

**CHILD PARTICIPATION IN THE ELIMINATION OF CHILD LABOUR IN COCOA  
PRODUCTION IN SUHUM MUNICIPALITY, EASTERN REGION**

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**THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON  
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF  
MA SOCIAL POLICY STUDIES DEGREE.**



**DECEMBER, 2015**

## DECLARATION

I do hereby declare this dissertation as my own work and that it has never been presented anywhere for an award of an academic degree. All references made to other people's work have been duly acknowledged.

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Date



## DEDICATION

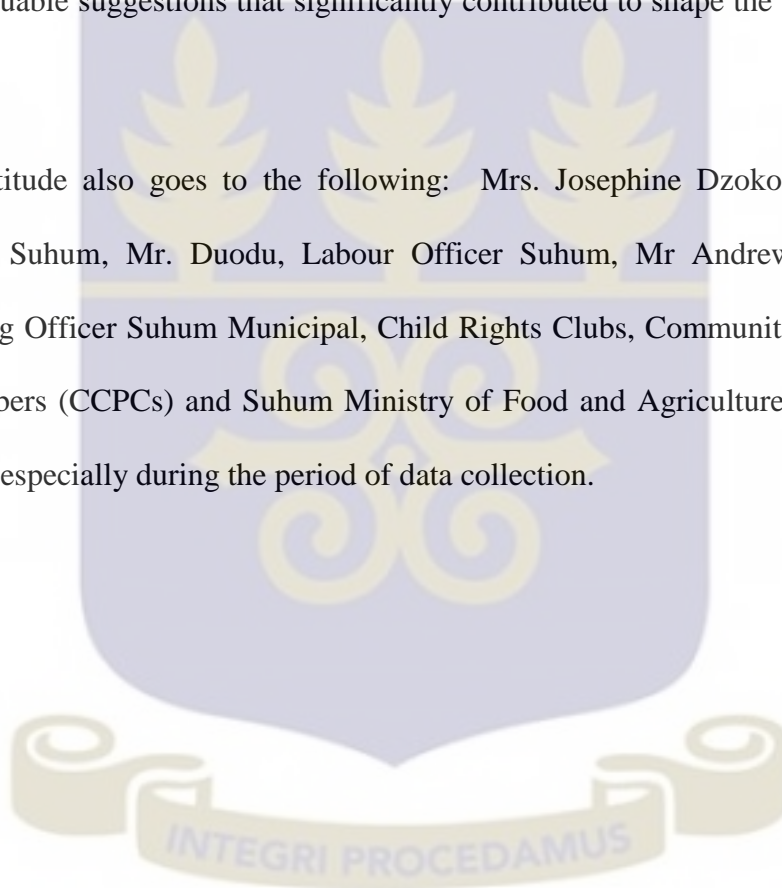
This work is dedicated to my Husband, Edward Cudjoe, my Parents Elvis Adjei and Elizabeth Kotey, to my Daughter, Ohemaa Kuukua Kraku Cudjoe and to my Son, Paapa Kwamina Eson Cudjoe.



## ACKNOWLEDGEMENTS

I take this opportunity to express my sincere appreciation to individuals who have made significant contributions towards the success of this work. Firstly, my sincerest gratitude goes to God Almighty whose indispensable help has seen me through this work successfully. The next appreciation goes to my supervisor, Dr. George Domfe, for painstakingly going through the work, making valuable suggestions that significantly contributed to shape the work to its current form.

My heartfelt gratitude also goes to the following: Mrs. Josephine Dzokoto, District Social Welfare Officer, Suhum, Mr. Duodu, Labour Officer Suhum, Mr Andrew Addae Mensah, Assistant Planning Officer Suhum Municipal, Child Rights Clubs, Community Child Protection Committee Members (CCPCs) and Suhum Ministry of Food and Agriculture (MoFA) for their immense support especially during the period of data collection.



## ABSTRACT

The rights and protection of children have become the central focus of sustainable human development. However, children are usually left out in all decisions that are meant to promote their well-being. One such discussion is the issues of child labour. The main aim of the study was to examine how children could participate in the various processes of eliminating child labour in cocoa growing areas. A mixed method approach was used. This included a survey, focus group discussions and in-depth interviews to gather data in five selected cocoa growing communities in the Suhum Municipal Assembly. The study revealed that the level of awareness of the concept of child labour among respondents in the Suhum Municipality was appreciably high. Majority of the adult respondents said they were aware of interventions running in the Suhum municipality to help eliminate child labour. Respondents interviewed were generally aware of what constitutes child labour with most attributing its perpetuation to poverty.

Majority of Children engaged in child labour however do so without any compulsion which re-echoes the fact that poverty is a key driver of child labour in cocoa farming. This information gives the indication that, the underlying factors for most of these children to willingly opt to work on the farms rather than going to school is the due to financial challenges.

The results further showed that most of the respondents are aware of child labour and its negative effects on the child's development. The respondents also considered child participation as an effective approach in eliminating child labour. It also identified institutional structures such as the Social Welfare and NGOs that exist in the District and how they work to improve child participation in child labour elimination. It was therefore suggested that children should be involved in decisions and processes outline to eliminate child labour.

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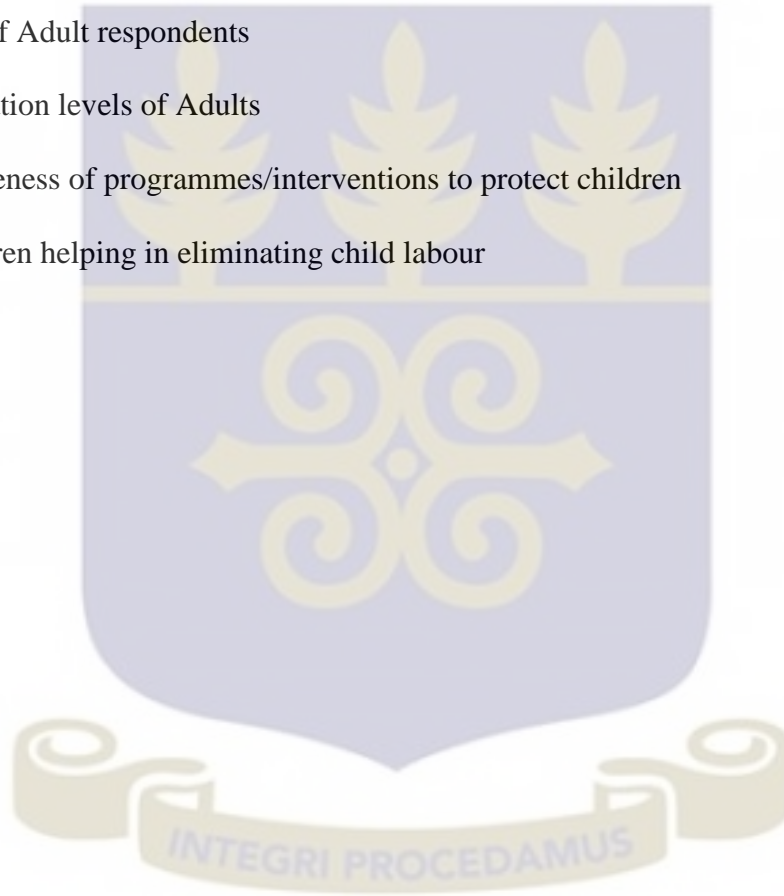
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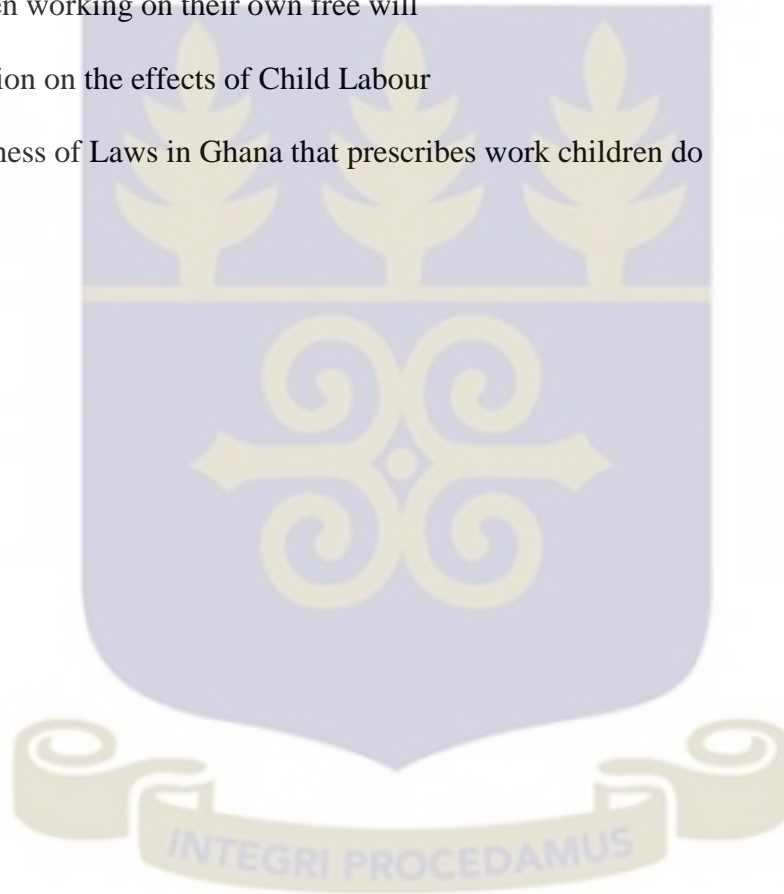
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## LIST OF ACRONYMS/ABBREVIATIONS



CCPC	Community Child Protection Committee
CDD	Centre for Democratic Development
CG	Capitation Grant
CP	Cocoa Production
CRI	Child Rights International
DCPC	District Child Protection Committee
DEO	District Education Office
DMTP	District Medium Term Plan
DSW	Department of Social Welfare
ECOWAS	Economic Community of West African States
GER	Gross Enrolment Rate
GES	Ghana Education Service
GNECC	Ghana National Education Campaign Coalition
GPRS	Ghana Poverty Reduction Strategy
GSFP	Ghana School Feeding Programme
GSS	Ghana Statistical Service
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
ILO	International Labour Organisation
IPEC	International Programme for the Elimination of Child Labour
JSS	Junior Secondary School
LEAP	Livelihood Empowerment Against Poverty
MELR	Ministry of Employment and Labour Relations



MESW	Ministry of Employment and Social Welfare
MSLC	Middle School Leavers Certificate
MOFA	Ministry of Food and Agriculture
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
NHIA	National Health Insurance Authority
NHIS	National Health Insurance Scheme
NPA	National Plan of Action
NPECLC	National Program for the Elimination of Child Labour in Cocoa
OPD	Out Patient Department
OVC	Orphans and Vulnerable Children
PTA	Parents Teachers Association
SHS	Senior High School
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SSNIT	Social Security and Insurance Trust
SSS	Senior Secondary School
UNCRC	United Nations Convention on the Rights of the Child
USDOL	United States Department of Labour
UNICEF	United Nations Children Fund
VAT	Value Added Tax
VSO	Voluntary Services Overseas
WACAP	West African Cocoa/Commercial Agricultural project

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

A nation is democratic to the extent that its citizens are involved in all activities that concern their lives, particularly at the community level. The confidence and competence to be involved must be gradually acquired through practice. It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic. With the growth of children's rights, there is an increasing recognition of children's abilities to speak on their own behalf. Regrettably, while children's and youths' participation does occur in different degrees around the world, it is often exploitative or frivolous (Hart, 1992). The Convention on the Rights of the Child, now ratified by over 100 nations, has significant implications for the improvement of young people's participation in society. It makes it clear to all that children are independent subjects and hence have rights.

Article 12 of the Convention makes a strong, though very general, call for children's participation: "States Parties shall assure the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child" (p. 4). It goes on to argue in Article 13 that: "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless

of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice" (p. 4).

Protection of the freedom and the right of children also means that they should not be involved in child labour. The term child labour refers to employment or work carried out by children that does not conform to the provisions of national legislation, such as the Children's Act, Act 560 nor of international instruments such as the International labour organization (ILO) convention 138 and 182 which define the boundaries of work undertaken by children that must be targeted for abolition (National Plan of Action, 2009). Child labour is an issue of serious concern in Ghana. According to the Ghana Child Labour Survey (GSS 2001), out of a population of approximately 6.4 million children between the ages of 5 and 17 years, 2.5 million (39 %) were involved in economic activities, 1.27 million (20 %) were involved in work deemed to be child labour and 242,074 children were engaged in activities classified as hazardous child labour (Hazardous Child Labour Activity Framework: For the Cocoa Sector in Ghana, 2008, p. 13). On the other hand, Light work is used to characterize the market work of children aged 12-14 that is non-hazardous and for less than 14 hours per week. Child work is an aggregate that pools child labourers with children engaged in light work (ILO, Minimum Age Convention, No 138, 1973)

In order to address the issue of Child labour effectively and comprehensively, communities in which the issue exists need to be engaged and mobilized to work collectively to eliminate the canker. The participation of children in this process is very essential. From a young age, many children help around the home in the form of running errands or assisting their parents in the household, farm and other business chores. With increasing strength, ability and maturity, they get more involved in undertaking light jobs or learning valuable traditional trades. In this way,

children acquire the skills and attitudes they will need as future workers and useful members of the community. This is expected in order to avoid society producing more social liabilities than assets. However, there is a thin line between social orientation and child labour which may be difficult to differentiate by the communities (Feingben, 2010)

In most societies, the integration of children into social and working life may be so gradual that it is not possible to separate the phases. Others (such as economic activities) distinguish childhood from adulthood either by fulfillment of certain social rites and obligations, or by age. It is age that international and national instruments generally use to define a child. They accord the rights and protection of a child for those under age 18. The United Nations Convention on the Rights of the Child (UNCRC) 1989, Article 32 (p.9):

*Recognizes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.*

The Convention is legally binding and its fundamental principles are non-negotiable. Since then, there has been resurgence of international attention on child labour with one hundred and ninety three countries (193) ratifying the UNCRC. This shows the growing public concern about the use of children's time and energy, particularly in activities that may be injurious to their health, education and development. This has resulted in the adoption of international conventions and treaties to protect children from all forms of abuse and exploitation. Key among these are the UN Convention on the Rights of the Child, the African Charter on the Rights of the Child, ILO Convention Nos. 138 on Minimum Age for Employment and 182 on the Worst Forms Child

Labour. Ghana, recognizing the problem of working children has ratified all the Core ILO Conventions which are the minimum age convention 138 and 182.

The government of Ghana has ratified many United Nations, International Labour Organisation and African Union Conventions on the care and protection of children and the elimination of worst forms of child labour. It became the first country to ratify the UN Convention on the Rights of the Child. This required Ghana to develop policies and legislation to facilitate the full development of every child in the country. The country has also ratified many ILO Conventions including Convention 138 which sets a minimum age for employment, Convention 182 on the elimination of the worst forms of child labour and Convention 29 which abolishes forced labour.

As stated in the National Plan of Action (The affirmative action to ensure coordinated effort at eliminating child labour in Ghana), the Government of Ghana considers the elimination of the Worst Forms of Child Labour a priority for the enhancement of the living standards of its people and for sustainable development. Article 28(2) of the 1992 Constitution of the Republic of Ghana indicates that every child has the right to be protected from engaging in work that constitutes a threat to his/her health, education or development. For this reason, the government is determined to eliminate Child Labour and allow every child born in Ghana to benefit from free education scheme.

