be present in case of children (other than with adults)”, according to ILO they are “nevertheless strong indications of child trafficking” (ILO, Child Trafficking, IPEC, Geneva, 2007).*

\*\*\*\* The attempt here is to operationalize “exploitation” for the measurement of forced child labor in the cocoa sector based on UN Supplemental Convention on the Abolition of Slavery as well as the measurement of child trafficking based on UN Protocol to Prevent, Suppress and Punish Trafficking in Persons. According to ILO, “exploitation” covers “all forms of slavery or practices similar to slavery”, “hazardous work by children”, and “work done by children below the minimum age for admission to employment” (Elements of Child Trafficking for the Purpose of ILO/IPEC Operations). Data on hazardous working conditions and work below minimum age need to be collected specifically for the period in question.

The Child Labor and WFCL Labor Module measures five aggregate indicators including (a) work below minimum working age, (b) work above maximum number of working hours, (c) hazardous child labor, (d) child trafficking, and (e) forced child labor.

### **Aggregate Indicator 1: Work Below Minimum Working Age**

Work below minimum working age is measured based on ILO Convention 138 on the Minimum Age for Admission to Employment as well as the relevant local laws and regulations of Côte d’Ivoire and Ghana. Minimum age regulations differ between Côte d’Ivoire and Ghana. Within the local context, a child has worked in violation of minimum age regulations in the previous 7 days, if he/she has worked while being:

*In Ghana:*

- Under 13 years of age (for any type of work)
- Under 15 years of age (except for light work, less than 14 hours/week)
- Under 18 years of age (for all hazardous work)

*In Côte d’Ivoire:*

- Under 14 years of age (for any type of work)
- Under 16 years of age (for work with employment contract, except for vocational training or apprenticeship)

The measurement and coding of aggregate indicator 1, “work below minimum working age”, is based on the age of the child relative to the number of hours of work performed in economic activities (including work in cocoa as well as all other economic activities) in the previous 7 days and is explained in Table 2.

**Table 2: Aggregate Indicator 1 – Work Below Minimum Working Age**

<p><b>Aggregate Indicator 1:</b> Child worked below minimum working age (at any time during last 7 days)</p> <p><i>In Ghana:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>- #1 (to determine age of child)</li> <li>- #10, 11 (to determine total number of working hours, all economic activity, last 7 days)</li> </ul> <p><i>In Côte d’Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>- #1 (to determine age of child)</li> <li>- #10, 11 (to determine total number of working hours, all economic activity, last 7 days)</li> <li>- #14 (to determine if child is in training/apprenticeship)</li> <li>- #13 (to determine if child is in formal employment/works with employment contract)</li> <li>-</li> </ul> <p>Exposure to child labor is calculated based on ILO Convention 138 on the Minimum Age for Admission to Employment, and the relevant local laws and regulations in Côte d’Ivoire and</p>
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Ghana, taking into account the number of working hours performed in all economic activities, in the last 7 days, relative to the age of the child.

## Aggregate Indicator 2: Work Above Maximum Number of Working Hours

Work above the legal maximum number of working hours is measured based on ILO Convention 138 on the Minimum Age for Admission to Employment and related ILO definitions of light and regular work. A child has worked above the maximum number of working hours, in the previous 7 days, if he/she has worked:

*In Ghana and Côte d'Ivoire:*

- 1 or more hours/week (for children under 12 years, all economic activities)
- 14 or more hours/week (for children 12-14 years, all economic activities)
- 43 or more hours/week (for children 15-17 years, all economic activities)

The measurement and coding of aggregate indicator 2, “work above the maximum number of working hours”, is explained in Table 3. Similar to aggregate indicator 1, measurement of this indicator is based on the age of the child relative to the number of hours of work performed in economic activities (including work in cocoa as well as all other economic activities) in the previous 7 days.

**Table 3: Aggregate Indicator 2 – Work Above the Maximum Number of Working Hours**

<b>Aggregate Indicator 2:</b> Child’s work exceeded maximum number of working hours (during the last 7 days)
<i>In Ghana and Côte d'Ivoire:</i> Aggregate based on <ul style="list-style-type: none"><li>- #1 (to determine age of child)</li><li>- #10, 11 (to determine total number of working hours, all economic activity, last 7 days)</li></ul>
Exposure to child labor is determined based on ILO Convention 138 on the Minimum Age for Admission to Employment, and ILO definitions of light and regular work, taking into account working hours relative to the age of the child.

## Aggregate Indicator 3: Hazardous Child Labor

Hazardous child labor is measured taking into account ILO guidelines as well as the country frameworks of hazardous child labor developed by the Governments of Côte d'Ivoire and Ghana under ILO guidance. The Child Labor and WFCL Module of key indicators presented here does not attempt to cover all hazards listed in the country frameworks but focuses on a subsample of hazards that are (a) encountered in the cocoa sector with some regularity, and (b) clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of the exposed children based on the medical literature, survey research findings, and other available evidence. In addition to the hazards listed in the country frameworks, “long hours of work” and “night work” are also considered hazardous based on ILO recommendations.<sup>3</sup> A child is considered exposed to hazardous work, if he/she has experienced one or more of the following hazards at any time in the previous 12 months:

<sup>3</sup> International Labour Organization (ILO), Report of the Conference, 18th International Conference of Labour Statisticians, 2008.



*In Ghana:*

1. Hazards listed in Ghana's country framework covered:
  - Clearing of forest and/or felling of trees
  - Bush burning
  - Working with agrochemicals, i.e. purchasing, transport, storage, use, washing of containers and spraying machine, and disposal
  - Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying
  - Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or have completed school)
  - For children in school, working more than 2 hours/day on a school day
  - Working without adequate basic foot and body protective clothing
  - Working full time on farm and not attending formal / non-formal school (applicable to children under 15 years)
  - A child withdrawn from school during cocoa season to do farm work
2. Hazards listed in Ghana's country framework partially covered:
  - Using machetes/long cutlasses for weeding
  - Climbing trees higher than 3 meters (9 feet) to cut mistletoe with cutlass
  - Working with motorized mist blower, knapsack sprayer and/or chainsaw
  - Harvesting overhead cocoa pods with harvesting hook
  - Breaking cocoa pods with breaking knife
  - Carrying heavy load beyond permissible carrying weight, i.e. above 30% of body weight for more than 2 miles (3km)
  - Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.
3. Hazards listed in Ghana's country framework not covered:
  - A child working alone on the farm in isolation
4. Additional ILO indicators for hazardous work of children in industries and occupations not designated as hazardous:
  - Work for long hours
  - Work at night

*In Côte d'Ivoire:*

1. Hazards listed in Côte d'Ivoire's country framework covered:
  - Cutting of trees
  - Burning of fields
  - Application of chemicals (insecticides, herbicides, fungicides, etc.)
  - Application of chemical fertilizer
  - Chemical treatment of fields/plants
  - Carrying of heavy loads
2. Hazards listed in Côte d'Ivoire's country framework partially covered or not covered:
  - None
3. Additional ILO indicators for hazardous work of children in industries and occupations not designated as hazardous:
  - Work for long hours
  - Work at night

The measurement and coding of aggregate indicator 3, “hazardous work”, is explained in Table 4. Children are considered exposed to hazardous child labor if they have been exposed to any of the listed hazardous at some point in the previous 12 months.

**Table 4: Aggregate Indicator 3 – Hazardous Work**

<p><b>Aggregate Indicator 3:</b> Child was engaged in hazardous labor (at any time during the last 12 months)</p> <p><i>In Ghana:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>- # 17 (to determine exposure to land clearing including cutting trees, burning, etc.)</li> <li>- #9, 18 (to determine exposure to heavy loads relative to the weight of the child)</li> <li>- #19 (to determine exposure to agrochemicals)</li> <li>- #20, 21 (to determine exposure to injury due to improper use of tools/electronic equipment)</li> <li>- #21 (to determine exposure to injury due to insufficient protective foot and/or body wear)</li> <li>- #1, 10, 11, 14-16 (to determine work at expense of schooling)</li> <li>- #22 (to determine exposure to night work)</li> <li>- #10, 11 (to determine exposure to long working hours, 43 or more hours/week)</li> </ul> <p>Exposure to one or more of the listed hazards in the previous 12 months indicates a child’s exposure to hazardous work. <i>(Note that not all indicators included in Ghana’s country framework are fully covered but priority is given to selected indicators that are encountered in the cocoa sector with some regularity, and clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of children based on medical literature, survey research findings, and other available evidence.)</i></p> <p><i>In Côte d’Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>- # 17 (to determine exposure to land clearing including cutting trees, burning, etc.)</li> <li>- #18 (to determine exposure to heavy loads)</li> <li>- #19 (to determine exposure to agrochemicals)</li> <li>- #22 (to determine exposure to night work)</li> <li>- #10, 11 (to determine exposure to long working hours, 43 or more hours/week)</li> </ul> <p>Exposure to one or more of the listed hazards in the previous 12 months indicates a child’s exposure to hazardous work.</p>
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**Aggregate Indicator 4: Child Trafficking**

The UN Protocol to Prevent, Suppress and Punish Trafficking in Persons defines child trafficking as “the recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation.” ILO provides some further clarification on the recommended methodology for measuring child trafficking in its Elements of Child Trafficking for the Purpose of ILO/IPEC Operations (see Box 1).

**Box 1: Elements of Child Trafficking for the Purpose of ILO/IPEC Operations**

<p>CHILD TRAFFICKING – Elements defined for the purpose of IPEC operations</p> <ul style="list-style-type: none"> <li>• A child - a person under the age of 18 years;</li> <li>• Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group;</li> <li>• The third person or group organizes the recruitment and/or these other acts for exploitative purposes;</li> <li>• Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from</li> </ul>
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- other forms of slavery and slave-like practices enumerated in Art. 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance;
- Exploitation includes:
    - (a) all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict (Convention 182, Art. 3(a));
    - (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (Convention No. 182, Art. 3(b));
    - (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (Convention No. 182, Art. 3(c));
    - (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Convention No. 182, Art. 3(d) and Convention No. 138, Art. 3);
    - (e) work done by children below the minimum age for admission to employment (Convention No. 138, Art. 2 & 7).
  - Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any time of the recruitment and movement do not need to be present in case of children (other than with adults), but are nevertheless strong indications of child trafficking.

Source: ILO, *Child Trafficking*, IPEC, Geneva, 2007.

The measurement of aggregate indicator 4, “child trafficking”, is complex and involves numerous indicators considering that according to the Elements of Child Trafficking for the Purpose of ILO/IPEC Operations a range of labor conditions are considered “exploitive” including work below minimum age, hazardous work as well as various WFCL other than hazardous work. Table 5 summarizes the coding of indicators for the measurement of child trafficking based on the ILO framework.

**Table 5: Aggregate Indicator 4 – Child Trafficking**

<b>Aggregate Indicator 4:</b> Child was victim of child trafficking (at any time during the last 12 months)
<p><i>In Ghana and Côte d’Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>- #1 (to determine age of child)</li> <li>- #29 (to determine if child experienced recruitment, transportation, transfer, harboring or receipt by a person or group other than his/her natural parents/guardians)</li> <li>- #30 (to determine if child moved within a country or across international borders)</li> <li>- #32 (to determine if child experienced exploitation while working for a person/group other than a natural parent/guardian)</li> </ul> <p>A child is considered exposed to child trafficking as defined by the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons if he/she is under 18 years old and exposed to #29, #30, and #32. Hazardous work, part of #32, is an aggregate indicator on its own right, and measured as explained in the previous section.</p>

**Aggregate Indicator 5: Forced Child Labor**

Forced child labor is measured based on UN Supplemental Convention on the Abolition of Slavery which defines forced child labor as “any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to

the exploitation of the child or young person or of his labor.” The operational definition and coding of aggregate indicator 5, “forced child labor”, is explained in Table 6.

**Table 6: Aggregate Indicator 5 – Forced Child Labor**

<b>Aggregate Indicator 5: Child was victim of forced labor (at any time during the last 12 months)</b>	
<i>In Ghana and Côte d'Ivoire: Aggregate based on</i>	
	<ul style="list-style-type: none"> <li>- #1 (to determine age of child)</li> <li>- #28 (to determine if child was sent by natural parent/guardian to work for another person)</li> <li>- #32 (to determine if child experienced exploitation while working for a person/group other than a natural parent/guardian)</li> </ul>
A child experiences forced child labor as defined by the UN Supplemental Convention on the Abolition of Slavery if he/she is under 18 years old and exposed to both #28 and #32.	

#### D. Revised Forced Adult Labor Module

The Forced Adult Labor Module has been prepared for administration to adults, 18 years and older, working in the cocoa sector. Similar to the Child Labor and WFCL Module, a questionnaire based on this listing of indicators can be administered in stand-alone form, as part of a larger survey, or as a part of other types of data collection and should be carried out one-on-one, and outside of the audible range of any third person.

The revised Forced Adult Labor Module based on the conference discussion and the discussion as part of capacity building activities in Côte d'Ivoire and Ghana is shown in Table 7.

**Table 7: Forced Adult Labor Module – Revised Listing of Key Indicators**

#	Demographic Information & Location
1	Age of respondent (in completed years)
2	Gender of respondent <ul style="list-style-type: none"> <li>- Male</li> <li>- Female</li> </ul>
3	Place of birth of respondent <ul style="list-style-type: none"> <li>- Country (name and/or code)</li> <li>- District/sous-prefecture (name and/or code)</li> <li>- Village/town (name and/or code)</li> <li>- Settlement/campement (name and/or code)</li> </ul>
4	Nationality of respondent
5	Place of current residence of respondent <ul style="list-style-type: none"> <li>- Country (name and/or code)</li> <li>- District/sous-prefecture (name and/or code)</li> <li>- Village/town (name and/or code)</li> <li>- Settlement/campement (name and/or code)</li> </ul>
6	Religion of respondent (name and/or code)
7	Ethnic group of respondent (name and/or code)
<b>Minimum Age</b>	
8	Age when respondent first started working <ul style="list-style-type: none"> <li>- In all economic activities</li> <li>- In cocoa agriculture</li> </ul>

<b>Working Hours &amp; Education</b>	
9	Approximate number of hours respondent worked in cocoa during the last 7 days
10	Approximate number of hours respondent worked in economic activities other than cocoa during the last 7 days
11	Approximate number of hours respondent performed household work during the last 7 days
12	Number of months respondent performed some work in cocoa during the last 12 months
13	Respondent is able to read a short, simple statement in any language
14	Respondent is able to write a short, simple statement in any language
15	Respondent is able to perform simple calculations
16	Number of school years/grades completed
<b>Forced Adult Labor &amp; Serfdom</b>	
17	Respondent has been forced to perform work against his/her will (at any time during the last 12 months, approximate number of times) <ul style="list-style-type: none"> <li>- Work in cocoa (specify)</li> <li>- Other work on agriculture (specify)</li> <li>- Other economic activity (specify)</li> <li>- Other (specify)</li> </ul>
18	Respondent experienced a penalty, or would have experienced a penalty, for refusing to work (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Verbal insults (specify)</li> <li>- Physical violence (beatings, etc.) (specify)</li> <li>- Sexual exploitation (specify)</li> <li>- Unlawful withholding of pay (specify)</li> <li>- Unlawful withholding of payment in kind (housing, food, percentage of harvest, etc.) (specify)</li> <li>- Restriction of freedom of movement (specify)</li> <li>- Restriction of freedom of speech (specify)</li> <li>- Other penalty (specify)</li> </ul>
19	Respondent is bound or was bound to live and work on land belonging to another person (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- By law (specify)</li> <li>- By custom (specify)</li> <li>- By agreement (specify)</li> </ul>
20	Respondent is bound or was bound to render a service to this other person (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Cocoa farming</li> <li>- Other work in agriculture (specify)</li> <li>- Other economic activities (specify)</li> <li>- Household work (specify)</li> </ul>
21	Respondent would experience any penalty, or experienced a penalty, for challenging or changing his/her status (at any time during the last 12 months) <ul style="list-style-type: none"> <li>- Verbal insults (specify)</li> <li>- Physical violence (beatings, etc.) (specify)</li> <li>- Sexual exploitation (specify)</li> <li>- Unlawful withholding of pay (specify)</li> <li>- Unlawful withholding of payment in kind (housing, food, percentage of harvest, etc.) (specify)</li> <li>- Restriction of freedom of movement (specify)</li> <li>- Restriction of freedom of speech (specify)</li> <li>- Other penalty (specify)</li> </ul>

The Forced Adult Labor Module measures two aggregate indicators: (a) forced adult labor, and (b) serfdom.

## Aggregate Indicator 1: Forced Adult Labor

The measurement of forced adult labor is based on ILO Convention 29. According to ILO Convention 29, “the term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.” The measurement and coding of aggregate indicator 1, “forced adult labor”, is explained in Table 8.

**Table 8: Aggregate Indicator 1 – Forced Adult Labor**

<b>Aggregate Indicator 1:</b> Respondent was victim of forced adult labor (at any time during the last 12 months)
<i>Ghana and Côte d'Ivoire:</i> Aggregate based on <ul style="list-style-type: none"><li>- #1 (to determine age of respondent)</li><li>- #17 (to determine if respondent was forced to work against his/her will by either a family member, stranger, or someone else)</li><li>- #18 (to determine if respondent experienced any penalty for refusing to work)</li></ul>
The respondent experiences forced adult labor as defined by ILO Convention 29 if he/she is 18 years or older and exposed to both #17 and #18.

## Aggregate Indicator 2: Serfdom

Serfdom is defined by UN Supplemental Convention on the Abolition of Slavery: “Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status.” Measurement and coding of aggregate indicator 2, “serfdom”, is outlined in Table 9.

**Table 9: Aggregate Indicator 2 – Serfdom**

<b>Aggregate Indicator 2:</b> Respondent is/was a victim of serfdom (at any time during the last 12 months)
<i>Ghana and Côte d'Ivoire:</i> Aggregate based on <ul style="list-style-type: none"><li>- #1 (to determine age of respondent)</li><li>- #19 (to determine if respondent is/was bound to live and work on land belonging to another person)</li><li>- #20 (to determine if respondent is/was bound to render some determinate service to this other person)</li><li>- #21 (to determine if respondent is/was not free to change his status)</li></ul>
Only exposure to all four of these indicators indicates the respondent's exposure to serfdom as defined by UN Supplemental Convention on the Abolition of Slavery.

## E. Summary of Suggestions by Conference Working Groups and Plenary Discussion of Original Draft Modules

The following sections summarize the discussion of the original draft indicator modules at the Conference of Child Labor Measurement in the Cocoa Sector in New Orleans in April 2010 including the outcomes of the working group sessions. Three working groups were formed: (a) minimum age, working hours and education, (b) hazardous child labor, and (c) forced labor and child trafficking. The conference participants self-assigned

themselves to a working group based on interest. The original draft instruments that were revised by the working groups and in the plenary discussion are reprinted in Annex 1 (Child Labor and WFCL Module) and Annex 2 (Forced Adult Labor Module).

(Note: Modifications to the draft listing of indicators based on the suggestions by conference participants as well as follow-up questions by Tulane are added to the summary below in [blue](#).)