The Government has made several strides such as the National Programme for the Elimination of Child Labour in Cocoa (NPECLC) to combat various forms of social vices which include Worst Forms of Child Labour. The 2011 US Department of Labour's Trafficking in Persons Reports puts Ghana at Tier 2, an improvement on the earlier rating of "Tier 2 Watch list". According to

the report, the improvement was as a result of the government of Ghana demonstrating an increased ability to collect data on trafficking victims identified and also reported knowledge of 482 victims in 2010 as well as an increase in the prosecution of case of human trafficking. Children are the future of every nation. As such, the development of a child plays a key role in every nation's development. International legislations and standards such as the United Nations Convention on the Rights of the Child as well as the 1992 Constitution of Ghana have recognized the need for child development and participation in all matters affecting them. The Children's Act, Act 560 (sections 12, 13, 16 and 87) emphatically states the rights of children to ensure that children are protected since they are dependents and vulnerable.

In March 2000, the government of Ghana signed a Memorandum of Understanding with the International Labour Organization (ILO) for the Elimination of the Worst Forms of Child Labour in Ghana. In fulfillment of the MOU, the Ministry of Employment and Social Welfare established the Child Labour Unit and set up the first National Steering Committee and appointed some officers to work on the issue. International Labour Organisation/International Programme for Eliminating Child Labour (ILO/IPEC) also established a Country Project and sourced funding from United States Department of Labour (USDOL) to create awareness, build capacity of stakeholders, build partnerships and implemented pilot projects to eliminate Trokosi, Domestic Servitude, and Commercial Sexual Exploitation of children and Kayayei. A database was established and over 2000 children withdrawn through the various projects were logged in. A partnership was developed among government ministries, departments, agencies, trades unions, employers' organizations, civil society organizations and development partners for combating child Labour and its worst forms (Ghana Government Portal, 2013).

Some of the major projects implemented between ILO, government and stakeholders include: Capacity Building Programme, West African Cocoa/Commercial Agricultural Project (WACAP), Time Bound Programme, and Economic Community of West African States (ECOWAS) Project. District and Community Child Protection Committees (DCPCs and CCPCs) have been inaugurated and trained and undertaking child labour elimination in their communities and districts. Several projects are being undertaken in agriculture, cocoa, tokosi (ritual servitude), fishing, prostitution, domestic servitude, commercial sex work involving children and mining, quarrying and fostered children in distress.

This paper employs the example in the selected cocoa growing communities in Suhum Municipal Assembly to examine how the involvement of children in decision on child labour could help eliminate the canker.

## **1.2 Statement of Problem.**

The vast majority of public decisions affecting children are nevertheless made without considering their views or involving them. Much of the work of government and civil society is carried out without explicit recognition of either children or young people. This is also the case with parliaments. As children do not have the right to vote in most countries, their voices are not heard; they are a forgotten constituency. The dominant concept of childhood provides no role for children in the public political sphere. A better conceptual grasp of child labour has also gone hand in hand with a better understanding of the shape of the problem and its causes.

The 2002 Global Report indicated that the vast majority (70 %) of children's work is concentrated in the agricultural sector, and that, the informal economy harbours most child labourers across all economic sectors. A human rights perspective is necessary for a fuller understanding of child labour, as it focuses on discrimination and exclusion as contributing factors. The most vulnerable groups when it comes to child labour are often those subject to discrimination and exclusion: girls, ethnic minorities and indigenous and tribal peoples, those of low class or caste, people with disabilities, displaced persons and those living in remote areas (Hart, 1992).

Child labour constitutes one of the most serious violations of the rights of children such as, violating their right to education, good health and to proper development. In its worst forms, child labour subjects children to torture and degrading treatment that leaves them with lifelong psychological and emotional problems and condemns them to life-long poverty. Preventing the sending of children into Child labour is crucial to the elimination of the menace and this can be achieved through sensitization of individuals and communities, and withdrawal of children at risk and mainstreaming them into social protection schemes and strict enforcement of laws to serve as deterrent to perpetrators. It is equally important to withdraw children who, unfortunately, are caught up in Child Labour. All these interventions call for a concerted and integrated effort by government and its partners.

Ghana, before the adoption of the UN Convention on the Rights of the Child (CRC) established in 1989, the Ghana National Commission on Children to see to the general welfare and development of children and co-ordinate all essential services for children in the country, with the view to promoting the rights of the child. The first National Programme of Action dubbed,

the child cannot wait, was developed with set goals that gave a focus to the work by government and civil society organizations to enable progress for children in their survival, protection, participation and development.(Ghana Government Portal, 2013).

In spite of all these legal instruments available for child participation, the views of children in Child Labour issues have not been properly addressed. It is on this back drop that the study seeks to examine how children are participating in the elimination of Child Labour.

### **1.3 Research Questions**

With respect to the above discussion, the study will seek to address the following questions:

- How do children participate in programmes and activities towards eliminating child labour in Suhum?
- What legal and policy framework exist in the elimination of Child Labour in Cocoa Production?

### **1.4 Objectives of the Study**

The broad objective of the study is to understand the dynamics of Child Labour and assess how children can participate in its elimination as well proposing policy recommendations for child participation for national development.

The specific objectives of the study include the following:

- To assess roles children play in the elimination of child labour
- Examine existing policies regarding child labour and how effectively these policies address the issue

- To examine the activities of Non- Governmental Organisations in addressing child labour through Child Participation

### **1.5 Significance of Study**

The study is useful for adoption and adaptation in implementation of future interventions within the child protection sector and its related projects by policy makers, Government, Non-Government Organization and donor agencies and partners. This study is also expected to expose the magnitude of problems faced by children within the cocoa communities that drive them into child labour activities. It could serve as an advocacy policy paper for educationists towards reviewing the national plan of action for the elimination of child labour in cocoa which will favour implementation strategies. Last but not the least it is also expected to add to existing knowledge in academia as well as serve as a guide for policy makers and project planners for social protection interventions. This will help create a platform for child participation where children will not only be seen but heard to help in the elimination of Child labour in Cocoa growing areas of Ghana.

### **1.6 Organisation of the Study**

This work is divided into five chapters. Chapter One captures the introduction and addresses the background information to the study, the problem statement as well as the objectives of the study, its significance, followed by the organisation of the study. Chapter Two contains the review of related literature in the area of the subject matter. Chapter Three provides a detailed description of the methodology used in conducting the study. It consists of the method of data

collection, the research instrument/data collection tools and sampling frame. Chapter Four comprises data analyses and interpretation of results. Chapter Five comprises summary of findings of the study, conclusion and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

According to Weston, Child labour is regarded as a social construct which differs by actors, history, context and purpose (Weston, 2005). As such the concept has no universally accepted definition. In effect there are differences in what constitute child labour in various regions. For example, the World Bank describes child labour as a ‘serious threat’ from the point of view of the harm it can do to long term national investment (Weston, 2005). The ILO relates the phenomenon to the harm done to children by their current engagement in certain types of economic activity. UNICEF emphasizes that the issue goes way beyond the concerns of investment or its relation to economic activity, and includes several aspects of domestic work which conflicts with the best interest of the child (Gibbons, Heubler, & Loaiza, 2003). There are many dimensions and views on the phenomenon of Child Labour and child participation but much emphasis will be placed on the United Nations Convention on the Rights of the Child (UNCRC), International Labour Organisation (ILO) and United Nations Children’s Fund’s (UNICEF) views on the subject.

This part of the study reviews articles and papers on child labour. It begins with discussions on the main theory for the study. This is followed by the discussions on the relevant concepts and the empirical literature.

## 2.2 Theoretical Framework

The interpretive reproduction approach presented by (Corsaro, 1997)) is used as the underpinning theoretical framework for this study. This theory focuses on the importance of recognizing children as individuals and that their contribution is important to society. This theory is being adopted because it recognizes that children should be treated as individuals and as such stakeholders whose views and opinion must be heard and taken into account in the fight at eliminating child labour. Corsaro (1997) used the theory to describe how the sociological perspective on socialization does not only use childhood as a time of adaption and internalization of appropriation like the more traditional socialization theories points to. Instead it sees it as a process of appropriation, reinvention and reproduction.

The approach places value on the collective activity that goes on between children and adults through sharing and negotiation. However the approach focuses on what is going to happen, like something in progress. To get away from this thinking, Corsaro believes that a shift needs to be made, one that he presents through the interpretive reproduction approach. The approach focuses on children's own capacities. By separating the words he explains interpretive as capturing "the innovative and creative aspects of children's participation in society" and reproduction as capturing "the idea that children are not simply internalizing society and culture, but actively contributing to cultural production and change" (Corsaro, 1997: 18). The two key elements in the approach are language and cultural routines.

This theory has been adopted because it explains how the child understand the society both locally, socially and culturally at the same time as it enables them to express themselves, which are important attributes for children's participation in this context for the elimination of child

labour.. When it comes to the element of cultural routines, it is the security that comes from belonging to a social group that is important. Corsaro (1992:163) argues that “cultural routine serves as anchors that enable social actors to deal with ambiguities, the unexpected and the problematic while remaining comfortably within friendly confines of everyday life”. He continues by saying that children are active participants in cultural routine from birth moving from limited to full participation (Corsaro, 1997).

Three types of collective action are presented in the interpretive reproduction approach:

- Children appropriation of information and knowledge from the adult world.
- Children’s production and participation in a series of peer cultures
- Children’s contribution to the reproduction and extension of the adult culture (Corsaro, 1997: 41)

The three action types presented create a circle of information made up by the exchange, coexistence and participation between children and adults as well as between the children themselves. The children pick up information from the adults that they then implement in their own way into their activities. Through the information they pick up from the adults, they then start to shape which may lead to some change in the adult culture. Although the activities follow a certain progression, it does not have to come in a specific order. Appropriation enables cultural production, which contributed to reproduction in change instead just like language (Corsaro 1997, 41) argues, “the collective actions occur both within the moment and overtime.

Reflecting on Corsaro’s theory shows that, Children’s participation is not best achieved through inviting them to major events and conferences or by involving them in a single piece of research. To be most effective, participation requires widespread changes in political and institutional

structures, as well as in attitudes, values and cultural practices, so that children are recognized as citizens and stakeholders in the present and not just in the future. It is also an important adoption as it sees children participation as a structural form and sees children as “social agents who contribute to the society through their negotiations with adults and through their creative production of series of peer cultures with other children” (Corsaro 1997:43).

### **2.3 The Concepts of the Study**

**Child:** The children’s Act of 1998, Act 560 defines a child as a person below the age of 18 years.

**Child Labour:** The definition of *Child Labour* is derived from the United Nations Convention on the Rights of the Child, ILO Convention 138 and 182, and the Ghana Children’s Act 1998 (Act 560). It is all work that is harmful and hazardous to a child’s health, safety and development; taking into account the age of the child, the conditions under which the work takes place, and the time at which the work is done (MMYE, 2007). According to the ILO5, child labour refers to work that (i) is mentally, physically, socially and morally dangerous and harmful to children; and (ii) interferes with their schooling by depriving them of the opportunity to attend school, by obliging them to leave school prematurely, or by requiring them to attempt to combine school attendance with excessively long and heavy work.

**Definition of Child Labour by UNICEF:** UNICEF defines child labour by placing emphasis on the importance of domestic work by children. In addition to economic work, UNICEF defines child labour as:

- Children 5 -11 years engaged in any economic activity, or 28 hours or more domestic work per week;
- Children 12-14 years engaged in any economic activity (except light work for less than 14 hours per week), or 28 hours or more domestic work per week;
- Children 15-17 years engaged in any hazardous work.

The UNICEF definition has the advantage of theoretically capturing all work that children do. The definition of UNICEF provides a good indicator of child labour that is harmful to a child's physical or mental development. However, it is of limited value for an analysis of the trade-off between work and school attendance.

**Child Work:** work that does not affect his/her health and personal development, or interferes with his/her schooling. Such work “includes activities such as helping their parents care for the home and the family, assisting in a family business or earning pocket money outside school hours and during school holidays”. It includes also work that “contributes to children’s development and to the welfare of their families; provides them with skills, attitudes and experience, and helps to prepare them to be useful and productive members of society during their adult life” (ILO, 2009).

**Worst Forms of Child Labour:** The worst forms of child labour (WFCL) is defined (by ILO Convention 182) to include all forms of slavery or practices similar to slavery (as in the sale and trafficking of children, debt bondage and serfdom, forced or compulsory labour including recruitment for use in armed conflict); the use or offering of a child for prostitution and/or pornography, illicit activities including the production and trafficking of drugs; as well as work

which when performed is likely to harm the health, safety or morals of the child (as determined by national authorities).

**Participation:** ‘participation’ refers to public processes in which people are involved in decision making, either directly or through representatives. Participation is meaningful when: Public information is widely available; many views are taken into account through a variety of methods, including discussions, surveys and referendums; Decisions are made cooperatively, through the joint formulation of plans and policies, and in the shared management of institutions and services (IAWGCP, 2007)

**Child Participation:** Child Participation helps children affected directly by a given situation to have their voices heard. It brings the relevance and appropriateness of public and organisational decision-making on children’s issues by ensuring particular benefits to the poorest and most marginalized groups of children who, have most often been excluded from the social, cultural, political and economic life of their communities and societies. In relation to child labour elimination, Child Participation will acknowledge a shift in the view of children as ‘beneficiaries’ of adult interventions towards respect for them as ‘rights holders’ who are key “makers and shapers’ of their own destinies and that of their own Societies.

Involving children and young people in decision making through consultative processes offers one practical example of children’s participation in practice. Its purpose should be to ensure that children are given the space to have real access to decision-making through direct and active involvement in the planning and design of policies, programmes and services. If these are informed by the direct experience of children, they are much more likely to have a positive, beneficial and lasting impact on children’s lives. Consulting with children can occur at every

level – from the very local up to the international level. A local consultation may revolve around a school or community project or a local government initiative. At the international level, consultations may provide a platform for children’s involvement in regional or global policy-making for children.

According to the Inter-Agency Working Group on Children’s Participation, Children’s participation is not best achieved through inviting them to major events and conferences or by involving them in a single piece of research. To be most effective, participation requires widespread changes in political and institutional structures, as well as in attitudes, values and cultural practices, so that children are recognized as citizens and stakeholders in the present and not just in the future.

## **2.4 Empirical Literature**

### **2.4.1 The International Labour Organisation and Child Labour**

Global concerns for child labour have grown since 1919 when the international labour Organization (ILO) adopted the Convention on Minimum Age, which included proposals for child work. This was followed by the adoption of a number of other international treaties by the ILO including ILO convention 192 (1999), the 1924 Declaration Rights of the Child by the League of Nations, 1959 Declaration of the Rights of the Child and (Ame, Agbenyiga, Apt, & N, 2003). ILO convention 138 (1973) which sets 15 years as the general minimum age a child can be employed. Any work a child engages in contrary to convention No. 138 is considered illegal and should be eliminated. Under the ILO convention the following categories of work are identified;

- Children at work
- Children engaged in child labour, including all economically active children 5 to 11 years of age; economically active children aged 12 to 14 years, except those doing light work only for less than 14 hours per week; and, children aged 15 to 17 years engaged in any type of hazardous work.
- Children in hazardous work, that is, work that will likely harm the health, safety, or moral development of a child. In addition to children working in mines construction or other hazardous activities, this group includes all children below 18 years of age who work 43 hours or more per week.
- Children in unconditional worst forms of child labour, as defined by ILO Convention No. 182. This includes children in forced or bonded labour, armed conflict, prostitution and pornography, and illicit activities.