## **GROUP I: MINIMUM AGE, WORKING HOURS AND EDUCATION**

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### **Working Group Recommendations:**

- We would want these indicators to be helpful both for national surveys (every 5-10 years) and for community-level data collection, but not for specific evaluations of interventions, which need to be contextualized to particular programs.
- We question narrowing the focus to cocoa. Child labor in cocoa communities is broader than what narrowly relates to child work in cocoa. ([Both cocoa work and general agriculture as well as other economic activities and household work are covered.](#))
- We would want this module to be embedded in a broader household survey with more general demographic information about the household to contextualize these findings. Issues that ought to be considered: (Living standards surveys, for example)
  - Size of household, who is married, relationships to head of household, other standard questions.
  - Economic structure of the household: Family income, how many working adults.
  - Community infrastructure: Is there a school? Roads?
- Our group noted that the way one would measure things nationally was different than how one would measure change locally. We focused on the national level. It may be the case that it is problematic to confuse the data one would collect to do a national survey with what one would want to collect to implement a community monitoring program.

**Table 10: Minimum Age, Working Hours and Education (Group Work)**

<b>Variables</b>	<b>Data to be Collected (Indicators/Questions)</b>
Minimum age	<p><i>We recommend cutting Question Q7, because it does not add to our understanding of prevalence. It is enough to collect data on the child's current age and work information. (<a href="#">Based on this suggestion, Q7 was deleted.</a>)</i></p> <p><b>Indicator:</b> % of children who are engaged in [level] of work activities below minimum age.</p> <p><b>Questions:</b>  <b>1)</b> In module on general household demographics, ask for child age. The rest of this indicator can be interpreted from questions on working hours. (<a href="#">Done.</a>)</p>

Working hours	<p><i>Importance of asking about both busy and non-busy cocoa season; 12 months; importance of asking about specific tasks rather than broad categories of work like “economic activities” or “household work”</i></p> <p><b>Indicators:</b> 1) What % of children are working a number of hours that exceeds ILO-mandated levels? (break out by age groups/standards)</p> <p><b>Questions:</b> 1) Modify Q9: rather than asking about economic activity as a general category, use a list of other activities. Have you participated in activity X over the last 12 months? How many days, average how many hours per day? Busy, non-busy season. <a href="#">(Modified based on suggestion.)</a> 2) Modify Q10: same thing – break out household tasks into specific (collecting wood, water, etc) <a href="#">(Modified based on suggestion.)</a></p>
Education	<p><i>Differentiate between enrollment and hours of attendance, remove attribution questions (“why did you miss school”)</i></p> <p><b>Indicators:</b> 1) % of children who attend school above a certain acceptable threshold (?) 2) Type of school</p> <p><b>Questions:</b> 1) In the demographics section: Are you enrolled in school? <a href="#">(Modified based on suggestion.)</a> 2) In the demographics section: What kind of school? Formal, non-formal, apprenticeship? <a href="#">(Modified based on suggestion.)</a> 3) Attendance time – same structure as work section – days/week, hours/day, busy/non-busy cocoa season <a href="#">(Modified based on suggestion.)</a></p>

### Plenary Discussion:

- Use of pie method (graphic) may help to determine working hours of children more accurately.
- For children not in school, it is important to find out what children are doing when not in school.
- In addition to interviewing individual respondents, we might want to look at macro level indicators (what is done at the country level, etc.).
- One might add indicators on teachers and the training of teachers.
- Consider the context: Different set of indicators that a CLMS could collect, compared to trained professionals as part of a survey.
- What other knowledge do we need about the context: Size of household? Socio-economic context?
- There are many reasons to conduct a survey, and questions have to be adapted as needed.

## GROUP II: HAZARDOUS CHILD LABOR

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### Working Group Recommendations:

Outcome indicator: “Reduction in the #/% of children engaged in hazardous cocoa work activities (Gender/Age/Geographic area)”



**Table 11: Hazardous Work (Group Work)**

Variables	Data to be Collected	Means of Verification	Frequency of Collection	Observation or Notes
<b>Exposure</b>				
<b>Hours of Work</b> (including night work)	<ul style="list-style-type: none"> <li>• Time of day</li> <li>• Hours per day</li> <li>• Days per week</li> <li>• Weeks per month</li> <li>• Months a year</li> </ul> <p>(Modified based on suggestion, also considering recommendation of WG1.)</p>	Job/work task mapping	<ol style="list-style-type: none"> <li>1) Each child labor monitoring visit</li> <li>2) Monitoring report: Annually</li> <li>3) Remediation project report:</li> <li>4) Survey: 5 years</li> </ol>	Quarterly seasonal reporting for seasonal variations
<b>Heavy Physical Work</b>	<ul style="list-style-type: none"> <li>• Maximum load</li> <li>• (Ghana) Distance</li> </ul> <p>(Distance added.)</p>			CDI: Yes/No based on respondent Ghana: Weight + Distance
<b>Use of Tools/Equipment at Work</b>	<ul style="list-style-type: none"> <li>• List all tools</li> <li>• Machetes (cutlass)</li> <li>• Power equipment</li> </ul> <p>(Modified based on suggestion.)</p>			Ghana: Long cutlass
<b>Exposure to Chemicals</b>	<ul style="list-style-type: none"> <li>• Pesticides</li> <li>• Fertilizers</li> <li>• Petrol/oil mix (fumes)</li> </ul> <p>(Modified based on suggestion.)</p>			Important to include children portering chemicals / sprayers / adult protective gear / cleaning equipment-gear / hand washing spraying clothes/gear
<b>Exposure to Physical Hazards</b>	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Slip/Trip/Fall Hazards</li> </ul> <p>(Added but requires further operationalization, attribution to cocoa work?)</p>			

<b>Exposure to Biological Hazards</b>	<ul style="list-style-type: none"> <li>Snakes, Insects, allergic plants</li> </ul> <p>(Added but requires further operationalization, attribution to cocoa work?)</p>			
<b>Stressful work</b> (Mental, emotional, psychological, and moral)	<ul style="list-style-type: none"> <li>Sexual harassment</li> <li>Isolation</li> </ul> <p>(Added but requires further operationalization, attribution to cocoa work?)</p>			
<b>Outcome</b>				
<b>Work-Related Illnesses</b>				
<b>Work-Related Injuries</b>				

### Plenary Discussion:

- Quantification of each indicator needed: How long are activities performed? (Measure of frequency added, however, increases complexity of instrument considerably.)
- Definition of “electronic tools” needed. (Added.)
- Differences between the two country frameworks of hazardous child labor have to be taken into account, for example regarding machete use.
- Cover stressful work, include: sexual harassment. (Added.)
- Measure impact: After using ... did you experience any of the following problems:... (Question on injury from using tools/equipment included. Do we need to add additional questions?)
- Monitoring and evaluation framework critical, needs to be added. (The purpose of the indicator listing is to collect survey and other descriptive data, not M&E of a program.)
- Provide breakdown of activities in cocoa production, collect data on each activity. (Added.)
- Chance to consolidate differences between country frameworks, opportunity to find out if some of these tools can be revised.
- Appreciated reduction to five indicators on hazardous work in draft module, much more usable.
- Add preventive indicators to key indicators on hazardous work. (Which?)
- Not all of the indicators listed by working group are clearly related to cocoa production, for example, snakebites. (Include or not?)
- How dangerous are machetes? Consider: Cars are dangerous but legal for use by teenagers in the US.
- Children sometimes perform night work in cocoa agriculture. (Indicator included.)

- There is agreement on pesticides. Hours of work is a proxy for exposure. Excessive load is an example of the sort of indicator that still eludes us even though we all agree that it is important.
- Ask for deaths of working children. Serious injuries resulting in disability. Ask for injuries to find out if tools are used appropriately. ([Question on injuries included.](#))
- Data collection on fatal injuries difficult as part of surveys. Severity of injuries also difficult to assess.
- Côte d'Ivoire does not plan to add additional hazards to the country framework, but needs to measure those already part of the framework more accurately.
- Problem of attribution: Hazards limited to cocoa or meant to include all agriculture? ([Focus on cocoa or broaden the scope?](#))

### **GROUP III: FORCED LABOR AND CHILD TRAFFICKING**

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#### **Working Group Recommendations:**

##### Research Questions:

1. What is the problem? What is the nature and extent of the problem in the cocoa sector?
2. What are the variables that need to be considered in order to identify the appropriate indicators?
3. What are the appropriate indicators that point to the problem?
4. What are the questions that need to be asked for each indicator?
5. What are the means of verifying that the indicators are appropriate and the data accurate?
6. What should be the frequency of data collection?

##### Characteristics of Forced Labor:

1. Hidden practice in informal economy, illicit activities.
2. Difficult to quantify, define.
3. Vulnerability of women, children, and rural populations.
4. Often linked to trafficking in persons and globalization, exploitation of migrant workers by intermediaries.

**Table 12: Forced Labor in Cocoa Production, Adult and Child (Group Work)**

<b>Indicators</b>	<b>Operational Definition</b>	<b>Child Specific OD</b>
Working Conditions	Restrictions on the rights to associate and bargain collectively  (How to apply to children/adults working in agriculture?)	
Familial Relationships/kinship	1. Quality of relationship between said persons; Social networks and friendship circles; Habitation  (Should these be added as key indicators? Or additional indicators depending on type of investigation?)	

Employment Practices of Farm/Cooperative	1. Non-payment of wages or lack of remuneration; Employment of children without adult presence  (Included.)	1. Employment of very young children; 2. Employment of children with out adult family member present  (Included.)
Physical and mental well being	1. Requirement of medical attention; 2. physical injuries; 3. evidence of physical and/or sexual abuse; Denial of education; Evidence of psycho-social wellbeing  (Included. Do we need additional questions?)	
Menace (threat) of Penalty (14 ILO Definitions)	Physical, mental and/or financial penalties; See ILO List  (Included. Do we need additional questions?)	
Community/Individual Knowledge of Rights	No knowledge of or prevented from knowledge of individual rights, worker rights, etc...; Prevention of exercising of known rights  (How to measure in this context?)	
Voluntary or Forced	Freedom of speech, movement choice, etc...  (Added to both modules.)	

**Table 13: Trafficking in Persons (Group Work)**

Indicators	Operational Definitions	Child Specific OD	Detailed Questions for OD
Process	Recruitment, harboring, transaction, etc.		
Intermediary		Non-biological parent or guardian (Included.)	Who is the intermediary (e.g. Bus driver, Relative, Friend and/or Neighbor?) What is the relationship of the trafficked individual (or child) to the intermediary? Was the child accompanied or unaccompanied when found working on the cocoa farm?

			(Included. Further breakdown needed?)
Menace (threat) of Penalty	Force, fraud or coercion <sup>4</sup>		
Exploitation	Sexual and/or Labor <sup>5</sup>		

**Plenary Discussion:**

- Important topics/ideas (not prioritized): Age, school attendance, repeat injuries, how people spent time, community of origin, domestic settings, wages and re-enumeration issues, freedom to move, threat of penalty (ILO list), abuse (physical/sexual), confiscation of identification papers, fostering relationship, intermediary (bus driver, neighbor, etc.), fraud or coercion. (Most included. Additional indicators needed?)
- Household survey methods do not work, no one size fits all.
- Migration, risky migration, and trafficking should be included in the household surveys. Spot analyses should be incorporated for follow-up. What happens to those children identified as trafficked?
- Surveys may identify “children at risk.” (Call them “children at risk of trafficking” rather than “trafficked children”?)
- Add awareness question? Do children/adults know about risks? Also add indicators looking at law enforcement. (Should these be key indicators? Or additional indicators that can be added to the core listing depending on focus and scope of data collection?)
- Forced labor and child trafficking are rare. Extrapolation of household survey data may be difficult or impossible.
- Need to add conditions of debt bondage, part of the official definition of “menace.” (Included.)

**F. Additional Input from Participants of Tulane’s Capacity Building Activities in Côte d’Ivoire and Ghana**

In May/June 2010, Tulane’s second round of capacity building activities was carried out in Accra, Ghana, from May 26-29, 2010, and in Abidjan, Côte d’Ivoire, from June 14-17, 2010. Training participants included mostly government officials and a few representatives of local NGOs. Roughly 20 individuals were trained in Ghana and approximately 15 were trained in Côte d’Ivoire. As part of the training activities, Tulane discussed the preliminary revised modules of key indicators measuring WFCL and FAL in the cocoa sector with the practitioners attending the training. This provided the opportunity to introduce the listings to representatives of the Government of Ghana, who did not have the opportunity to attend the conference in New Orleans, as well as a wider range of stakeholders in Côte d’Ivoire. The detailed feedback received by the training participants was used to further revise and refine the listings.

(Note: Modifications to the revised draft listing of indicators based on the suggestions by training participants as well as follow-up questions by Tulane are added to the summary below in blue.)

<sup>4</sup> Force, fraud or coercion not necessary for children to be considered trafficked.

<sup>5</sup> See: Table for Forced Labor.

## GHANA TRAINING: DISCUSSION & RECOMMENDATIONS

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### Child Labor and WFCL Module

- Identifying information: Add house number, name of child, religion, and ethnicity. (Religion and ethnicity added. Nationality of child also added, in line with FAL module. More needed?)
- Divide cocoa work activities into pre-planting, planting, maintenance, harvesting and post-harvesting activities. (Similar categorization introduced.)
- Restructure/add cocoa activities: Gathering cocoa pods, heaping cocoa pods, cocoa pod breaking, cocoa pod scooping, cocoa pod fermentation, separation of seeds from pulp, watching over seeds at night. (Added and modified.)
- Child in formal employment: Delete since it does not exist. (Delete?)
- Child enrolled in school: Add transitional education (shepherd school). (Needed?)
- Child enrolled in school: Ask to specify type of education received beyond categories listed. (Needed?)
- Electronic equipment: Rename to mechanized equipment. (Renamed.)
- High temperature: Delete since the heat cannot be avoided? (Controversial, child could wear straw hat, etc.) (Reformulated.)
- Stressful work/psychosocial hazards: Difficult to quantify, delete? (Reformulated.)
- Child currently living and/or working in household without natural parent(s)/guardian(s): Reformulate. Who is the child living with? (Both parents, mother only, father only, close relatives, extended family, no relationship, other). (Reformulated.)
- Forced labor: Add follow up questions - What type of work? For how many hours? (Reformulated.)
- Work for another person: Add follow up questions – Did child agree with arrangement? (Not included since not required by definition.)
- Migration: Ask about number of places that child lived in previous year. (Needed?)

### Forced Adult Labor Module

- Identifying information: Add religion, ethnicity. (Added.)
- Migration: Ask about number times that respondent moved in previous year. (Needed?)
- Age when respondent first started working: Important, keep.

## CÔTE D'IVOIRE TRAINING: DISCUSSION & RECOMMENDATIONS

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### Child Labor and WFCL Module

- Place of birth and place of residence: Add campement. (Added.)
- Add place of interview. (To be added by survey researchers as needed.)
- Exposure to chemicals: Add follow-up question on health impact. (Eye/skin irritation, etc.) (Added.)
- Working with tools: Add ax and saw. (Added.)

- Physical/biological dangers and stressful work: Specify relationship to work in cocoa. (Added.)
- High temperature: Rename to long exposure to sun? (Modified.)
- Biological dangers: Rename to environmental dangers? Also, specify where exposure occurred. (Renamed and revised.)
- Work stressors: Work-related violence? Should this be listed under hazardous work (or forced labor/trafficking)? (Revised.)
- Work stressors: Add denial of sufficient amount of food. (Added.)
- Child currently living and/or working in household without natural parent(s)/guardian(s): Reformulate. Follow-up questions: Where are parents (if child is not living with them)? (Revised. Follow-up question needed?)

### **Forced Adult Labor Module**

- Place of birth and place of residence: Add campement. (Added.)
- Add languages spoken by respondent. (Needed?)
- Reading skills: Specify language. (Needed?)
- Restriction of movement: Add confiscation of identification papers. (Is this already covered by restriction of freedom of movement?)

### **G. Next Steps**

Upon receiving feedback from all stakeholders on the revised modules of key indicators, Tulane will undertake another revision of the two modules. The two listings will then be transformed into full questionnaires including a “long version” for use as part of survey research and a “short version” for use as part of CLMS. All forms will be pretested by Tulane and local partners in Côte d’Ivoire and Ghana as part of scheduled capacity building activities. Based on the pretest results, the indicator modules will be finalized. A summary report together with the final listing of indicators and questionnaires will be shared with all stakeholders and posted to Tulane’s project Website.

**Tulane welcomes input on the revised list of proposed standard indicators and is looking forward to receiving your feedback!**

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## Appendix 9 - Annex 1. Draft Child Labor and WFCL Module For Discussion

### Draft Child Labor and WFCL Module: Questionnaire

*This questionnaire has been prepared to be administered to children aged 5-17 years working in cocoa agriculture and/or to their caregivers. Children are to recall their own work experience; caregivers are to recall the work experience of children in their care. The questionnaire can be administered either in stand-alone form, as part of a larger survey, or as a part of other types of data collection (CLMS, census, etc.). When children are interviewed, the interview should be carried out one-on-one, whenever possible, and the interview should always take place beyond the audible range of caregivers and other family members including other children.<sup>1</sup>*

#	Demographic Information & Location	
1	Child's age (in completed years)	/ ___ / ___ /
2	Child's gender - Male - Female	/ ___ / / ___ /
3	Child's place of birth - Country (name and/or code) - District/Sous-prefecture (name and/or code) - Village/town (name and/or code)	/ _____ / / _____ / / _____ /
4	Child's current place of residence - Country (name and/or code) - District/Sous-prefecture (name and/or code) - Village/town (name and/or code)  <b>Measurement &amp; Coding: Should other demographic indicators be included? Ethnic group, religion, citizenship, languages, etc.?</b>	/ _____ / / _____ / / _____ /  
5	Child's height (in cm)	/ ___ / ___ / ___ /
6	Child's weight (in kg)	/ ___ / ___ / ___ /
<b>Minimum Age</b>		
7	At what age did the child start working for the first time (in all economic activities/cocoa agriculture)? - In all economic activities - In cocoa agriculture	/ ___ / ___ / / ___ / ___ /

<sup>1</sup> Prepared by Elke de Buhr and William Bertrand, Payson Center for International Development, Tulane University, in preparation of the Conference of Child Labor in the Cocoa Sector (April 27-29, 2010).