The ILO says that Participation in some agricultural activities is not always child labour. Age-appropriate tasks that are of lower risk and do not interfere with a child's schooling and leisure time can be a normal part of growing up in a rural environment. Especially in the context of family farming, small-scale fisheries and livestock husbandry, some participation of children in non-hazardous activities can be positive as it contributes to the inter-generational transfer of technical and social skills and children's food security. Improved self-confidence, self-esteem and work skills are attributes often detected in young people engaged in some aspects of farm work. Therefore it is important to distinguish between light duties that do no harm to the child and child labour, which is work that interferes with compulsory schooling and damages health

and personal development, based on hours and conditions of work, child's age, activities performed and hazards involved.

The breakdown of work by ILO is only defined by paid economic activities and ignores the social aspects such as domestic chores and reproductive activities usually borne by girls which could actually interfere with a child development. Another major criticism of this definition is that it is narrow as it underestimates the burden of work on children, especially for girls, who are more likely than boys to perform work in a household (Gibbons, Heubler, & Loaiza, 2003)

#### **2.4.2 The Convention on the Rights of the Child and Child Participation**

The Convention on the Rights of the Child defines the child in article 1 in the following way:

A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. This definition is now more or less globally accepted, at least in terms of legislation (Stern, 2006). Participation is when people are given the opportunity to express their views effectively and for those views to be listened to and taken account of. It is about being involved in and influencing decision making on matters that affect you. There are a huge variety of ways that children and young people can participate, such as at one-off consultation events, through school councils, by completing surveys, or by becoming a member of an organization such as the Youth Parliament. Participation is a right. The United Nations Convention on the Rights of the Child (UNCRC) states that it is the right of children and young people to express their views in relation to matters that affect them and to have those views taken into account. Not only do children and young people benefit from being involved in

decision-making but also organisations and services that involve children and young people will benefit from their involvement.

Children and young people may gain new skills and confidence and make a real difference in something that matters to them. Agencies may gain a better understanding of what makes an effective service for children and young people or will build stronger relationships with the young people they work with. The definition of 'children's participation' is not rigid. Around the world, children are increasingly taking part in public decisions. They are speaking out at local, national and international forums, and working for common causes within different cultural traditions and political systems. In the context of this study, 'participation' refers to public processes in which people are involved in decision making, either directly or through representatives. Participation is meaningful when: Public information is widely available, many views are taken into account through a variety of methods, including discussions, surveys and referendums, Decisions are made cooperatively, through the joint formulation of plans and policies, and in the shared management of institutions and services.

It has not been that long since it became recognized that children have fundamental rights to participation in events concerning their own lives. In 1989, the Convention on the Rights of the Child was adopted by the United Nation and has now been ratified internationally. The Convention spells out the four basic rights children have: the right to survival, to protection, to development, and to participation. The articles concerning the right to participation, for example, include Article 12, the right to express her or his own views; Article 13, the right to freedom of expression and to receive information; Article 15, the right to freedom of assembly; and, Article 31, the right to rest and leisure, to engage in play and recreational activities. (Johnson, 2008).

Participation enhances children's self-esteem and confidence, promotes their overall capacities, produces better outcomes, strengthens understanding of and commitment to democratic processes and protects children more effectively. In the 20 years since the adoption of the Convention on the Rights of the Child by the UN General Assembly, a proliferation of activity and thinking has evolved on the subject of children's participation. Bernard van Leer Foundation, (Landsown, 2005)

Children's civil rights are guaranteed in the UNCRC, along with rights to health care, education, leisure time and protection from abuse, exploitation and violence. Children have a right to participate by expressing their opinions on decisions that affect their lives. For example, when a guardian is appointed for a child outside family care, it is now common for a court of law to listen to a child's wishes before making a decision. Children also have the right to organize themselves to represent their own interests, depending on the prevailing political system and culture. Some countries have set up structures for children that are copies of adult institutions, such as youth councils or children's parliaments. These are channels for children's views to be made known, and also provide opportunities to learn citizenship skills. Another approach is to introduce planning and budgeting processes that involve children in choosing priorities alongside adults. Sometimes governments adopt consumer-oriented approaches, such as focus groups and surveys, to discover children's Amazing preferences – for example, as users of public services. Children's participation is neither best achieved through inviting them to major events and conferences nor by involving them in a single piece of research. To be most effective, participation requires widespread changes in political and institutional structures, as well as in attitudes, values and cultural practices, so that children are recognized as citizens and stakeholders in the present– not just in the future (IAWGCP, 2007).

### **2.4.3 Child Labour in the Ghanaian Context**

About thirty-one percent (31%) of Ghana's population of 20.3 million is made up of children aged 5-17 years. The Ghana Child Labour Survey (GCLS) shows that 2.47 million children aged 5–17 years (that is, about 39 percent of the estimated 6.36 million children in the age group) were engaged in economic activities. Half of rural children and one-fifth of urban children were economically active. Eighty-eight percent of the working children were unpaid family workers and apprentices, while 5.9 percent were self-employed. As many as 1.59 million children were working while attending school. Nearly 20 percent of children (about 1.27 million) were engaged in activities classified as child labour. The phenomenon is prevalent in all regions of the country (GSS, 2003; MMYE, 2006). It is therefore in the right direction to involve children in deliberations and actions towards addressing and eliminating child labour since they large form a large part of the population.

In the Ghanaian society, the upbringing of the child is not just the responsibility of the biological parents but the entire community. Thus, the activities children are involved in such as house chores and light work on the farm during weekends and holidays are considered normal and indeed healthy for the proper upbringing of the child. Traditionally, working on family farms and with family enterprises is seen as part of the socialisation process by which children are trained towards adulthood. In this vein, from childhood, children of cocoa farmers are trained to acquire the knowledge and skills required in keeping flourishing cocoa farms so as to maintain the family legacy when the elders pass away. In a study commissioned in Ghana by ILO (2007), more than a third of focus groups reported that one of the reasons why children work is to gain experience so as to become responsible citizens in their adulthood. The examination of the socio-

cultural setting within which *child work* or *child labour occurs* is important since it helps in the correct interpretation of the various activities that the child is engaged in, and the circumstances of the child involved in such activities (MMYE 2007, Casely-Hayford 2004). The case of child labour in Ghana's cocoa sector is more of a socio-cultural phenomenon. Babies, for example, are carried to the farms at their mothers' backs, and school going children accompany their parents to the cocoa farms during weekends and holidays. However, some studies (Casely-Hayford 2004; Odonkor 2007; MMYE 2007, 2008) indicate that there was continual use of children in activities that may be considered as hazardous (e.g. chemical spraying of cocoa, carrying of heavy loads, usage of machete etc.), and those that border on worst forms of child labour (WFCL).

From a Cocoa Labour Survey commissioned by the then Ministry of Manpower Youth and Employment (MMYE) in 2008, one other dimension of child labour identified was the involvement of minors in apprenticeship. About 73 percent of children in apprenticeship were in the age group 5-12 years. This is in contravention of the Children's Act 560 (1998) of Ghana which puts the minimum age at which a child may commence an apprenticeship at age 15- i.e. after completion of basic education. This notwithstanding, there are not many opportunities for basic school leavers who wish to acquire vocational skills to do so. While the existing vocational training centres are ill-equipped, the poor peasant farmers are unable to bear the additional cost necessary for effective training of their wards. Basic school leavers who are unable to afford the cost of vocational training resort to labour in the cocoa sector.

#### **2.4.4 Underlying Causes of Child Labour in Cocoa Growing Communities**

Several factors have been identified by various studies as the causes of child labour especially in the cocoa industry. Factors identified include high level of poverty among the farmers and poor quality of education in the rural areas. Researchers and practitioners agree that poverty is the main determinant of child labour supply, and that child labour significantly increases the income and the probability of survival of the family. Basu & Van, (1998) argue that the primary cause of child labour is parental poverty. That being so, they caution against the use of a legislative ban against child labour, and argue that it should be used only when there is reason to believe that a ban on child labour will cause adult wages to rise and so compensate adequately the households of the poor children. Other underlying causes of child labour as outlined in a child labour study conducted by GSS (2003) are: lack of sustainable livelihood practices; lack of alternative forms of livelihood; poor parental care and breakup of family; loss of parent due to death.

The contribution of children is most of the time critical since children work when parents' earnings are insufficient to guarantee the survival of the family, or are insecure so that child labour is used as a means of minimizing the impact of possible job loss, failed harvest and other shocks on the family's income stream (Galli 2001). Poverty may not be the main cause but certainly an important cause that influences a lot in child labour. Why would a child prefer to get an education or go to school when staying in work can make him eat on that day? Or even worse, not even have the opportunity of choice between attending schools or work (UNICEF, 2008).

In most of the businesses surveyed in Ghana, for example, the employed children were either those of the owner or were close relatives. The two main reasons why enterprises employed child

labour were the "willingness" of children to work as many hours as required, and the absence of labour disputes, (ILO,1996).

#### **2.4.5 Efforts in Addressing Child Labour**

The ILO doctrine on child labour states that labour carried out by children of 15 years or younger under conditions which stifle their physical, psychological and intellectual development must be eliminated. The Minimum Age Convention, 1973 (No. 138) is the ILO's main instrument on child labour which applies to all sectors of economic activity. The ILO's on-going campaign against child labour includes a technical cooperation programme designed to help countries build up a permanent capacity to address the problem. The International Programme on the Elimination of Child Labour (IPEC) was launched in 1992 to foster the development of an effective partnership between government services, employers' organizations, trade unions, non-governmental organizations and other interested parties including universities and members of the media.

IPEC's work to eliminate child labour is an important facet of the ILO's Decent Work Agenda. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute directly to creating decent work for adults

#### **2.4.6 Legal Landscape on Child Labour and Participation in Ghana**

Ghana's legislation/laws on the welfare and development of the child and on child labor have provisions that are in line with ILO Convention 182, ILO Minimum Age, Convention 138 and UN Convention on the Rights of the Child. The relevant existing legislation/laws are:

The Constitution of the Republic of Ghana, 1992.

Children's Act, 1998, Act 560.

Labour Act, 2003, Act 651.

Human Trafficking Act, 2005, Act 694.

Domestic Violence Act, 2007, Act 732.

Juvenile Justice Act, Act 653.

The Consolidated Criminal Code, 1998, Act 554

ILO Convention 182 (on worst forms of child labour.

United Nations Convention on the Rights of the Child (UNCRC).

##### ***The Constitution of the Republic of Ghana, 1992***

Article 28 of The Constitution mandates Government to ensure the rights of the child. Article 28 also provides protection against exploitative labor. Article 28, 34 (2) and 35 (c) specifically provide that “no person shall be held in slavery or servitude (or) be required to perform forced labor.”

##### ***Children's Act, 1998, Act 560***

It asserts Ghana's commitment to the promotion of the physical, mental and social well-being of the Ghanaian child. Act 560, Sections 12 and Section 87 (1) state that “no person shall engage a child in exploitative labor.” The Children's Act, 1998; Act 560, Section 12, reinforces the

constitutional assertion that “no person shall be held in slavery or servitude” and that “no person shall be required to perform forced labor.”

These proclamations provide an umbrella protection against exploitative child labor, including the worst forms of child labor. Legal protection against exploitative child labor is specifically provided under a number of Legislations, including The Children’s Act, 1998; Act 560, Section 87 (1) which reaffirms that “no person shall engage a child in exploitative labor.” The Children’s Act, Section 87, defines ‘exploitative child labor’ as labor which “deprives the child of its health, education or development”. The Children’s Act, 1998; Act 560, Section 88 outlaws exploitative child labor and specifically bans ‘night work’ which is defined (for children) as “work between 8 o’clock in the evening and 6 o’clock in the morning

***Labour Act, 2003, Act 651***

It sets out, in Part VII, Sections 58-61, under the heading ‘Employment of Young Persons’, the various provisions relating to child labor. The Labor Act Regulations, 2007, Legislative Instrument (LI) 1833, was passed as operational tool for Labor Act, Act 65.

***Human Trafficking Act, 2005, Act 694***

In whose Sections 2 (1), 3 (1) and 4 (1) of Act 694 variously prohibit the following: “a) human trafficking; b) provision of trafficked persons; and c) use of trafficked persons.” Human Trafficking Act, 2005, Act 694 asserts, in Sections 1 (1) and (2), that ‘human trafficking’ may involve “exploitation of the vulnerable” and such exploitation may include “forced labor or services.”

***Domestic Violence Act, 2007, Act 732***

This Act was enacted, according to the Act's preamble, "to provide protection from domestic violence for women and children ..."

***Juvenile Justice Act, Act 653***

It also makes provisions for a system of justice for offenders under age 18.

***The Consolidated Criminal Code, 1998, Act 554***

This Act embodies all Criminal Code Amendments

***International Conventions ratified by Ghana***

International conventions ratified by Ghana and whose provisions have been incorporated into legislation relating to the child and all forms of child labor are:

- ILO Convention 182 (on worst forms of child labor)
- Convention on the Rights of the Child

***ILO Convention 182 (on worst forms of child labor)***

The convention outlines new instruments for the prohibition and elimination of the worst forms of child labor as the main priority for national and international action. Convention 182 is intended to complement ILO Minimum Age Convention 138 for Admission to Employment.

***Convention on the Rights of the Child***

Ghana was the first country to ratify the UN Convention on the Rights of the Child (CRC) which is "aimed at promoting child survival and development." The basic rights and principles of

participation are found in articles 12, 13 and 15 of the United Convention on the Rights of the Child.

### ***Article 12 of Ghana's Constitution***

It establishes the right of children to be involved in decisions that affect them, both as individuals and as a group. This right to be heard and taken seriously is one of the Convention's fundamental principles. Article 12, together with the other key civil rights set out in the Convention, has been broadly conceptualized as 'participation', although the term itself does not appear in the text. While children have always participated in many ways within societies the term has evolved and is now widely used as shorthand for the process of children expressing their views and having these taken seriously. It is important to understand clearly what article 12 does and does not say. It does not give children the right to autonomy. It does not give children the right to control all decisions, irrespective of the implications of these for either themselves or others. It does not give children the right to ride roughshod over the rights of their parents. However, it does introduce a radical and profound challenge to traditional attitudes that assume that children should be seen and not heard.

The other general principles are article 2 (non-discrimination), article 3 (the best interests of the child) and article 6 (the right to life and Maximum survival and development). Article 15 of the Convention also forms part of the foundation of children's right to participation. It guarantees the right to create or join associations and to peaceful assembly. Both of these imply the opportunity to express political opinions and participate in decision-making processes; both are critical to the development of a democratic society and to the realization of children's rights, which includes the participation of children themselves. In addition to these two articles, article 13 strengthens

children's participatory rights by guaranteeing children freedom of expression along with the "freedom to seek, receive and impart information and ideas of all kinds". Indeed without access to information and ideas and without the right to express all ideas, expression or participation

***Article 13 of Ghana's Constitution***

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

- (a) For respect of the rights or reputations of others; or
- (b) For the protection of national security or of public order, or of public health or morals.

***Article 15 of Ghana's Constitution***

States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals or the protection of the rights and freedoms of others.

#### **2.4.7 Policy Landscape on Child Labour and Participation**

From the literature so far, it is obvious that child labour is a complex phenomenon that cuts across policy boundaries-education, health, labour markets etc. Therefore, achieving continued progress against it requires a policy response that is cross-sectoral and sustainable in nature. Such policy responses must aim at addressing the underlying factors that push children enter to work prematurely and also involving children in steps towards its elimination. The relevance and efficacy of some of these policy pillars are explored in this study. Social protection has been prominent in Ghana's poverty reduction strategy papers (GPRS I and II), and a draft National Social Protection Strategy was completed in April 2007, and has since been formally adopted. In addition to these initiatives, several policies have been formulated and legislations passed to confront challenges children face in Ghana – the under-five child health policy, early childhood development policy, the Children's Act, the Domestic Violence and Human Trafficking Acts and their corresponding national action plans, national action plan on child labour. Other social protection initiatives include the National Health Insurance Scheme, capitation grant for public schools, free school uniforms, free bus-rides for school children, school feeding programme, and LEAP social grants to households with children involved in child labour.

##### ***Capitation Grant***

This was introduced in 2005 and expanded nationwide to all public basic schools in 2006, in order to improve enrolment and retention by providing schools with grants to cover tuition and other levies that were previously paid by households. The initiative sought to help poor parents meet the cost of primary education, especially poor children. At the outset of the Capitation

Grant (CG) policy, every public kindergarten, primary school and junior secondary school received a grant of GH¢3.00 per pupil per year. The quantum of financial resources to schools is dependent on the school population. The amount was to be spent on sports, cultural activities and on other expenses like the minor repairs, teaching and learning materials, in-service training for teachers and so on. These amounts were chosen based on an analysis of the average fees charged at basic level nationally. Schools were therefore not permitted to charge any fees to parents. However, reports from the Ministry of Education indicate that the actual unit cost for a child in a public primary school per year was GH¢64.43 (MOE, 2006). Currently the capitation grant per child in Ghana is on average GH¢4.50 per enrolled child having been increased by 50 per cent from the GH¢3.00 in the 2009 school year. However, the CG per primary school child is still insignificant as compared to the actual per unit cost of primary education per child.

Consequently, various stakeholders in the education sector have made suggestions for the increment of the grant to between GH¢5.00 and GH¢10.00 (GNECC, 2006). Although the total capitation policy has resulted in significant increases in net enrolment rates (NER) in public primary schools from 59 percent (2005) to 78 percent (2008), it has done little to improve the quality of education, which is also critical in the fight against child labour. MOE (2011) reports that the Gross Enrolment Rate (GER) for primary schools has increased to 96.4 after a period of stagnation at 94.9. MOE, however, indicates that there has been a slowdown in enrolment growth observed at all levels of basic education and the MOE thinks that this trend reflects the significant challenge the education sector faces in trying to expand access to the remaining out of school children.

### ***Livelihood Empowerment Against Poverty (LEAP)***

This programme was initiated in March 2008 to provide cash transfers to extremely vulnerable households, including those with orphans and vulnerable children (OVC). As of May 2009, LEAP was benefiting about 26,200 households in 74 districts (out of 170 districts nationally). The Department of Social Welfare (DSW) in the Ministry of Employment and Social Welfare (MESW), which manages the programme, aims to reach 165,000 households within five years. The programme employs complex targeting methods, involving the selection of deprived districts and then a mix of community-based selection and proxy means testing. At present, the programme focuses on caregivers of OVC, impoverished elderly and persons with severe disabilities. The transfer ranges from GHS 8 per month for one dependent up to a maximum of GHS 15 for four dependents. The programme is also meant to be time-bound in the sense that beneficiaries are expected to ‘graduate’ from the programme within three years, although the criteria and procedures have not yet been worked out. The transfers for OVC are supposed to be conditional, whereas those to the elderly and disabled are unconditional. Officially, the transfers for OVC require the enrolment and retention of school-age children in school, birth registration, attendance at post-natal clinics, full vaccination of children up to the age of five, no trafficking of children and no involvement in the ‘worst forms of child labour’( UNICEF 2009). LEAP has integrated child labour concerns from the outset and is expected to be eventually extended nationwide.

### ***Ghana School Feeding Programme (GSFP)***

The GSFP began in late 2005 with 10 pilot schools, drawn from each region of the country with the aim of increasing school enrolment and retention by providing children with a daily meal at

school. By August 2006, it had been expanded to 200 schools covering 69,000 pupils in 138 districts. As at March 2007, 975 schools had been reached by the programme, benefiting 408,989 pupils daily. Thus, by the end of the first quarter of 2007, the GSFP had already surpassed the 2007 year-end target of 889 schools and 320,000 children set in the Programme Document. As at October 2009, the total number of kindergarten and primary school pupils being fed daily was 656,624. This represents about 22percent of all kindergarten and primary school pupils in the country (GSFP, 2010).

### ***National Health Insurance Scheme (NHIS)***

The NHIS was established in 2003 to provide equitable health insurance for all Ghanaian residents. Ghana's NHIS has been structured to provide coverage for a significant population of the poor and vulnerable. This includes children under the age of 18, the elderly, pensioners of the Social Security Scheme, pregnant women and indigent. These groups together constitute about 70percent of the total registered membership of the NHIS. Evidence at most public health facilities indicate that between 70 percent and 80 percent of Out-Patients Department (OPD) attendance is by NHIS card bearers while about 59 percent of admissions are also NHIS cards bearers. Special fiscal measures have been taken to provide financing for the NHIS. These include a National Health Insurance Levy, which consists of a 2.5percent addition to Value Added Tax (VAT) and import duties, as well as payments from Social Security and National Insurance Trust (SSNIT), the premiums paid by members of the NHIS 'mutual health' schemes and resources provided by the Ministry of Health and donors. Realizing the need for further improving coverage of the poor, the NHIS through collaboration with the Ministry of Employment & Social Welfare under the Livelihood Empowerment Against Poverty Project

(LEAP) and other initiatives such as faith based projects is expanding coverage of the poor within the informal sector. The NHIA is further seeking a redefinition of poor and vulnerable in the context of an ongoing legal reform of the NHIS to ensure their effective coverage (NHIA, 2011).

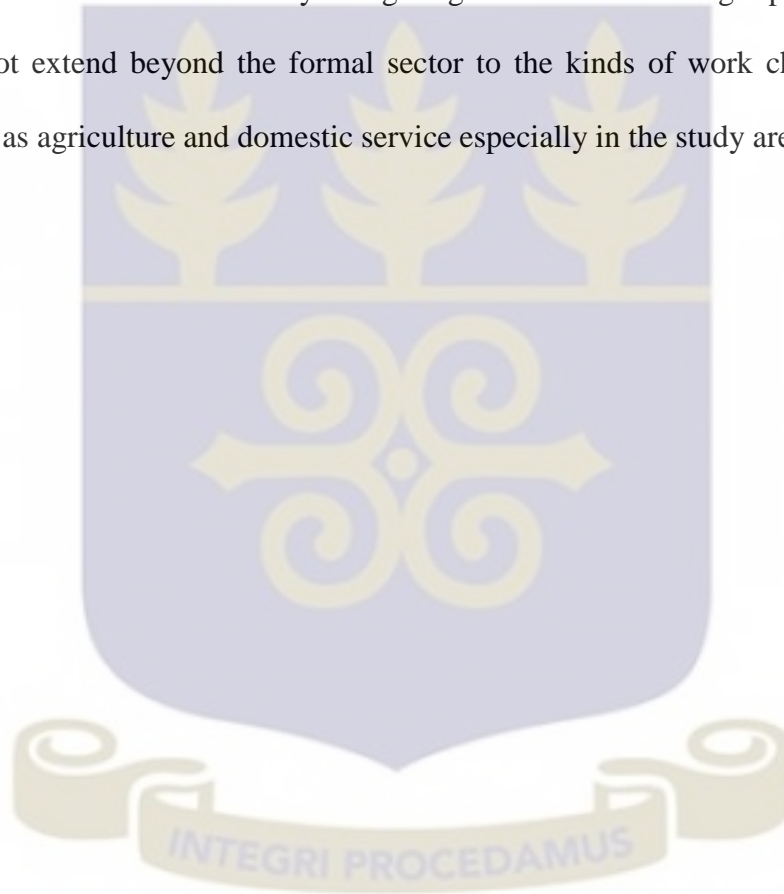
## **2.5 Lessons Learnt from the Literature**

From the available literature it is evidently clear that the issue of child labour is real but the problem with it in Africa is the availability of reliable data spelling out the magnitude of the problem. Several factors account for child labour in our society and they include the following; poverty, sheer ignorance on the part of some parents and socio-cultural beliefs. From the literature reviewed, poverty has been a major determinant of child labour in Ghana and in most developing countries. The vast majority of the children are engaged in agricultural related activities. The problem in the developing world and Ghana in particular is more rural than urban. Working children are also considered essential contributors to household incomes.

The solution to the problem does not lie only in the enactment of laws but also in empowering individuals economically to be able to provide education to their children (Basu, 1998). Human capital is one of the keys to reducing poverty. Education opens up opportunities for better health and better nutrition. This is because education normally leads to higher income and greater access to social benefits, as well as greater productivity. Indeed education is central to all aspects of the impact of population and poverty. Therefore, in trying to find a solution to the problem, there is the need for a multifaceted approach taking into consideration the religious and cultural backgrounds of the people. It has also been realized that formal education is key in the fight of the child labour problem in Ghana, but access to education for all is faced with numerous

challenges especially in the rural areas. There are lack of infrastructural facilities and teachers in some of these areas and as a result some parents do not see the need of sending their children to school if at the end of the day the school does not make any difference in their lives. To deal with the problem of child labour, governments need to devote resources towards exploring children's views and roles that they can play in child labour elimination.

It is also realised that laws are necessary in fighting child labour but legal protection for child labourers does not extend beyond the formal sector to the kinds of work children are mostly involved in, such as agriculture and domestic service especially in the study area.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design, the study area and target population for the study. It also looks at the sampling approaches, the data collection methods and instruments as well as the quality control measures in the data management and analysis.

#### **3.2 Research Design**

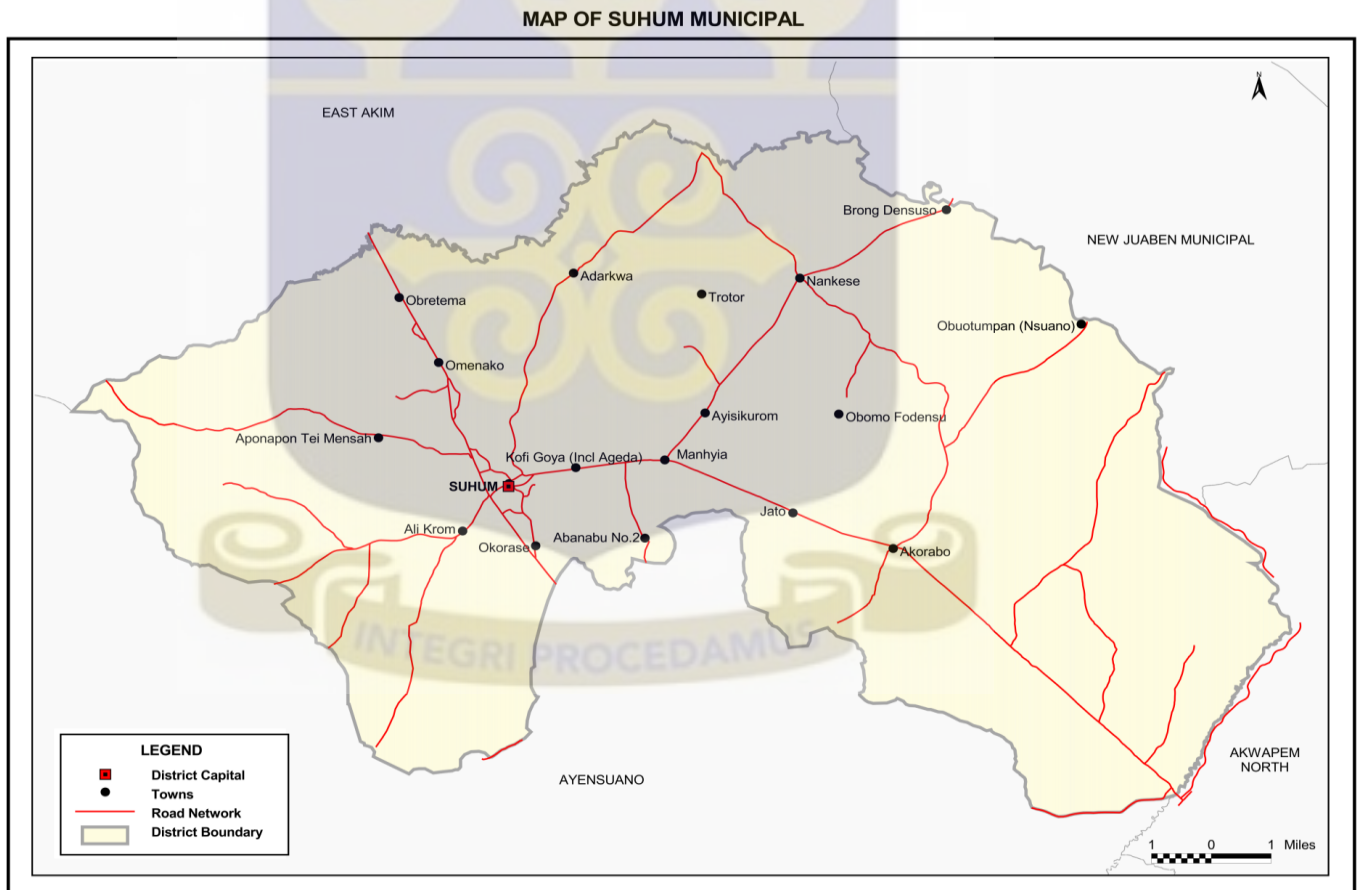
The study used a mixed method approach to address the research questions. Brannen (2005) explained the mixed method approach to research as a strategy that combines more than one type of research method and these could be a mix of qualitative and quantitative methods, a mix of quantitative methods or a mix of qualitative methods. The approach for this study involves the use of both quantitative and qualitative methods, that is, survey and case study respectively. The mixed method approach was preferred because the researcher sought to obtain different kinds of responses from multiple sources and integrate these for a comprehensive analysis of the research problem (Creswell, 2003). The survey was intended to generate standardised responses from the adults and the children and the interviews were done to provide an in-depth understanding of the issues being studied.

#### **3.3 Study Area**

This research was carried out in the Suhum Municipal Assembly of the Eastern Region of Ghana. The Municipality shares boundaries with the West Akim Municipality to the west, the Akwapim North District and New Juaben Municipality to the east, the Akwapim South District

to the south and the East Akim Municipality to the north. It covers a land area of 940 square kilometres. It is located within Latitudes 50 451N and 60 51 N and Longitudes 00 151W and 00 45W. Its capital, Suhum, is approximately sixty kilometres northwest of Accra and this makes the town and others in the district on the Accra – Kumasi highway monitoring towns for some workers in Accra. About 71 percent of the economically active population in the municipality are engaged in agriculture. A large number out of these are involved in cocoa farming on full or part time basis. These include migrant and settler farmers as well as indigenes.