<b>Working Hours &amp; Education</b>		
8	<p>How many hours did the child work in cocoa during the last 7 days (on schooldays/weekend)?</p> <ul style="list-style-type: none"> <li>- Hours during schooldays (5 days)</li> <li>- Hours during weekend (2 days)</li> </ul> <p><b>Measurement &amp; Coding:</b> This and subsequent questions needed to approximate number of working hours, but recall challenging in this setting. → <i>Suggestions how to arrive at more reliable estimates and/or reduce non-response?</i></p>	<p>/__/__/</p> <p>/__/__/</p>
9	<p>How many hours did the child work in economic activities other than cocoa during the last 7 days (on schooldays/weekend)?</p> <ul style="list-style-type: none"> <li>- Hours during schooldays (5 days)</li> <li>- Hours during weekend (2 days)</li> </ul>	<p>/__/__/</p> <p>/__/__/</p>
10	How many hours did the child spend on household work during the last 7 days?	/__/__/
11	How many months out of the last 12 months did the child perform some work in cocoa?	/__/__/
12	<p>Did the child attend school at any time during the last 12 months (with or without interruptions for any reason)?</p> <ul style="list-style-type: none"> <li>- Yes, without interruptions</li> <li>- Yes, with interruptions due to cocoa work</li> <li>- Yes, with interruptions due to other economic activity (specify reason) /_____/</li> <li>- Yes, with interruptions due to other reason (specify reason) /_____/</li> <li>- No, the child is not in school (specify reason) /_____/</li> </ul> <p><b>Measurement &amp; Coding:</b> The section on education could be expanded, even though it does not directly contribute to the measurement of child labor and WFCL. → <i>How much information do we need on education?</i></p>	<p>/__/</p> <p>/__/</p> <p>/__/</p> <p>/__/</p> <p>/__/</p>
13	How many school years (or grades) has the child completed?	/__/__/
14	Did the child participate in any training or apprenticeship programs at any time during the last 12 months? What type? (specify type of training/apprenticeship) /_____/	Yes /__/      No /__/
15	Was the child formally employed (working under contract) at any time during the last 12 months? What type? (specify type of work) /_____/	Yes /__/      No /__/
<p><b>Measurement &amp; Coding:</b> This indicator was added based on local regulations in Cote d'Ivoire. However, very few children in the cocoa sector are in formal employment. Even children that are paid for their work typically work without contract. → <i>Should we delete this indicator due to irrelevance?</i></p>		



20	<p>Has the child worked on or traveled to/from a farm at night (between 6pm and 6am) at any time during the last 12 months?</p> <p><b>Measurement &amp; Coding:</b> Indicator based on local laws and regulations, including Ghana's country framework, as well as ILO standards that forbid night work for children. However, the survey research suggests that night work is extremely rare in cocoa agriculture. The reason is obvious: there is no light. → <i>Should we delete this indicator due to irrelevance?</i></p>	<p>Yes /___/      No /___/</p>
<b>Child Trafficking &amp; Forced Labor</b>		
21	<p>Is the child currently living and/or working in a household without his/her natural father/male guardian?</p> <ul style="list-style-type: none"> <li>- Living in household without natural father/male guardian</li> <li>- Working in household without natural father/male guardian</li> </ul> <p><b>Measurement &amp; Coding:</b> For this and subsequent questions, "guardian" needs to be defined keeping in mind that employers or intermediaries may claim being the guardian of children under their control. → <i>Should we delete the term "guardian" and only refer to natural (or biological) parents?</i></p>	<p>Yes /___/      No /___/  Yes /___/      No /___/</p>
22	<p>Is the child currently living and/or working in a household without his/her natural mother/female guardian?</p> <ul style="list-style-type: none"> <li>- Living in household without natural mother/female guardian</li> <li>- Working in household without natural mother/female guardian</li> </ul>	<p>Yes /___/      No /___/  Yes /___/      No /___/</p>
23	<p>Has the child been forced to perform work against his/her will at any time during the last 12 months (by a natural parent/guardian/another family member/employer/someone else)?</p> <ul style="list-style-type: none"> <li>- By natural parent/guardian</li> <li>- By family member other than a natural parent/guardian (specify) / _____ /</li> <li>- By employer other than a family member (specify) / _____ /</li> <li>- By another person (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> This indicator is based on self-reporting and not immediately relevant to the measurement of forced labor and/or child trafficking. However, it may serve as a proxy indicator identifying cases that are a potential cause of concern. → <i>Should this question be included? How much detail do we need?</i></p>	<p>Yes /___/      No /___/  Yes /___/      No /___/  Yes /___/      No /___/  Yes /___/      No /___/</p>

24	<p>Was the child sent by a natural parent or guardian to work for another person (family member/non-family member) at any time during the last 12 months?</p> <ul style="list-style-type: none"> <li>- Child was sent to work for family member other than a natural parent/guardian (specify relationship with child) / _____ /</li> <li>- Child was sent to work for another person who is not a family member (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> This indicator is based on UN Supplemental Convention on the Abolition of Slavery's definition of "forced labor" of children: "Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor." This definition excludes cases in which the child was delivered to another person by someone other than a natural parent/guardian as well as cases in which the child him/herself got in contact with this person. There is evidence of both of this in the cocoa sector. → <i>Should we include or exclude these cases? Also, do we need to extend the 12 months recall period to include children who started working for another person at an earlier time and this work relationship continued into the 12 months recall period?</i></p>	<p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p>
25	<p>Was the child recruited, transported, transferred, harbored or received by a person or group other than his/her natural parents/guardian at any time during the last 12 months?</p> <ul style="list-style-type: none"> <li>- Child was recruited by a third person or group (specify) / _____ /</li> <li>- Child was transported by a third person or group (specify) / _____ /</li> <li>- Child was transferred by a third person or group (specify) / _____ /</li> <li>- Child was harbored by a third person or group (specify) / _____ /</li> <li>- Child was received by a third person or group (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> This indicator is based on the definition of "child trafficking" in the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons: "The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation." The idea here is to operationalize the first part of the definition. → <i>How can "recruitment, transportation, transfer, harboring or receipt" be better defined? Also, do we need to extend the 12 months recall period to include children who experienced recruitment, transportation, transfer, harboring or receipt at an earlier time and the resulting work relationship continued into the 12 months recall period?</i></p>	<p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p> <p>→ If all answers are "no", skip question 26.</p>
26	<p>Did the child move within a country or across international borders while experiencing recruitment, transportation, transfer, harboring or receipt by a person or group other than his/her natural parents/guardians at any time during the last 12 months?</p> <ul style="list-style-type: none"> <li>- Child moved within the country (specify place of origin) / _____ /</li> <li>- Child moved across international borders (specify place of origin) / _____ /</li> </ul>	<p>Yes / ___/      No / ___/</p> <p>Yes / ___/      No / ___/</p>

	<p><b>Measurement &amp; Coding:</b> According to ILO/IPEC, “an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance.” → <i>As above, do we need to extend the 12 months recall period to include children who moved within a country or across international borders at an earlier time and the resulting work relationship continued into the 12 months recall period?</i></p>	
27	<p>Did the child experience any of the following at any point of the recruitment and movement (coercion/abduction/fraud or deception/abuse of power or a position of vulnerability)?</p> <ul style="list-style-type: none"> <li>- Coercion (specify) / _____ /</li> <li>- Abduction (specify) / _____ /</li> <li>- Fraud or deception (specify) / _____ /</li> <li>- Abuse of power or a position of vulnerability (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> While coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability “do not need to be present in case of children (other than with adults)”, according to ILO they are “nevertheless strong indications of child trafficking” (ILO, Child Trafficking, IPEC, Geneva, 2007). → <i>How can “coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability” be better defined?</i></p>	<p>Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /</p>
28	<p>The following questions cover whether or not the child experienced exploitation while working for a person/group other than a natural parent/guardian at any time during the last 12 months:</p> <ul style="list-style-type: none"> <li>- Did the child experience verbal insults? (specify) / _____ /</li> <li>- Did the child experience physical violence (beatings, etc.)? (specify) / _____ /</li> <li>- Was the child denied an adequate amount of food to eat? (specify) / _____ /</li> <li>- Was the child denied other basic needs? Which? (specify) / _____ /</li> <li>- Was the child refused payment that was expected or promised? (specify) / _____ /</li> <li>- Was the child refused payment in kind that was expected or promised? What type? (specify) / _____ /</li> <li>- Was the child subject to any other forms of exploitation? (specify) / _____ /</li> <li>- Was the child exposed to hazardous work in this period of time?</li> <li>- Did the child work below minimum age for admission to employment in this period of time?</li> </ul>	<p>Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /  Yes / ___ /      No / ___ /</p>



	<p><b>Measurement &amp; Coding:</b> The attempt here is to operationalize “exploitation” for the measurement of forced child labor in the cocoa sector based on UN Supplemental Convention on the Abolition of Slavery AND the measurement of child trafficking based on UN Protocol to Prevent, Suppress and Punish Trafficking in Persons. According to ILO, “exploitation” in this context covers “all forms of slavery or practices similar to slavery”, “hazardous work by children”, and “work done by children below the minimum age for admission to employment” (Elements of Child Trafficking for the Purpose of ILO/IPEC Operations). Hazardous working conditions and work below minimum age need to be determined specifically for the period in question. → <i>How can “slavery or practices similar to slavery” be operationalized? Do we need to be much more detailed regarding the measurement of “work below minimum age for admission to employment” and, in particular, “hazardous work” in this period of time?</i></p>	
<b>Remediation &amp; Rehabilitation Activities</b>		
29	<p>Has the child participated in or benefited from intervention activities targeted towards children working in the cocoa growing areas at any time during his/her life? What type of intervention(s)?</p> <ul style="list-style-type: none"> <li>- Activities targeted at reducing work below minimum working age (specify) / _____ /</li> <li>- Activities targeted at reducing the number of working hours performed by children (specify) / _____ /</li> <li>- Activities targeted at reducing hazardous child labor (specify) / _____ /</li> <li>- Activities targeted at improving access to or the quality of education (specify) / _____ /</li> <li>- Activities targeted at improving living standards and/or income opportunities for children and their families (specify) / _____ /</li> <li>- Other relevant intervention activities (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> Self-reporting of experience with project activities (government interventions, civil society programming, etc.) is difficult, and information collected from survey respondents (adults or children) has often been poor. → <i>For this indicator, and the one below, how much detail do we need? Are there better ways to ask for this information?</i></p>	<p>Yes /___/      No /___/</p> <p>Yes /___/      No /___/</p> <p>Yes /___/      No /___/</p> <p>Yes /___/      No /___/</p> <p>Yes /___/      No /___/</p> <p>Yes /___/      No /___/</p>