**Figure 3.1: Map of Suhum Municipal**



Source: Ghana Statistical Service, GIS

Data was collected in selected cocoa growing communities in the Suhum Municipal Assembly. The communities were: Aponoapono, Obretema, Mamehyiaso, Okonam and Tei Mensah. All cocoa growing communities in the Municipality were viable for the study but primary data were collected in only these five rural communities. These communities were chosen because the researcher was convinced after an initial visit to the Municipality that they bore the traits relevant for their selection. The incident of child labour is rife in these communities and that made the communities suitable for the study. That is not to say that the other communities were not suitable but rather that the selected communities were accessible and had a number of people who were willing to participate in the study.

### **3.4 Study Population, Sample size and Sampling Techniques**

The population for the study was made up of adults including parents and child protection committee members and children. The responses for the adults were needed because they make decisions for children. Although previous studies (MMYE 2007, 2008; Odonkor 2007, 2008) had captured vividly children's perspectives on the child labour discourse, the data collection process of this study was skewed towards children to enhance the probability of collecting data on children's varying views and opinion on child labour and child participation. The population of this study is drawn from five communities community covering the District Child Protection Committee, Community Child Protection Committee, Parents, children and Local Non-Governmental Organisations. It is from these groups of people that the sample for the study was chosen.

The survey aspect of the data collection involved the administration of 150 semi-structured; questionnaires to 50 adults and 100 children. The respondents for the survey were selected using the cluster sampling technique. This technique involves the categorisation of spatial areas into clusters and then sampling individuals from the clusters using other sampling techniques (Julien, 2008) such as purposive sampling which helps identify most suitable respondents and sampling informants with a specific type of knowledge. The clusters were sampled out of the well-defined naturally existing communities within the five larger selected communities. Initially, the names of the clusters within each of the five larger communities were written on separate equal pieces of papers, folded and then put in a separate basket and a seven year old child was blindfolded and asked to randomly select three clusters from each of the five larger communities. Upon visiting each selected cluster in a larger community, systematic random sampling technique was then used to select ten children and 20 adults from each of the five larger communities. The first house in each cluster was considered and then twenty more houses were counted until a willing respondent was located.

The participants for the focus group discussion and the interviews were all selected using the purposive approach to sampling. The total number of people involved in the qualitative dimension of the study was 96. A total of 6 focus group discussions (FGDs) comprising 15 children in each group were also carried out to ensure a more participatory approach. In all, a total of 90 children were involved in the focus group discussions. The FGDs were held to basically observe how children express their views and opinions they hold on the topic. These children were chosen for the discussions because of their level of relatively superior awareness of the child labour and child rights issues. There were six key informant interviews with six district stakeholders working towards the elimination of child labour in the district. They are the

District Social Welfare (DSW) Officer, District Education Officer (DEO), Ministry of Food and Agriculture (MoFA) officer, District Child Protection Committee, Labour officer and Child Rights International (CRI). All the participants for the focus group discussion and the interviews were purposively selected.

### **3.5 Data Sources and Data Collection Methods**

Data for the study were collected from both primary and secondary sources. Primary data was collected using semi-structured interviews, focus group discussions and self-administered questionnaires in the five communities. These methods were used to collect data on views of children, adults and stakeholders on their perceptions on child participation in the elimination of child labour. Both questionnaire for adults and children had 22 questions/items. In addition to these, the key stakeholders such as the District Social Welfare (DSW) Officer, District Education Officer (DEO), Ministry of Food and Agriculture (MoFA) officer, District Child Protection Committee, Labour officer and Child Rights International (CRI) were interviewed using a semi-structured interview guide. The questions asked of the participants were open-ended questions with the intent of getting the respondent to avoid yes or no answers were used to derive in-depth responses. Open ended questions provide answers in a manner that reflects the respondents' own perceptions rather than those of the researcher (Lewis-Beck et al, 2004). In addition, interviews were carried out with District Stakeholders and notes taken accordingly.

The secondary sources from which data was obtained included information from institutions such as Department of Social Welfare and district assemblies in the Suhum Municipal of the Eastern Region. Secondary sources of data involved an intensive reviewing of relevant literature

from books, journals, magazines, newspapers, the municipal and individual writing exercises. This was to further supplement the primary data gathered during the fieldwork.

### **3.6 Data Processing and Data Analysis**

Data collected was cleaned, edited and coded. The quantitative data as obtained from the survey with the administration of the questionnaire was analysed using the Statistical Package for Social Sciences (SPSS, Version 16) to generate frequency tables, pie charts and bar graphs for further interpretations, discussions and analysis. The qualitative responses obtained from the interviews and the focus group discussions were analysed inductively to generate comprehensive themes from the responses. These data were supplemented by secondary data obtained from various legitimate sources.

### **3.7 Validity, Rigor and Reliability**

To increase the validity and reliability of the findings of the study, self-disclosure and collaborative participation of the study participants was done to ensure that the information being reported was bereft of biases (Creswell & Miller, 2000; Shenton, 2004). This involved discussions with the participants on the meanings of the issues that they had mentioned in the discussions. This was to ensure that the meaning that they researcher got from the discussions was as was communicated by the participants. The use of different methods as in triangulation was also used to maintain the sanctity of the data, analysis and reporting to ensure rigor in the study (Mathison, 1988; Shenton, 2004).

### **3.8 Ethical Consideration**

Informed consent was obtained from all the respondents including the district stakeholders, children and adults respondents. For the children, the consent of their parents and their guardians was sought but the parents and guardians were not allowed to interfere and influence the responses of the children. Confidentiality and anonymity of respondents was assured, and their names were not asked during the data collection except for interviews with the district stakeholders. The data for the study was also kept in a secured location to keep it private and away from the public and as a way of safeguarding the responses of the participants of the study.

### **3.9 Limitation of the Study**

The study was conducted in only one out of about 60 cocoa growing districts in the country. Primary data was gathered in only 5 communities limiting empirical generalisation of the findings of the research findings. However, this limitation did not significantly affect the outcome of the study as the issues raised are of relevance and applicable in theoretical generalization. Child labour remains a major issue of public and political concern and the outcome of this study is a contribution to the discourse on remediating the problem.

## CHAPTER FOUR

### ANALYSIS OF RESULTS AND DISCUSSION/INTERPRETATION

#### 4.1 Introduction

This chapter gives an overview of the results from the analyzed data as well as the discussion of the findings. Results are presented in tables and chart formats. The chapter is subdivided into four main sections namely; demographic characteristics of respondents, roles that children can play in the elimination of child labour, existing policies regarding child labour and how effectively these policies address the issue of child labour through *child participation*. The presentation is interspersed with key findings from the review of literature.

#### 4.2 Demographic Characteristics

##### 4.2.1 Demographic characteristics of children

This section presents the demographic data of the children which include their gender, age and educational level. The findings of the study revealed that, majority of the children respondents included in this study were male as they represented fifty seven percent while female children represented forty two percent (Table 3.1). It was observed that the male participated were more

active during the interviews. The study, however could not explain why the male participants were relatively more active.

**Table 4.1: Gender of Children**

Category	Frequency	Percent
Male	57	57.0
Female	42	42.0
No response	1	1.0
Total	100	100.0

**Source: Field work, 2013**

Further analysis revealed that, 20 percent of respondents were between the ages of 6-10 years while 45 percent were between the ages of 11-15 years with 35 percent between the ages of 16-17 years as shown below (Table 3.2). It was observed that, children respondents within the majority age bracket of 11-15 shows that at this age were more vibrant, active and assertive. This shows that they can effectively participate in child labour elimination. According to Hart (1992), it is important to remember that the ages at which a child can participate, vary greatly according to culture and to the individual characteristics of the child, just as important as the unfolding of a child's ability to think and speak is the motivation behind his or her behaviour. A child who is troubled or who has low self-esteem is less likely to demonstrate his or her competence, to think, or to work in a group. For this reason, in attempting to facilitate the participation of children it is important to identify children within ages where they can speak. Even with those who seem less competent than might be expected, Hart (1992) says that one must identify situations which will

maximize a child’s opportunities to demonstrate his or her competence. Similarly, one should also use alternative techniques for enabling different children’s voices to be heard.

**Table 4.2: Age of Children**

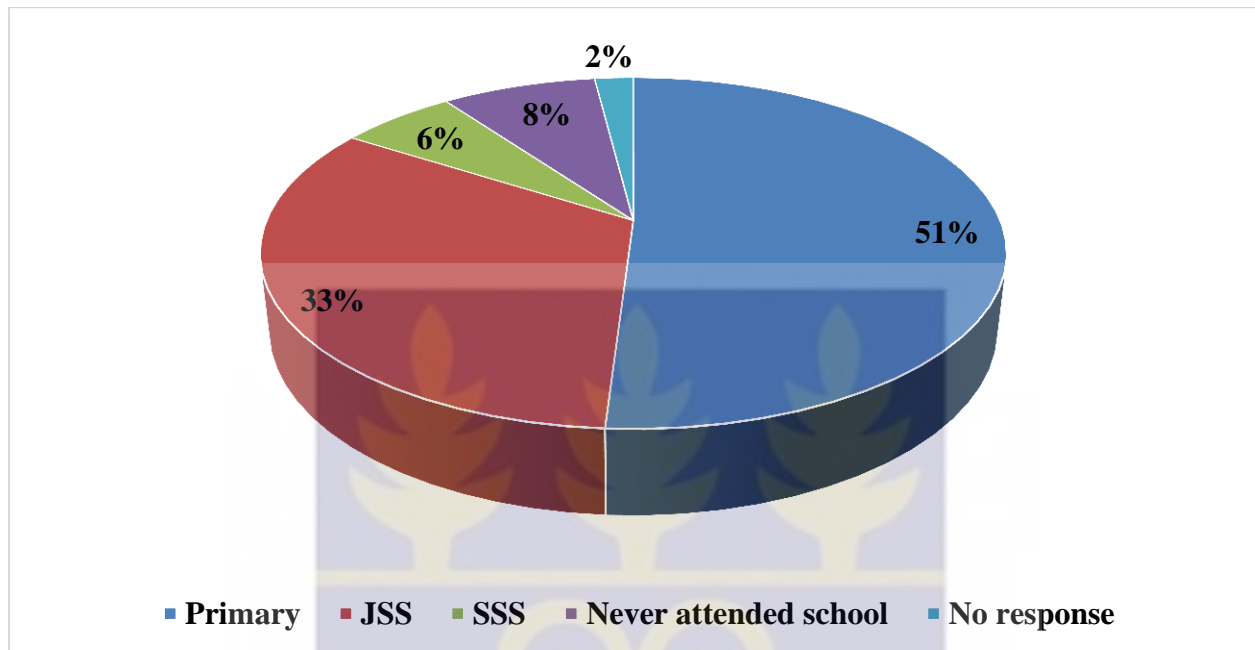
Category	Frequency	Percent
6-10 years	20	20.0
11-15 years	45	45.0
16-17 years	35	35.0
Total	100	100.0

**Source: Field work, 2013**

Finally, the data revealed that majority of the children, representing 51 percent had attained primary level as their highest level of education while 33 percent were in the junior secondary school level with only 6 percent also reporting to be in the senior high level as shown on Figure 4.1.



**Figure 4.1: Educational Level**



**Source: Field work, 2013**

This finding buttresses the Free Compulsory Basic Education intervention in Ghana which was introduced in 2005 and expanded nationwide to all public basic schools in 2006 to ensure that at least every child attains a basic school education. This is done in order to improve enrolment and retention by providing schools with grants to cover tuition and other levies that were previously paid by households. The initiative sought to help poor parents meet the cost of primary education, especially poor children. This gives the child the right to education and also the right to participate in the development process that comes with attaining education.

#### 4.2 Assessing Roles Children Can Play in the Elimination of Child Labour

The first objective of the study was to assess roles that children can play in the elimination of child labour. This section investigates the level of knowledge on child labour among the children included in this study. To achieve this, Children were asked, what they know about child labour during the focus group discussions. Their responses suggested that, majority of them were fully aware of what child labour is. *“We have a child rights club in school and the patron teaches us about child labour at meetings” (-A child in group 5 Okonam).*

Some of the responses given in the focus groups included:

*“engaging children in hazardous work”, “using children to do hard work which is more than their strength”, “using children to do work meant for adults such as ploughing cocoa farms without sending them to school”, “making children work for financial gains or support for the family as well as making children carry heavy loads which are beyond their ability and also depriving children the necessary education need through labour”- (Children in focus groups in Aponoapono and Tei Mensah).*

The study further sought to investigate why people especially parents of children will like to employ their children or the children of other people in their cocoa farms from the perspective of the children included in this study. From their responses, it was revealed that, the main problem was associated to poverty as most of the children in the discussion believed people who engaged their children in cocoa farms are financially challenged as such having a child working alongside them tend to bring more productivity than when one person is working on it *“We children are very happy when we are given money after working, no matter how small the amount is”*. Some were also of the view that, it was due to cheap labour as the parents will not pay the child for

working for them and moreover the children cannot complain of being cheated. Other reasons given included; poor parental care, children dropping out of school and since they will be in the house without doing anything, then why not help their parents on the farms. A boy in Mamehyieaso said:

*“I have to work on peoples’ farm so that I can gather the money to buy food and school books; I want to be a lawyer that is why I am working hard so that I won’t stop school because there is nobody to help me”.*

*“Most of the girls don’t come to school. They miss school often. I see some of them coming from the market when I close from school. I don’t know why, maybe they like money than school”- Focus group in Obretema*

When asked whether in their opinion they think some children are working on their own free will, majority of them responded in the affirmative, representing 78 percent. This gives the indication that, in a situation where the parents are not in the best of positions to provide financially for their children, the children resolve to working willingly with them on their farms. This also gives the indication that, with parents failing to see the importance of education, they are not able to impact positively on their children for them to also realize the importance of education. As such children are willing to work with their parents than going to school. However, there were those who were of the belief that, children do not work on their own free will but rather coerced by their parents and guardians in the light of their economic situation. They represented 21 percent as observed on Table 3.3 while only 1 percent did not respond at all.

**Table 4.3: Children Working On Their Own Free Will**

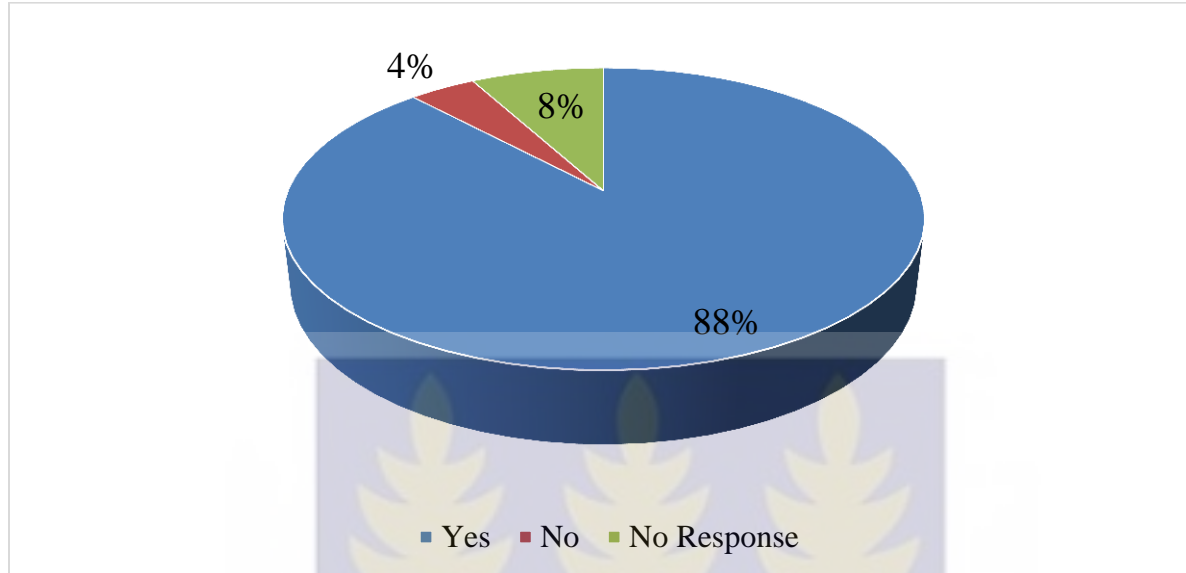
Category	Frequency	Percent
Yes	78	78.0

No	21	21.0
No response	1	1.0
Total	100	100.0

**Source: Field work, 2013**

In the Focus Group Discussions, the children explained, in relation to working on their own free will that, some of them begin from infancy and hence grow to love the work than to go to school. Moreover they need to cater for themselves and also to support the family financially, due to lack of interest in education, lack of parental care and monitoring, in search of money to help cater for their educational needs, and also due to the stubbornness and truancy on the path of the children.

To further find results for the first objective of this study being, investigating how children participation could help in eliminating child labour in the Suhum district, a series of questions were posed to each of the children to ascertain their views and opinions. When asked if they believe children could help in eliminating child labour in the district and the country as a whole, majority of them representing over 80 percent responded in the affirmative in the figure below with their reasons being that, at the end of the day, they are the ones that get affected the most. More often than not, children do not make decisions by themselves as such it becomes quite difficult for a child to challenge his/her parents or guardians on issues of child labour.

**Figure 4.2: Children Can Help Eliminate Child Labour**

**Source: Field work, 2013**

One way of helping to eliminate child labour in the district is for children to accept to go to school instead of working on the farm with their parents. Another suggestion given is that NGOs and government institutions who are advocates of child labour can educate children in the community who will in turn educate their parents and guardians of the dangers involved in engaging children in child labour and the benefits of educating their children.

A Child in the Focus Group Discussion said:

*“We Children can take advantage of the free distribution of the school uniforms by the government as well as school feeding programmes and stay in school to learn hard so that nobody will deceive us”.*

Other reasons given also included the claim that, children are the ones who suffer from the effects of child labour and this usually have adverse effect on their future. Formation of child labour associations could bring children involved in various forms of child labour on board to

help eliminate child labour in the district. They could also help in eliminating child labour because they are the element of change in our societies as well as future leaders. Nevertheless, there were those who were of the belief that, children could not help in eliminating child labour in their district and they represented only 4 percent while only 8 percent did not respond.

A follow-up question requesting them to state the kind of contributions or participation that children can make to help eliminate child labour revealed that, contributions such as, avoiding adults who wants to employ them on their cocoa farms instead of encouraging them to go to school, by being educated and taking school going more serious, joining associations in schools and in the community that advocates for the rights of children, reporting incidence of child labour to their teachers at school, by educating their parents of the negative effects of engaging them in child labour as well as discussing their plights with their Sunday school teachers who could also advocate on their behalf were some of the responses given.

*“We children can join drama and culture groups in school and use that platforms to educate other children and the parents as well as the community as a whole on the rights of children, importance of educating a child and the negative consequences of engaging a child in various forms of child labour- A Child rights club member in Tei Mensah*

Taking their education more seriously than working on the farms with their parents and guardians, reporting incidence of child labour to their teachers and religious leaders, joining associations in the community or school that seeks to eliminate child labour, rejecting job offers from employers who entice them with money, sensitizing their parents and friends on the consequences of engaging children in the various forms of child labour as well as the benefits of educating a child and also by helping their parents and guardians on the farms after school hours

were some of the things suggested by the children when asked of the things children could do to help stop child labour in their district.

The findings also revealed that, majority of the children were fully aware of the negative effects on children who are engaged in the various forms of child labour face as such responded in the affirmative on whether they think child labour can have negative effect on children (see Table 3.4). They represented 94 percent. This means that Children are aware of the effects child labour poses on them, while 5 percent did not state their responses as observed.

**Table 4.4: Child Labour Can Have Negative Effect on Children**

Category	Frequency	Percent
Yes	94	94.0
No	1	1.0
No response	5	5.0
Total	100	100.0

**Source: Field work, 2013**

When asked to state some of these negative effects children face as a result of child labour, some of them did mention the fact that, carrying heavy loads causes several problems such as sickness, backaches, tiredness which causes children who combine school with work to be sleeping during school sessions as well as stunted growth in children. Other negative effects mentioned included; school dropout, poor academic performance in school, low self-esteem, future health problems, weakness and fatigue which causes children not to be able to learn effectively and also children engage themselves in social vices such as armed robbery, teenage pregnancy, smoking and drinking habits and so on.

It was observed that, majority of the children who responded to the questionnaire have not had any form of education on child labour. As such, they responded “No” when asked if they had been educated on effects of child labour and they represented 54 percent. However, 38 percent responded “Yes” and further gave organizations such as the International Labour Organization, NGOs, teachers, parents and guardians as well as religious bodies as their main source of information on child labour. It was observed that majority of the children who responded yes were members of school clubs who get the opportunity to participate in issues affecting children. Others also did mention social welfare as their source of information. This gives the indication that, those who claimed to not have had any education on the effects of child labour, were not patronizing the services of the existing NGOs and governmental institutions in charge of child labour in their communities or these organizations were not making themselves well known in the communities.

The study further asked the children to state what they learnt from these organizations and people who educated them on the effects of child labour. Some of the lessons learnt included:

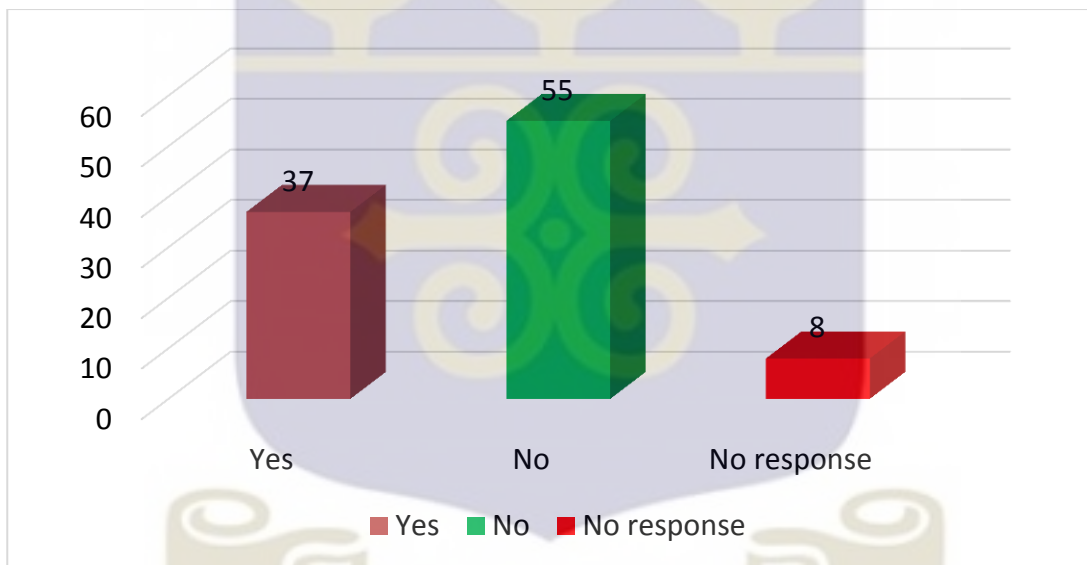
*children are not supposed to work beyond their strength, child laboring could have adverse effect on my health such as backaches, spinal cord problems in the future”-*

**Group 1 member**

### 4.3 Existing Policies Regarding Child Labour

In line with the second objective of the study, data collected revealed that, majority of the children were not aware of laws in Ghana that prescribes the kind of work that children are to engage in let alone the laws that govern child labour and consequent punishment for offenders. They represented 55 percent as illustrated by Figure 4.3. The figure also shows that, 37 percent of the children were fully aware of the laws that prescribe the kind of work that children are to engage in. Only 8percent did not respond.

**Figure 4.3: Knowledge of Laws in Ghana Governing Child Labour**



**Source: Field work, 2013**

For those who responded “Yes”, they were further asked to state some of the laws they were aware of. Some of the laws mentioned by the children included the children’s act (560) which protects children from parents who engage their children in child labour to be arrested and punished, children under age should not be employed, children should not be engaged in

hazardous works, The constitution which makes provision for children to have the opportunity of going to school, This finding shows that children are more aware of the provisions in the legislation than the law itself. It will therefore be a good course for policy maker to stake steps towards educating children on the various laws protecting them

When asked how children could be involved in discussions on what adults ought to be doing to make their lives better, majority of them mentioned the fact that, parents and guardians ought to listen to their views during family discussions or seek their views before making any decisions concerning the lives of their children and also be mindful of the needs of their children especially their educational and health needs. This according to them, will go a long way to help curb the rate of child labour in the district if not eradicate it completely. Other suggestions include, children making known to their parents and guardians how they suffer when asked to do hard work beyond their strength and how it affects their health and academic performances, children making their parents aware of the associations that advocate for the rights of children who are engaged in child labour, formation of child rights clubs in school where they are educated, exposing them to cultures that advocate for their rights such as drama and also more child right advocates such as the International Labour Organization in these communities to engage the children, teaching them their rights and how to deal with issues of child labour. Explaining the labour laws to the children as well as regular sensitization campaigns involving the children and their parents or guardians will go a long way to get children to get involved in discussions about what adults ought to do to make their lives better were other suggestions made by some of the children.

Finally, the children were to give their opinions on how to ensure children views and opinions are listened to and respected. Some of the suggestions given include acting upon the views and opinions of the children whenever they are made, by parents and employers avoiding using children on their farms during school hours as well as ensuring that, children do not engage in hard work which are beyond their strength. Parents should provide the needs of their children as well as learn to respect their views and seek for their views when making decisions that affects them, the government enforcing the laws that protect children from child labour in Ghana and punishing the perpetuates, parents and guardians to develop positive attitude towards education and ensure that all their children go to school.

There should be a feedback from reported cases of child labour in the district from children, parents or guardians or teachers to government or non-government organizations with the appropriate sanctions to perpetrators. The responses to these question further buttresses Corsaro's theory of collective action in the interpretive reproduction approach, which states children's appreciation of information and their participation in a series of peer culture. In this case the children respondents are aware of the dangers that they or their peers can face as a result of child labour. They also have views and opinions of the social structures in place as well as the environment around them that lures children into child labour.

#### **4.4 Analysis for Parents/Guardians**

##### ***4.4.1 Demographic Characteristics***

The study included the views of employers, parents and guardians (adults) of these children. It was ensured that these adults came from all the targeted community to guarantee that the views presented on issues of this study is well represented. As observed from Table 3.5, a total of 50 adults were included with an even distribution of the numbers of adults selected across the various towns in the community.

Majority of the adults were female as they represented 56 percent while the male adults were 44 percent. This finding is in line with the Ministry of Food and Agriculture's findings that lay emphasis on the role women play in the agricultural sector in developing countries. Women play important roles in socializing children towards enjoying their basic rights which includes their right to participate. In addition to this data from the Ministry of Food and Agriculture (MOFA) show that women form more than 30 percent of cocoa farmers and about 70 per cent of food crop growers in Ghana (MOFA, 2004).

It was also observed that, quite a number of them were between the ages of 30-40 years and they represented 30 percent while those who were between 41-50 years also represented 28 percent as shown on Table 5. The table also shows that, 22 percent were between 51-60 years with only 2 percent of them saying they were 19 years and 21 years respectively. This finding reveals that cocoa farming now employs more young adults. Future research needs to explore further and investigate why there are young adults in the venture now since previous research stated that cocoa farmers are usually old with an average age of 50 years

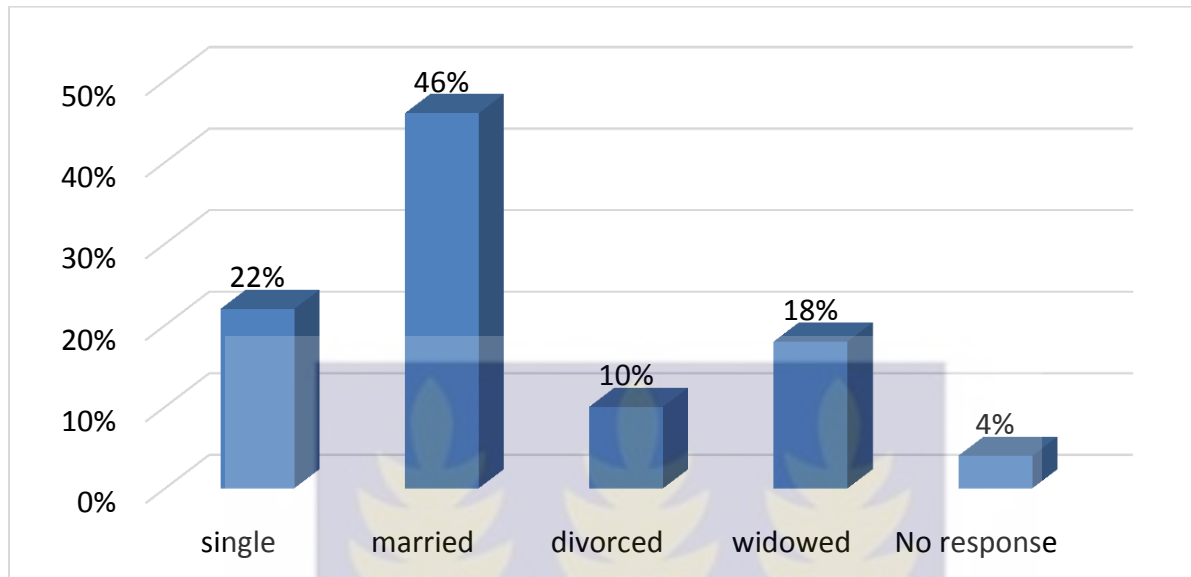
**Table 4.5: Age of Adults**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
30-40 yrs	15	30.0
19 yrs	1	2.0
41-50 yrs	14	28.0
21 yrs	1	2.0
51-60 yrs	11	22.0
over 60 yrs	8	16.0
Total	50	100.0

**Source: Field work, 2013**

Interaction with them also revealed that, most of these adults were into farming as their main occupation and they represented 50 percent while 10 percent said they were teachers with 12 percent also saying they were into trading. It was observed that, some of them were cooks, drivers, masons, nurses, hairdressers and SHS graduates and seamstress. Investigation into their marital status revealed that, 46 percent of them said they were married while 22 percent also said they were single with 10 percent and 18 percent also claiming to be divorced and widowed respectively as shown by Figure 4.4. The data also show that, only 4 percent did not state to their marital status.