30	<p>Has the child participated in or benefited from intervention activities against child trafficking or forced child labor at any time during his/her life? What type of intervention(s)?</p> <ul style="list-style-type: none"> <li>- Sensitization campaigns against child trafficking or forced child labor (specify) / _____ /</li> <li>- Interventions against child trafficking along trafficking routes and/or farm level interventions against child trafficking or forced child labor (specify) / _____ /</li> <li>- Rehabilitation activities and other social services for victims of child trafficking or forced child labor (specify) / _____ /</li> <li>- Other relevant intervention activities (specify) / _____ /</li> </ul>	<p>Yes / ___ /</p> <p>Yes / ___ /</p> <p>Yes / ___ /</p> <p>Yes / ___ /</p>	<p>No / ___ /</p> <p>No / ___ /</p> <p>No / ___ /</p> <p>No / ___ /</p>
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*\*The section on hazardous work does not attempt to cover all hazards listed in the country frameworks of hazardous child labor but focuses on a subsample of hazards that are (a) encountered in the cocoa sector with some regularity, and (b) clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of children based on medical literature, survey research findings, and other available evidence. In addition to the hazards listed in the country frameworks, “work for long hours and/or at night” (ILO) are also covered.*

## Draft Child Labor and WFCL Module: Aggregates & Coding

Child Labor: Work Below Minimum Working Age*		
<p>CL1</p>	<p>Child worked below minimum working age (at any time during last 7 days or in child's past)</p> <p><u>Definition:</u></p> <p>A child has worked below the minimum working age, if he/she has worked:</p> <p><i>In Ghana:</i></p> <ul style="list-style-type: none"> <li>- Under 13 years of age (for any type of work)</li> <li>- Under 15 years of age (except for light work, less than 14 hours/week)</li> <li>- Under 18 years of age (for all hazardous work)</li> </ul> <p><i>In Cote d'Ivoire:</i></p> <ul style="list-style-type: none"> <li>- Under 14 years of age (for any type of work)</li> <li>- Under 16 years of age (for work with employment contract, except for vocational training or apprenticeship)</li> </ul>	<p><i>In Ghana:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of child)</li> <li>• #8, 9 (to determine total number of working hours, all economic activity, last 7 days)</li> <li>• #7 (to determine work below minimum age in child's past)</li> </ul> <p><i>In Cote d'Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of child)</li> <li>• #8, 9 (to determine total number of working hours, all economic activity, last 7 days)</li> <li>• #14 (to determine if child is in training/apprenticeship)</li> <li>• #15 (to determine if child is in formal employment/works with employment contract)</li> <li>• #7 (to determine work below minimum age in child's past)</li> </ul> <p>→ Exposure to child labor is calculated based on ILO Convention 138 on the Minimum Age for Admission to Employment, and local laws and regulations, taking into account working hours, type of work performed, and the age of the child.</p>
Child Labor: Work Above Maximum Number of Working Hours*		
<p>CL2</p>	<p>Child's work exceeded maximum number of working hours (during the last 7 days)</p> <p><u>Definition:</u></p> <p><i>In Ghana and Cote d'Ivoire:</i></p> <p>A child's work exceeded the maximum number of working hours, if he/she worked:</p> <ul style="list-style-type: none"> <li>- 1 or more hours/week (for children under 12 years, all economic activities)</li> <li>- 14 or more hours/week (for children 12-14 years, all economic activities)</li> <li>- 43 or more hours/week (for children 15-17 years, all economic activities)</li> </ul>	<p><i>In Ghana and Cote d'Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of child)</li> <li>• #8, 9 (to determine total number of working hours, all economic activity, last 7 days)</li> </ul> <p>→ Exposure to child labor is determined based on ILO Convention 138 on the Minimum Age for Admission to Employment, and ILO definitions of light and regular work, taking into account working hours relative to the age of the child.</p>

WFCL: Hazardous Child Labor**		
WFCL1	<p>Child was engaged in hazardous labor (at any time during the last 12 months)</p> <p><u>Definition:</u></p> <p><i>In Ghana:</i></p> <p>1. Hazards listed in Ghana's country framework covered:</p> <ul style="list-style-type: none"> <li>- Clearing of forest and/or felling of trees</li> <li>- Bush burning</li> <li>- Working with agrochemicals, i.e. purchasing, transport, storage, use, washing of containers and spraying machine, and disposal</li> <li>- Being present or working in the vicinity of farm during pesticide spraying, or reentering a sprayed farm within less than 12 hours of spraying</li> <li>- Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or have completed school)</li> <li>- For children in school, working more than 2 hours/day on a school day</li> <li>- Working without adequate basic foot and body protective clothing</li> <li>- Working full time on farm and not attending formal / non-formal school (applicable to children under 15 years)</li> <li>- A child withdrawn from school during cocoa season to do farm work</li> </ul> <p>2. Hazards listed in Ghana's country framework partially covered:</p> <ul style="list-style-type: none"> <li>- Using machetes/long cutlasses for weeding</li> <li>- Climbing trees higher than 3 meters (9 feet) to cut mistletoe with cutlass</li> <li>- Working with motorized mist blower, knapsack sprayer and/or chainsaw</li> <li>- Harvesting overhead cocoa pods with harvesting hook</li> </ul>	<p><i>In Ghana:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• # 16 (to determine exposure to land clearing including cutting trees, burning, etc.)</li> <li>• #6, 17 (to determine exposure to heavy loads relative to the weight of the child)</li> <li>• #18 (to determine exposure to agrochemicals)</li> <li>• #19a (to determine exposure to injury due to improper use of tools/electronic equipment)</li> <li>• #19b (to determine exposure to injury due to insufficient protective foot and/or body wear)</li> <li>• #1, 8, 9, 12-14 (to determine work at expense of schooling)</li> <li>• #20 (to determine exposure to night work)</li> <li>• #8, 9 (to determine exposure to long working hours, 43 or more hours/week)</li> </ul> <p>→ Exposure to ANY of the listed hazards indicates a child's exposure to hazardous work. <i>(Note that not all indicators included in Ghana's country framework are fully covered but priority is given to selected indicators that are (a) encountered in the cocoa sector with some regularity, and (b) clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of children based on medical literature, survey research findings, and other available evidence.)</i></p> <p><i>In Cote d'Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• # 16 (to determine exposure to land clearing including cutting trees, burning, etc.)</li> <li>• #17 (to determine exposure to heavy loads)</li> <li>• #18 (to determine exposure to agrochemicals)</li> <li>• #20 (to determine exposure to night work)</li> <li>• #8, 9 (to determine exposure to long working hours, 43 or more hours/week)</li> </ul> <p>→ Exposure to ANY of the listed hazards indicates a child's exposure to hazardous work.</p>

<ul style="list-style-type: none"> <li>- Breaking cocoa pods with breaking knife</li> <li>- Carrying heavy load beyond permissible carrying weight, i.e. above 30% of body weight for more than 2 miles (3km)</li> <li>- Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.</li> </ul> <p>3. Hazards listed in Ghana's country framework not covered:</p> <ul style="list-style-type: none"> <li>- A child working alone on the farm in isolation</li> </ul> <p>4. Additional ILO indicators for hazardous work of children in industries and occupations not designated as hazardous:</p> <ul style="list-style-type: none"> <li>- Work for long hours</li> <li>- Work at night</li> </ul> <p><i>In Cote d'Ivoire:</i></p> <p>1. Hazards listed in Cote d'Ivoire's country framework covered:</p> <ul style="list-style-type: none"> <li>- Cutting of trees</li> <li>- Burning of fields</li> <li>- Application of chemicals (insecticides, herbicides, fungicides, etc.)</li> <li>- Application of chemical fertilizer</li> <li>- Chemical treatment of fields/plants</li> <li>- Carrying of heavy loads</li> </ul> <p>2. Hazards listed in Cote d'Ivoire's country framework partially covered or not covered:</p> <ul style="list-style-type: none"> <li>- None</li> </ul> <p>3. Additional ILO indicators for hazardous work of children in industries and occupations not designated as hazardous:</p> <ul style="list-style-type: none"> <li>- Work for long hours</li> <li>- Work at night</li> </ul>	
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<b>WFCL: Child Trafficking***</b>		
WFCL2	<p>Child was victim of child trafficking (at any time during the last 12 months)</p> <p><u>Definition:</u></p> <p>Based on UN Protocol to Prevent, Suppress and Punish Trafficking in Persons: “The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation.”</p>	<p><i>In Ghana and Cote d’Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of child)</li> <li>• #25 (to determine if child experienced recruitment, transportation, transfer, harboring or receipt by a person or group other than his/her natural parents/guardians)</li> <li>• #26 (to determine if child moved within a country or across international borders)</li> <li>• #28 (to determine if child experienced exploitation while working for a person/group other than a natural parent/guardian)</li> </ul> <p>→ The child is considered exposed to child trafficking as defined by the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons if he/she is under 18 years old and exposed to #25, #26, AND #28.</p>
<b>WFCL: Forced Child Labor****</b>		
WFCL3	<p>Child was victim of forced labor (at any time during the last 12 months)</p> <p><u>Definition:</u></p> <p>Based on UN Supplemental Convention on the Abolition of Slavery: “Any institution or practice whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor.”</p>	<p><i>In Ghana and Cote d’Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of child)</li> <li>• #24 (to determine if child was sent by natural parent/guardian to work for another person)</li> <li>• #28 (to determine if child experienced exploitation while working for a person/group other than a natural parent/guardian)</li> </ul> <p>→ The child experiences forced child labor as defined by the UN Supplemental Convention on the Abolition of Slavery if he/she is under 18 years old and exposed to both #24 AND #28.</p>

\* Based on ILO Convention 138 on the Minimum Age for Admission to Employment, ILO recommendations, and local laws and regulations of Cote d’Ivoire and Ghana.