**Figure 4.4: Marital Status**

**Source: Field work, 2013**

Finally, the study investigated the educational background of adult respondents. This was important as it determines their level of knowledge and literacy in order to attach importance to educating their children rather than employing them to work on the farms during school hours. It also gives the indication of their level of understanding of the laws governing child labour. The finding shows that, majority of them had never had any form of education through school as shown in Table 4.6 and they represented 52 percent while 18 percent and 16 percent said they had attained primary and JSS/MLC level of education respectively as their highest level of education. Only 6 percent said they have had higher education. This gives a clear indication that, most of these adults were illiterates. Early studies by Odonkor (2008) revealed that, educational quality serves as a key determinant of farmers sending their children to work on the farm. The study further points out that illiteracy among parents and guardians do not permit them to assist their children to do their homework or even read their school reports. This limitation deters them

from taking their children to school. This finding buttresses the notion of most farmers having low formal education or being illiterates.

**Table 4.6: Educational Level Of Adults**

Category	Frequency	Percent
Primary	9	18.0
JSS/MLC	8	16.0
SSS	4	8.0
Higher	3	6.0
Never attended school	26	52.0
Total	50	100.0

**Source: Field work, 2013**

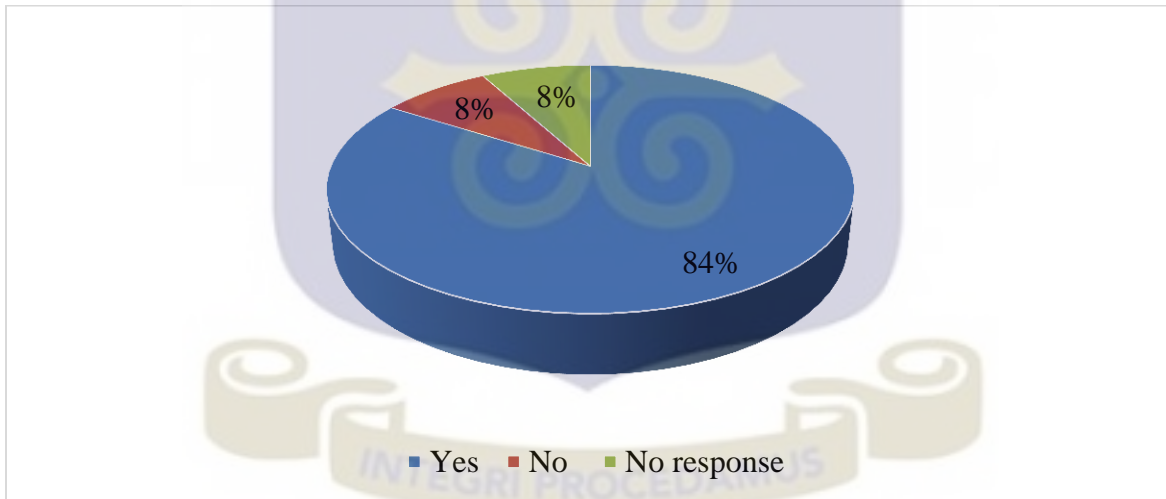
#### **4.5 Knowledge of Child Labour**

The study also investigated the level of knowledge on child labour from the adults. Child labour is using a child of school going age to work with an adult on the farm or any form of trade when the child is supposed to be in school, engaging a child in a work which is beyond their strength, depriving a child from education but engaging them on the farm and also exposing children to hazardous works were some of the opinions of the adults when asked to give their knowledge on child labour. Other opinions given also included, engaging a child below 18 years in works such as farming, trading, fishing, etc., and also the government frowns upon engaging children on the farms when they should be schooling.

When asked to give their views on why people will employ children on their cocoa farms or their forms of profession, most of them mentioned the fact that, it was due to ignorance of the child

labour laws and also due to cheap labour that employs children who are not paid or cheated in their wages for their services. Other opinions also included the fact that, most of these children are poor, as such, working on the farms serves as a source of income for the family and also because some of the parents who engage their children is due to fact that, they do not have adults helping them, as such, resort to their children, some of these children are school dropouts due to financial problems or do not have interest in education. Figure 3.5 shows the opinion of the adults on whether they think some children are working on their own free will. As observed on the figure, majority of them representing 84 percent responded ‘Yes’ while only 8 percent responded ‘No’ and no response respectively.

**Figure 4.5: Children Working on their Own Free Will**



**Source: Field work, 2013**

A follow-up question to those who responded in the affirmative as to why some children are working on their own free will revealed that, these children work so that they can get money as against their mates who are in school. In addition poverty in the family leads children to become

a source of income to support the family, broken homes and lack of interest in education, Furthermore truancy on the part of the children and also most of these children were exposed to this kinds of work at an early age so they grow up developing interest to willingly work on the farm with their employers or parents. Others also mentioned the fact that, these children want to remain loyal to their parents and also due to school dropout. This information gives the indication that, the underlying factors for most of these children to willingly opt to work on the farms rather than going to school are financial challenges and lack of interest in education. This is due to early exposure to working than schooling and because most of these parents/guardians or employers are illiterates, they do not see the importance of educating their children hence do not impact positively on the children in relation to education.

The data reveal that, there were measures put in place in the district to help curb the rate of child labour in the various communities. This was confirmed by majority of the adults who responded in the affirmative that, they were aware of programmes or interventions in their district to protect children in child labour. They represented 84 percent with only 8 percent not responding as observed in Table 4.7.

**Table 4.7: Awareness of Programme or Intervention to Protect Children in Child Labour**

Category	Frequency	Percent
Yes	42	84.00 percent
No response	8	16.00 percent
Total	50	100.00 percent

**Source: Field work, 2013**

International labour organization, International Childs Right, government institutions, Non-Governmental Institutions and agriculture workers union in the district were some of the institutions mentioned by the adults when asked to name the known institutions in charge of preventing child labour in the district. They further noted the fact that, some of the help these institutions provide to help curb child labour included, providing text books, exercise books, uniforms, shoes and bags, sponsoring the brilliant children, distribution of bicycles, pens and other stationary items. They also acknowledged the fact that, the government has also introduced the free feeding scheme where children are fed in school. This gives the indication that, there are policies put in place in the district by various organizations, including the government of Ghana, to help curb child labour.

#### **4.6 Participation of Children in the Elimination of Child Labour**

Just as the children were asked of their opinion on how they could be used to help eliminate child labour in the district, the adults were also asked the same question. From their responses, most of them, representing 76 percent, were of the view that, children could be used to help eliminate child labour as shown by Table 3.8. However, 16 percent did not see how children could help in eliminating child labour in the district and therefore responded No with only 8 percent not responding to the question.

**Table 4.8: Children Helping In Eliminating Child Labour**

	Frequency	Percent
Yes	38	76.0
No	8	16.0
No response	4	8.0
Total	50	100.0

**Source: Field work, 2013**

For those who responded No, they gave their reasons to be that, their parents have to cater for them and therefore they cannot say no to their parents when asked to help on the farm or trading, it is their parent's sole decision to make because the children are under the care of their parents and guardians and also due to the fact that, until the children are taught the importance and benefits of education, some children will continually have no interest in education.

In response to the question on how children can contribute or participate to eliminate child labour, some of them suggested that, the children could form associations which advocate for the rights of children in the various communities, by focusing on their education more than working on the farms with their parents/guardians or employers, by avoiding people who offer them money in exchange for working on their farms, by reporting incidence of child labour to the institutions in the community responsible to them as well as reporting to assembly members and also by creating awareness of child labour issues through education on child labour among their

peers. Other suggestions given were that government should enforce the free compulsory education for every child of school going age. This is to ensure that children attend school rather than going to work on farms else both parents and guardians responsible for the child will face the consequences of depriving the child of education. The schools should organize PTA meetings where parents and guardians of the children are also educated on the importance of educating their children rather than engaging them on the farm when they should be attending schools as well as educating them on child labour laws and the consequences perpetrators face.

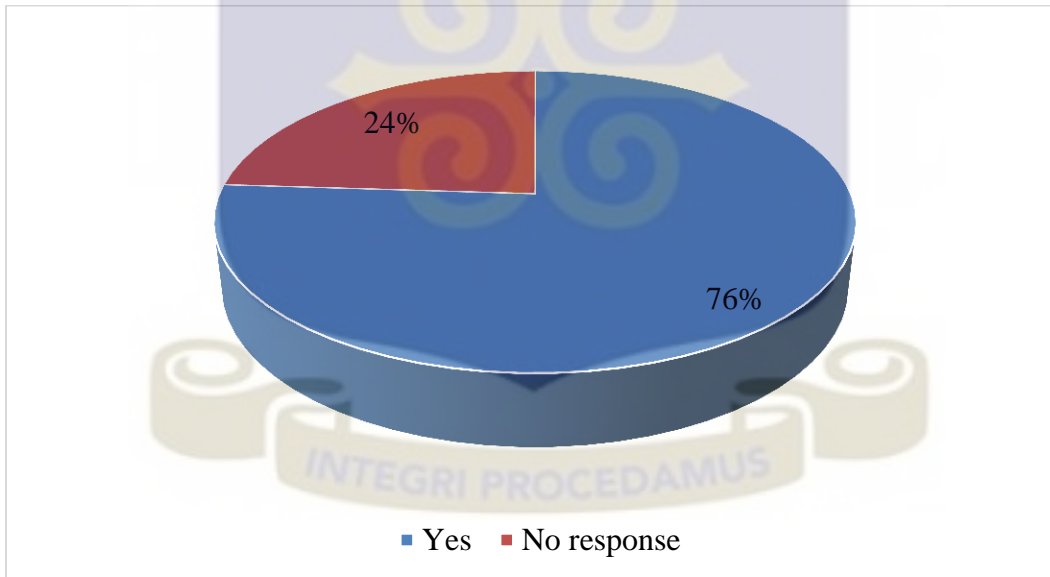
When asked to state some of the things they think children could do to help stop child labour in the community, majority of them suggested that, the children should take their education more serious, report incidence of child labour to the appropriate institutions there is in the community, sensitizing their peers of the dangers of engaging in child labour and the benefits of education since they are the future leaders of this country and finally, by encouraging their peers to go school instead of working on the farms with their parents and guardians.

The study also looked at the negative effects children could suffer as a result of child labour from the perspective of the adults. To achieve this, each was asked if they think child labour could have a negative effect on the children involved and 88 percent of them responded in the affirmative with only 16 percent not responding. They were further asked to name some of these negative effects children suffer as a result of child labour that they were aware of. From their responses, it was observed that, negative effects such as children becoming drunkards, smokers, arm robbers, health problems, stunted growth, school dropouts, poor academic performance and also destroys the child's future were very prominent. This confirms the responses of the children as it gives the indication that, most parents and guardians or employers who engage children in

various forms of child labour do not consider or were ignorant of these negative effects on the children in the future.

It was also investigated whether these adults have had some form of education on effect of child labour on children and whether they are aware of laws governing child labour and the consequent punishment given to perpetrators. To achieve this, each was asked if they had some form of education on the effects of child labour and as observed on Figure 3.6, most of them responded in the affirmative and they represented 76 percent while only 24 percent did not respond to the question. This shows that a lot of exposure has been given on the dangers child labour poses on children and on the laws governing child labour to adults.

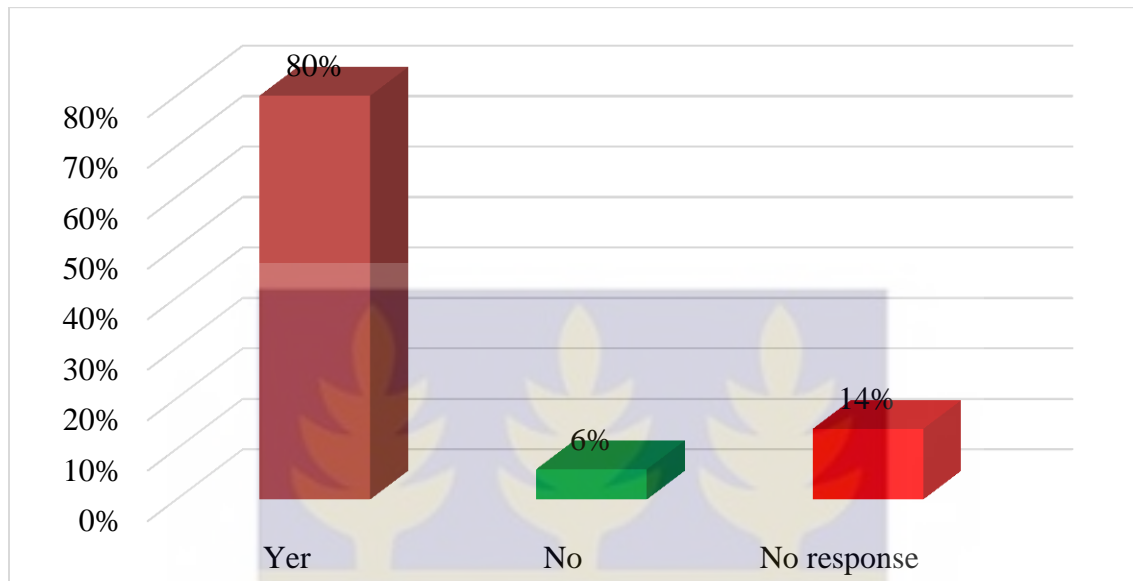
**Figure 4.6: Education on the Effects of Child Labour**



**Source: Field work, 2013**

A follow-up question required them to name some of the organizations or individuals who educated them on the effects of child labour. International labour organization (ILO), Child Right International, Non-governmental organizations, teachers, opinion leaders and government institutions in the district were some of the organizations and individuals mentioned by the adults as their main source of information on the effects of child labour. This information gives an indication of the policies in place by organizations and the government of Ghana to help eliminate child labour in the district. Some of the lessons they learnt according to them from these education from the organizations are that, children who are engaged in various forms of child labour could fall sick as a result of carrying heavy loads, they could have health problems in the future and also it could disrupt their academic performance or even their entire education.

The study again sought to find out whether the adults were aware of laws in Ghana that prescribes the kind of work that children can engage in. From their responses, it could be concluded that, the majority of them, representing 80 percent, said they are aware of such laws. This gives the indication that most of these adults who still engaged children in various forms of child labour did not have any regard for the laws governing child labour, because the laws were not being enforced in these communities. As such, they can get away with anything they do with their children. However, there were those who claimed to be unaware of such laws as a result responded “No” and they represented only 6 percent as observed on Figure 4.7. The figure also shows that, 14 percent did not respond to the question.

**Figure 4****.7: Awareness of Laws In Ghana on Child Labour**

**Source: Field work, 2013**

For those who responded “Yes”, they were further asked to state some of the laws they were aware of and what the laws say. According to some of them, the laws defines, the kind of work children can be engaged in which does not endanger their lives, children should not be allowed to carry heavy loads, children should not be allowed to work on farms or any kind of trade during school hours, when children under the age of 18 is used for such works, the law will deal with the perpetrators and also parents and guardians are responsible for sending their children to school rather using them on the farms. This result is in line with the Ghana child labour survey which indicates that the awareness levels of child labour laws and provisions by adults are generally high on these. Their survey stated an average of 76.2 percent of the respondents in all the communities visited indicated that they are aware of all the prohibitions. This is an indication that the child labour sensitisation messages have raised awareness among the

communities in the regions. There is, however, the need for intensification of the sensitisation programmes in order to reach out to the remaining 23.8 percent community members who are yet to get the messages.