\*\* The section on hazardous work does not attempt to cover all hazards listed in the country frameworks of hazardous child labor but focuses on a subsample of hazards that are (a) encountered in the cocoa sector with some regularity, and (b) clearly linked to negative health outcomes and/or other negative impacts on the wellbeing of the exposed children based on medical literature, survey research findings, and other available evidence. In addition to the hazards listed in the country frameworks, “work for long hours and/or at night” (ILO) are also covered.

\*\*\* Based on UN Supplemental Convention on the Abolition of Slavery.

\*\*\*\* Based on UN Protocol to Prevent, Suppress and Punish Trafficking in Persons.

## Appendix 9 - Annex 2. Draft Forced Adult Labor Module For Discussion

### Draft Forced Adult Labor Module: Questionnaire

*This questionnaire has been prepared to be administered to adults, 18 years and older, working in the cocoa sector. The questionnaire can be administered either in stand-alone form, as part of a larger survey, or as a part of other types of data collection (CLMS, census, etc.). The interview should be carried out one-on-one and outside of the audible range of the person the worker reports to (employer, head of household, etc.).<sup>1</sup>*

#	Demographic Information & Location	
1	Respondent's age (in completed years)	/ ___ / ___ / ___ /
2	Respondent's gender - Male - Female	/ ___ / / ___ /
3	Respondent's place of birth - Country (name and/or code) - District/Sous-prefecture (name and/or code) - Village/town (name and/or code)	/ _____ / / _____ / / _____ /
4	Respondent's nationality	/ _____ /
5	Respondent's current place of residence - Country (name and/or code) - District/Sous-prefecture (name and/or code) - Village/town (name and/or code)	/ _____ / / _____ / / _____ /
	<b>Measurement &amp; Coding:</b> Should other demographic indicators be included? Ethnic group, religion, languages, marital status, number of children, etc.?	
	<b>Minimum Age</b>	
6	At what age did the respondent start working for the first time (in all economic activities/cocoa agriculture)? - In all economic activities - In cocoa agriculture	/ ___ / ___ / / ___ / ___ /

<sup>1</sup> Prepared by Elke de Buhr and William Bertrand, Payson Center for International Development, Tulane University, in preparation of the Conference of Child Labor in the Cocoa Sector (April 27-29, 2010).

<b>Working Hours &amp; Education</b>		
7	How many hours did the respondent work in cocoa during the last 7 days?	/ ___ / ___ /
8	How many hours did the respondent work in economic activities other than cocoa during the last 7 days?	/ ___ / ___ /
9	How many hours did the respondent spend on household work during the last 7 days?	/ ___ / ___ /
10	How many months did the respondent perform some work in cocoa, during the last 12 months?	/ ___ / ___ /
11	Is the respondent able to read a short, simple statement in any language?	Yes / ___ /      No / ___ /
12	Is the respondent able to write a short, simple statement in any language?	Yes / ___ /      No / ___ /
13	Is the respondent able to perform simple calculations?	Yes / ___ /      No / ___ /
14	How many school years (or grades) has the respondent completed?	/ ___ / ___ /
<b>Forced Adult Labor &amp; Serfdom</b>		
15	Has the respondent been forced to perform work against his/her will at any point during the last 12 months (by a natural parent/guardian/another family member/employer/someone else)? <ul style="list-style-type: none"> <li>- By natural parent/guardian</li> <li>- By respondent's husband or wife</li> <li>- By family member other than a natural parent/guardian (specify) / _____ /</li> <li>- By employer other than a family member (specify) / _____ /</li> <li>- By another person (specify) / _____ /</li> </ul>	Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ /
16	Did the respondent experience any penalty or would he/she have experienced a penalty, for refusing to work at any point during the last 12 months? What type of penalty? <ul style="list-style-type: none"> <li>- Verbal insults (specify) / _____ /</li> <li>- Physical violence (beatings, etc.) (specify) / _____ /</li> <li>- Unlawful withholding of pay (specify) / _____ /</li> <li>- Unlawful withholding of payment in kind (housing, food, percentage of harvest, etc.) (specify) / _____ /</li> <li>- Other penalty (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> "Forced labor" is defined based on ILO Convention 29: "The term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily." → <i>Are all of the listed penalties critical? Is the list comprehensive? Should we make a distinction between the threat of a penalty and any penalty actually experienced? Do we need to further define "unlawful" in this context?</i></p>	Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ /
17	Is the respondent bound or was the respondent bound to live and work on land belonging to another person at any time during the last 12 months (by law/custom/agreement)? <ul style="list-style-type: none"> <li>- By law (specify) / _____ /</li> </ul>	Yes / ___ /      No / ___ /



	<ul style="list-style-type: none"> <li>- By custom (specify) / _____ /</li> <li>- By agreement (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> Based on UN Supplemental Convention on the Abolition of Slavery's definition of "serfdom": "Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status." → <i>Is there enough evidence of serfdom in the cocoa sector to include it here, or should we focus on forced labor only? How can "by law, custom or agreement bound to live and labor on land belonging to another person" be further operationalized? Also, should we be only talking about the current status assuming serfdom is a long-term condition? Alternatively, should we separate questions targeted at the respondent's current situation from the 12 months recall period?</i></p>	Yes / ___ /      No / ___ / Yes / ___ /      No / ___ /
18	<p>Is the respondent bound or was the respondent bound to render a service to this other person at any time during the last 12 months? What type of service (cocoa farming/other work in agriculture/other economic activities/household work)?</p> <ul style="list-style-type: none"> <li>- Cocoa farming</li> <li>- Other work in agriculture (specify) / _____ /</li> <li>- Other economic activities (specify) / _____ /</li> <li>- Household work (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> Based on UN Supplemental Convention on the Abolition of Slavery's definition of "serfdom." → <i>Does "render some determinate service to such other person" need to be further operationalized?</i></p>	Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ /
19	<p>Would the respondent experience any penalty, or did the respondent experience a penalty, for challenging or changing his/her status at any time during the last 12 months? What type of penalty?</p> <ul style="list-style-type: none"> <li>- Verbal insults (specify) / _____ /</li> <li>- Physical violence (beatings, etc.) (specify) / _____ /</li> <li>- Unlawful withholding of pay (specify) / _____ /</li> <li>- Unlawful withholding of payment in kind (housing, food, percentage of harvest, etc.) (specify) / _____ /</li> <li>- Other penalty (specify) / _____ /</li> </ul> <p><b>Measurement &amp; Coding:</b> Based on UN Supplemental Convention on the Abolition of Slavery's definition of "serfdom." → <i>Do the response categories here adequately operationalize "not free to change his status"? Do we need to further define "unlawful" in this context?</i></p>	Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ / Yes / ___ /      No / ___ /

## Draft Forced Adult Labor Module: Aggregates & Coding

FAL: Forced Adult Labor*		
FAL1	<p>Respondent was victim of forced adult labor (at any time during the last 12 months)</p> <p><u>Definition:</u></p> <p>Based on ILO Convention 29: “The term forced or compulsory labor shall mean all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.”</p>	<p><i>Ghana and Cote d'Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of respondent)</li> <li>• #15 (to determine if respondent was forced to work against his/her will by either a family member, stranger, or someone else)</li> <li>• #16 (to determine if respondent experienced any penalty for refusing to work)</li> </ul> <p>→ The respondent experiences forced adult labor as defined by ILO Convention 29 if he/she is 18 years or older and exposed to both #15 AND #16.</p>
FAL: Serfdom**		
FAL2	<p>Respondent is/was a victim of serfdom (at any time during the last 12 months)</p> <p><u>Definition:</u></p> <p>Based on UN Supplemental Convention on the Abolition of Slavery: “Serfdom, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status.”</p>	<p><i>Ghana and Cote d'Ivoire:</i> Aggregate based on</p> <ul style="list-style-type: none"> <li>• #1 (to determine age of respondent)</li> <li>• #17 (to determine if respondent is/was bound to live and work on land belonging to another person)</li> <li>• #18 (to determine if respondent is/was bound to render some determinate service to this other person)</li> <li>• #19 (to determine if respondent is/was not free to change his status)</li> </ul> <p>→ Only exposure to ALL of these indicators indicates the respondent's exposure to bounded labor as defined by UN Supplemental Convention on the Abolition of Slavery.</p>

\* Based on ILO Convention 29.

\*\* Based on UN Supplemental Convention on the Abolition of Slavery.

## Appendix 10: List of Participants – Consultative Meeting, Washington, DC, July 2010

OVERSIGHT OF PUBLIC & PRIVATE INITIATIVES TO ELIMINATE THE WORST FORMS OF CHILD LABOR IN THE COCOA SECTOR IN CÔTE D'IVOIRE & GHANA				
Prefix	First Name	Last Name	Title	
<b>Government of Côte d'Ivoire</b>				
H.E.	Charles	Koffi	Ambassador	Embassy of Côte d'Ivoire to the U.S.
Mr.	Malick Adam	Tohe	Executive Secretary	SSTE
Mr.	Bollou Bi	Djéhiffé Désiré	Directeur General	Ministry of Labor
H.E.	Emile	Guirieoulou	Minister	Ministry of Labor
Mr.	Abi Monnet	Innocent	Expert Consultant	Chargé d'Etudes at the Cocoa-Coffee Management Committee (CGFCC)
Mr.	Mokié	Hyacinthe Sigui	Director, Child Labor Department	Ministry of Public Works and Employment
Mr.	Mr. Serge Pacôme	N'Cho	Chief of Certification Department	Pilot Project Committee of the SSTE
<b>Government of Ghana</b>				
Mrs.	Edith	Hazel	Deputy Chief of Mission	Embassy of Ghana to the U.S.
Mr.	Kwadwo	Boateng	First Secretary	Embassy of Ghana to the U.S.
Mr.	Sam Atukwei	Quaye	CCLMS Coordinator	National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa under the Ministry of Employment and Social Welfare
H.E.	E.T.	Mensah	Minister	Ministry of Employment and Social Welfare
	Francis	Addo		Embassy of Ghana to the U.S.
Mr.	Edem	Amegashie-Duvon	Manager, London Branch	Ghana Cocoa Board (COCOBOD)
<b>U.S. Department of Labor</b>				
Ms.	Sandra	Polaski	Deputy Undersecretary for International Affairs	U.S. Department of Labor
Ms.	Kathleen	Schalch	Special Assistant	U.S. Department of Labor Bureau of International Labor Affairs
Mr.	Amit	Pandya	Chief of Staff	U.S. Department of Labor Bureau of International Labor Affairs
Ms.	Marcia	Eugenio	Director	Office of Child Labor, Forced Labor, and Human Trafficking U.S. Department of Labor

Mr.	Kevin	Willcutts	Deputy Director	Office of Child Labor, Forced Labor, and Human Trafficking U.S. Department of Labor
Mr.	Thomas	Heckroth	Special Assistant	U.S. Department of Labor Bureau of International Labor Affairs
Ms.	Tanya	Rasa	Division Chief	Africa Division Office of Child Labor, Forced Labor, and Human Trafficking U.S. Department of Labor
Ms.	Amy	Ritualo	Operations Division, OCFT	U.S. Department of Labor
Ms.	Diantha	Garms	International Relations Officer	Africa Division Office of Child Labor, Forced Labor, and Human Trafficking U.S. Department of Labor
Mr.	Matthew P.	Levin	Solicitor's Office	U.S. Department of Labor
Ms.	Adri	Jayaratne	Senior Legislative Officer	U.S. Department of Labor
Ms.	Rebecca	Dillender	Economist	Division of Economic and Labor Research Office of Trade and Labor Affairs U.S. Department of Labor
<b>U.S. Government</b>				
Ms.	Tu	Dang	Foreign Affairs Officer	Office of International Labor & Corporate Social Responsibility (ILCSR) Bureau of Democracy, Human Rights & Labor (DRL) U.S. Department of State
Ms.	Kim Marie	Natoli	Office to Monitor and Combat Trafficking in Persons	G-TIP, U.S. State Department
Ms.	Brianna	Fischer	Country Development Officer, Africa	USAID
<b>U.S. Congress</b>				
Mr.	Eric	Jacobstein	Manager of Legislative Affairs	Office of Representative Engel
Mr.	Tom	Buttry	Legislative Correspondent	Senate Tom Harkin
Ms.	Jetaine	Hart		U.S. Senate
<b>International Labor Organization</b>				
Ms.	Nancy	Donaldson	Director	International Labor Organization Washington D.C. Office
Mr.	Simon	Steyne	Chief of Operations	International Programme on the Elimination of Child Labor (ILO-IPEC)
Ms.	Victoria	Hargis	Summer Associate	International Labor Organization Washington D.C. Office

<b>International Cocoa Industry Representatives</b>				
Mr.	Jonathan	Atwood	Principle	Common Way Communication
Mr.	Patrick	Aylward	Vice President, Government Affairs	National Confectioners Association
Ms.	Melane Rose	Boyce	Vice President, Public Policy and Corporate Social Responsibility	National Confectioners Association
Mr.	Charles	Feezel	Education Program Director	World Cocoa Foundation
Ms.	Louise	Hilsen	Vice President, Government Relations	Nestle USA
Mr.	Peter	McAllister	Executive Director	International Cocoa Initiative
Mr.	Jeffrey N.	Morgan	Director, Global Programs	Mars
Mr.	Paul	Rosenthal	Managing Partner	Kelley Drye & Warren LLP
Mr.	Philip	Sigley	Chief Executive Officer	The Federation of Cocoa Commerce (FCC)/Europe
<b>Academia</b>				
Dr.	Dr. Bill	Bertrand	Principle Investigator	Tulane University
Dr.	Dr. Elke	de Buhr	Monitoring/Data Collection Specialist	Tulane University
<b>Non-Governmental Organization Representatives</b>				
Ms.	Allison	Arbib	Research Program Manager	Verite
Ms.	Tracy	Gerstle	Senior Technical Advisor, Economic Development Unit	Care USA
Mr.	Reid	Maki	Coordinator	Child Labor Coalition
Ms.	Sonia	Mistry	Program Officer - Africa	Solidarity Center
Mr.	Tim	Newman	Campaigns Director	International Labor Rights Fund (ILRF)
Dr.	Ruth	Rosenbaum	Executive Director	Center for Reflection, Education and Action
Ms.	Jody	Sarich	Policy and Research Associate	Free the Slaves
Ms.	Vicki	Walker	Director, CIRCLE Project	Winrock International

**Appendix 11: Cocoa/Chocolate Industry Comments on Draft  
Annual Report (Year 4)**

September 16, 2010

Dr. William Bertrand  
Principal Investigator  
Payson Center for International Development and Technology Transfer  
Tulane University

**Re: Global Issues Group Comments on the draft Fourth Annual Report: Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Cote d'Ivoire and Ghana**

Dear Dr. Bertrand:

On behalf of the Global Issues Group, a global coalition of leading chocolate and cocoa companies, trade associations and foundations, I am pleased to provide our comments on the draft report prepared by Tulane University.

First, let me extend our sincere appreciation for the work which you and your team at Tulane University have been engaged with over the past four years. Specifically, we would like to recognize the leadership of Dr. Elke de Buhr, Chris Bayer and Sarah Grossman-Greene from your staff – they have demonstrated enormous commitment to this important effort and have done so in a spirit of consultation and cooperation.

We have carefully reviewed the draft Fourth Annual Report and agree with many of the conclusions and recommendations you suggest. We also respectfully disagree with a few characterizations in the draft as stated. That being said, we would simply underscore three of the main conclusions in your report: 1) the need for systematic research in order to formulate appropriate and dynamic remediation programming, which we believe can be accomplished through community-based CLMS and nationally representative surveys; 2) the need for the further development of indicators that will assist in the evaluation of the efficacy of interventions and ultimately improve impact; and 3) the need for effective coordination of National Plans of Action, national and district level policies, and community based-interventions in our collective work in the cocoa sectors of Cote d'Ivoire and Ghana.

Incorporating and building upon many of the insights that Tulane University has shared during the course of their work, we are pleased that on September 13<sup>th</sup>, a new Joint Declaration and Framework of Action was announced by the United States Department of Labor, the offices of Senator Harkin and Congressman Engel, the global coalition of the chocolate and cocoa industry and the governments of Cote d'Ivoire and Ghana. We believe that this new Framework is an important step forward in our work towards the elimination of the worst forms of child labor in the cocoa growing regions of Cote d'Ivoire and Ghana. The Framework calls for increased funding for remediation efforts, the enhanced coordination of activity, and creates a new and historic partnership between the stakeholders identified above.

Industry has learned a great deal about the cocoa sectors, cocoa communities, and cocoa families over the past decade. We are proud of our programs and initiatives in country that have positively touched lives across the cocoa sectors in Ghana and Cote d'Ivoire. But we also acknowledge that while some progress has been made, it has not been enough.

As an industry, we remain optimistic and committed for the long-term. As you can certainly attest, the issues that have brought us all together are complex, longstanding, and critical for the current and future generations of families living and working in cocoa communities.

In closing, we reiterate our sincere appreciation for the role Tulane University has played in this process over the past four years. Tulane's important contributions of research and methodology development, system analysis, training, consultation and reporting have assisted us in the development of the new Framework of Action, and will undoubtedly serve as a body of work that we will continue to draw upon as the newly created partnership further refines and executes its important work in the months and years ahead.

Sincerely,



Jonathan P. Atwood  
Chairman, Global Issues Group



## **Appendix 12: Government of Côte d'Ivoire Comments on Draft Annual Report (Year 4)**

Date: Monday, September 20, 2010  
Subject: Commentaires SSTE

Bonjour Docteur,

Nous vous remercions de nous avoir transmis le rapport même si nous l'avons reçu un peu tard. Il a été périlleux pour nous de le parcourir vu son volume et le fait qu'il ne soit pas traduit en français. Néanmoins vous voudrions faire les observations suivantes:

- à la page 40 au point A3: nous rappelons que les 30 villages sélectionnés dans le cadre du pack self help village respectent les critères suivants:
  - 1) le village doit être producteur de cacao;
  - 2) le village est dépourvu d'infrastructure socio-éducatives;
  - 3) la communautés doit avoir un niveau d'organisation.
  
- à la page 40: le SSTE a le nombre d'enfants bénéficiaire des centres d'éducation communautaires. il s'agit d'environ 100 enfants par villages et donc 3000 enfants pour les 30 villages.

Vu l'importance de ces informations rectifiant les affirmations contenues dans le rapport provisoire, nous vous prions de bien vouloir en tenir compte dans la rédaction du rapport final.

Merci infiniment.

***N'CHO Serge Pacôme***  
*Directeur Technique*  
*SSTE-Certification Cacao (RCI)*  
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