Investigation into how children could be used in discussions about what adults ought to be doing to make their lives better revealed that, the most suggested way was to invite children during decision making that will affect their lives and asking of their views. Other suggestions made included, asking children how they feel when subjected to carrying of heavy loads and educating them on their rights and responsibilities. Other suggestions included, taking children as our friend rather than our slaves, involving them in debates in school and the community on the said issue and also by parents fulfilling their promises of taking up responsibilities for them especially their education.

Finally, the study sought the views of the adults on how they can make sure that, the children feel their views and opinions have been listened to and respected. According to them, one major way is by ensuring that, parents and guardians fulfill the views and opinions of their children during discussions with them on decisions made concerning them and also by parents/guardians investing in the education of their children rather than focusing on using them on their farms. Other opinions given also included, parents should change their attitude towards children, providing for the needs of the children, respecting the views of their children, stop abusing the rights of the children, stop involving them in hard works, there should be feedback forum where reported cases of child labour are solved and finally by not engaging them in hazardous works which endangers their lives.

#### **4.7 Intervention of Government and Non-Government Organisation**

The study also sought the views of experts in addressing the research questions. This interview was directed to the officials in charge of ensuring that, child labour in the various communities or the entire district is eliminated completely. Six officials were sampled in all and their views recorded accordingly. The interview sought what activities the assembly has been carrying out to fight child labour in Suhum Municipality. The findings through the interview revealed that, the Assembly does a lot of education on child rights and protection as well as child labour. The officials mentioned that they receive financial and logistical support to carry out these activities and that as a result of their interventions children are no more working on farms or doing spraying on the farm. The assembly encounters challenges in their efforts to fight child labour in the communities which includes delays in going to communities due to lack of money or fuel. The Assembly thinks that child can participate in eliminating child labour their involvement in children issues and activities. The Municipality has established a district child protection committee (DCPC) in this district. The Committee discusses issues concerning children in the municipality.

Currently there are 25 community child protection committees (CCPCs) established but due to the voluntary nature of their work, some have relaxed. The Assembly also has NGOs are working in this district working to help the fight against child labour in the cocoa growing communities. Some include International labour organization (ILO), International Programme for the Elimination of Child Labour (IPEC), Child Rights International CRI, Cocoa life, Voluntary Services Overseas (VSO), National Programme for the Elimination of Child labour in Cocoa (NPECLC). These NGOs have aspects of their programme which involves children

advocating for child labour elimination and also support the assembly by providing logistics and funds. The Assembly in its capacity to protect children is implementing school feeding, capitation grant, NHIS, free uniform and exercise books as social protection policy interventions.

#### ***4.7.1 Interview with Department of Social Welfare***

The officials mentioned that the Social Welfare Department trains the Community Child Protection Committees, Facilitates the Formation of child development clubs in schools and communities, monitoring of child related activities in the municipality and provide counseling services for potential child labourers and child labourers. She also mentioned that her department has been Provided with computer and accessories by ILO-IPEC and the National Programme for the Elimination of Child Labour in Cocoa (NPECLC) to enable them gather data on child labour for remediation.

*“In February 2013 the department received about 516 bicycles from Cadbury for us to distribute to rural area school children, focal persons and community child protection committee (CCPC)” (District Social Welfare Officer)*

According to one of the officials, the concept of child labour is being understood so children are not engaged in child labour as before as a result there has been an increase in enrolment in schools. This increase is as a result of the intervention of the Community Child Protection Committee even though currently there is lack of commitment on the part of members due to lack of logistic support. The Interviewee mentioned that it is possible for children to participate in the elimination of child labour and before they can do that effectively, there is the need for children to be educated on their rights and responsibilities. In her opinion, children may be

engaged in child related activities, occupying them during vacation holidays and on weekends. Currently the municipal is benefitting from the School feeding programme, NHIS, free school uniforms and exercise books initiatives by the government as well as financial and logistical support from NGOs such as VSO, CRI,ILO, NPECLC and Cocoa Life,

#### ***4.7.2 Interview with the Assistant Planning Officer (Suhum District Assembly)***

The Suhum Municipal Assembly is currently implementing two (2) child labour projects, NPECLC as well as ILO/IPEC cocoa community projects. Institutions like the department of social welfare and the department of children have been helping the assembly with the organization of sensitization workshops and fora in communities on the concept of child labour.

There has been an increase in enrolment at the basic school level in the communities because of these projects. Issues of livelihood has become the core cause of child labour as some parents are not able to provide the needs of their children hence use the children to get income to support the family. Therefore advocacy without providing livelihood for parents will render the issues irrelevant. The Planning Officer believes children can participate in the elimination of Child Labour by encouraging and using children as role models or mentors to help explain the concept more to their peers. Currently a local NGO known as Child Rights International (CRI), is working in the municipality. They are implementing activities under ILO-IPEC and Cocoa communities project in the fight against child labour in the cocoa growing communities.

#### **4.7.3 Interview with Community Child Protection Committee CCPC**

The Community Child Protection Committee is engaged by the district in Monitoring Child Labour activities, education, sensitization and formation of farmers association in an effort to stop child labour. The committee lacks logistical support such as vehicle, motorbike, bicycles, computer for database. Their work is to ensure that children go to school and not work on the farm. The committee believes children can better participate in the elimination of child labour by being Yes: by being educated them on their rights and responsibilities

#### **4.7.4 Interview with the Ghana Education Service Suhum Municipality (GES)**

GES contribution to the elimination of Child Labour is done through awareness creating programme for schools and community members and having training programme for patrons of child rights clubs. Through these programmes, Parents and community members now see the need to do away with child labour. The GES is faced with the challenge of constantly visiting these communities because they do not have a vehicle. According to the District director children can participate in the elimination of child labour “through drama, poetry recital, role play arts and the media (radio, TV presentation and discussion) drawings and scenes on child labour”.

#### **4.7.5 Labour Officer Suhum Municipality**

The Labour Office Sets up CCPC in selected communities, sensitize and create awareness on child labor issues, identification, screening, prevention, withdrawal and protection of child labourers, monitoring of identified child labour in the communities, supervision of activities of CCPCs, verifying that the identified child laborer has been supported and also involving them in data collection and processing. Due to these interventions, both parents and children in the communities are now aware of child labour issues. There has also been an increase in enrolment and attendance rates, whilst children involvement in hazardous activities has been reduced.

According to him they face the challenge of Implementers having to work under pressure due to short time frame of projects. In addition budget allocation to carry activities not enough. It is also difficult to reach CCPCs in their communities due to poor communication system. Road network accessing these communities are also poor. According to him, children can also participate in child labour elimination by forming Child Rights Clubs and also In role plays to educate their peers and parents. The Labour office coordinates the implementation of all child labour related issues in the district, facilitate the implementation of all interventions on child labour, and facilitate the mainstreaming of child labour activities into the DMTP as well as advocate interventions in the district.

#### ***4.7.6 Interview with Ministry of Food and Agriculture (MoFA) Suhum***

MOFA has been fighting child labour in the municipality through awareness creation, sensitization and training programmes for farmers and farmer groups. Institutions collaborate with the Assembly in implementing planned programmes in various communities in the municipality. According to him, there is reduction in the use of children in farming activities. “Children who carry firewood from the village to towns to sell before getting money for school have reduced”. The challenge has been the recalcitrant parents who still use their children as their source of labour. This challenge can be attributed to poverty, truancy and single parenting. In addition he mentioned that children can help eliminate child labour through peer education programmes. They can be at the fore front fighting this issue through radio programmes. In addition Mondelez International in collaboration with MoFA is establishing child rights clubs in project communities in the municipalities. The project team talks about emerging issues like child labour HIV/AIDS and Malaria each time they visit project communities.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This Chapter discusses the findings from the study based on the main objectives. Conclusions are then drawn on the findings to inform appropriate recommendations to the Government and other stakeholders of the welfare of children.

#### **5.2 Summary of findings**

The study sought to discover how children can participate in programmes and activities towards child labour elimination in Suhum and find out what legal and policy framework exist in the elimination of child labour in the district. Findings discussed are in relation to the main research questions above.

The study revealed that the level of awareness of the concept of child labour among respondents in the Suhum Municipality was appreciably high. Majority of the adult respondents said they were aware of interventions running in the Suhum municipality to help eliminate child labour. Respondents interviewed are generally aware of what constitutes child labour with most attributing its perpetuation to poverty. Majority of Children engaged in child labour however do so without any compulsion which re-echoes the fact that poverty is a key driver of child labour in cocoa farming. This information gives the indication that, the underlying factors for most of

these children to willingly opt to work on the farms rather than going to school is due to financial challenges.

The general view among respondents is that children can help in the elimination of child labour because they are the ones who are affected most. Community education and children's participation in school are critical in the process. Improving access to education by providing primary schools in the communities will help inspire the interest of children to go to school. For example children in Obretema walk more than 3km to school every day as a result most of the children find going to school tedious and tiring and would rather stay at home.

Creating platforms for children to participate in eliminating child labour is crucial. Avoiding adults who want to employ them on their cocoa farms instead of encouraging them to go to school, by being educated and taking school going more serious, joining associations in schools and in the community that advocates for the rights of children, reporting incidence of child labour to their teachers at school, by educating their parents of the negative effects of engaging them in child labour as well as discussing their plights with their Sunday school teachers who could also advocate on their behalf. Interventions by the State and NGOs are contributing to the process towards elimination of child labour on cocoa farms

### **5.3 Conclusion**

There are prospects for child labour elimination especially with the existence of development agencies and stakeholders advocating through projects and policies at the community level. One of these advocacy approaches is the right based approach which encourages participation including children. However Children are seen as people who should always be guided and

controlled by adults because they are not capable of making decisions or participate in issues concerning their own lives. Therefore even though the government has been efficient in ratifying national and international conventions, and has been active in running programmes because of pressures from the international societies to increase children participation, cultural hierarchy where children are regarded as the least in the society can become an obstacle for them to express their views and opinions.

Furthermore the free compulsory universal basic education policy should be strengthened to ensure that children are educated on child labour issues and its dangers to deter children who are into it on their free will from getting into it. Through education, Children can serve as peer educators, talk to their parents and guardians how they suffer when asked to do hard work beyond their strength and how it affects their health and academic performances in school.

Civil Society Organisations must be encouraged to operate at the community level to engage the children and parents and teach them about their rights and responsibilities, and how to deal with issues of child labour. Thus explaining the labour laws to the children and parents as well as creating regular sensitization through campaigns involving children and their parents or guardians. This will help get children involved in discussions about what adults ought to do to make their lives better.

#### 5.4 Recommendations

- Children platforms can be encouraged for children to discuss child labour issues and come up with pragmatic ways of addressing it. It improves the relevance and appropriateness of public and organizational decision-making on children's issues by ensuring that those with the direct experience of a situation are able to have their voices heard. This will bring particular benefits to the poorest and most marginalized groups of children who, even more than most children, have most often been excluded from the social, cultural, political and economic life of their communities and societies
- Suhum Municipality, International and local NGOs working on eliminating child labour in Municipality must intensify their sensitization efforts by using participatory tools and techniques on children to help eliminate child labour. Furthermore, the change agents should be more participatory to stimulate discussions that will lead to reflection and action among the cocoa farmers and children so as translate the high awareness into behavior change.
- The District Child Protection Committee (DCPC) can be strengthened and supported by the DA to collaborate with children in the communities to assess the extent of prevalence of child labour in the district and take the appropriate remedial actions.
- School Management Committees (SMCs) can be built on child labour concept to enable them play the role of Community Child Protection Committees (CCPC). Their role should include community sensitization, identification and documentation of child abuse cases and the referral of such cases to the DCPC.

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**APPENDIX 1**

**QUESTIONNAIRE (CHILDREN COMPONENT)**

DATE.....

QUESTIONNAIRE #.....

COMMUNITY NAME .....

Dear Respondent

My name is Sarah Adjei, a student of the University of Ghana, Legon with the Centre for Social Policy Studies. I am undertaking this study, to investigate how children can participate in the elimination of child labour in cocoa production in Suhum. The study also sets out to present policy recommendations on how this can be addressed. This study is purely for academic purposes and the confidentiality of the information collected and the anonymity of the respondents would be maintained and respected.

**SECTION A**

1. Sex a.) Male [  ] b) Female [  ]

2. How old are you?

a) Under 5 [  ] b) 6-10yrs [  ]

c) 11-15yrs [  ] d) 16-17years. [  ]

5. What is your educational level?

a) Primary [  ] b) JSS [  ]

- c) SSS [ ]      d) Never attended school [ ]

**SECTION B KNOWLEDGE ON CHILD LABOUR**

6. What do you know about child Labour?

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7. Why do you think people will employ children to work on their cocoa farms?

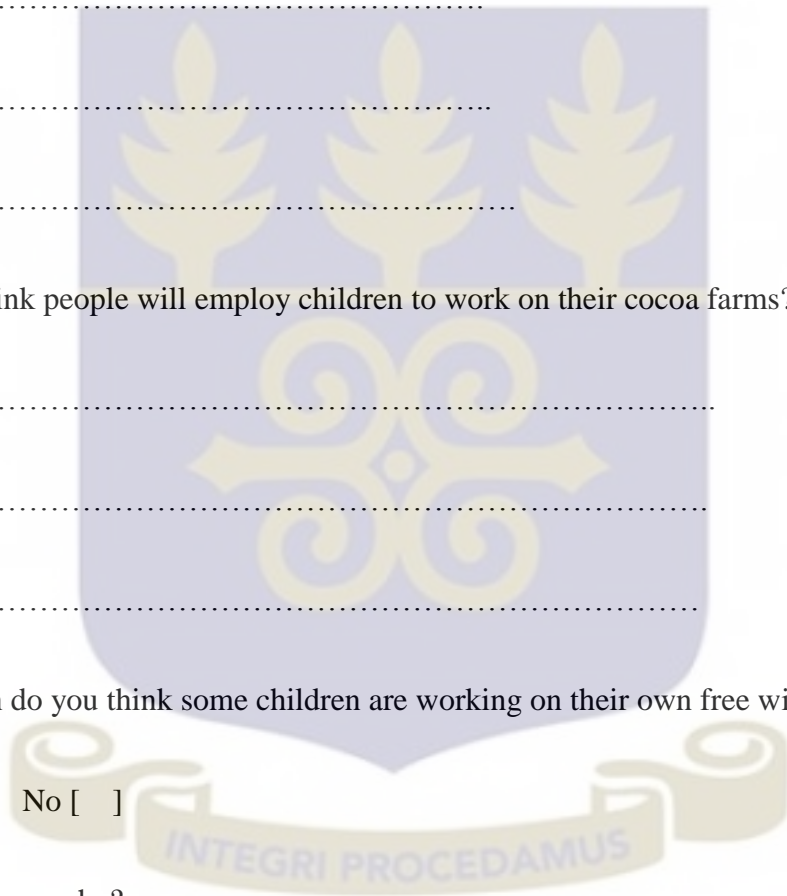
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8. In your opinion do you think some children are working on their own free will?

- a) Yes [ ]      b) No [ ]

9. If Yes to the above why?

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9). Do you know of any programme or intervention in your district to protect children from child labour? a) Yes [ ] b) No [ ]

10.If Yes, Please name them

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**SECTION C PARTICIPATION**

11. Do you think children can help in eliminating child labour?

a) Yes [ ] b) No [ ]

12. If Yes/No, why?

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13. If yes, how can they contribute or participate to eliminate child labour?

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14. What are some of the things that children can do to help stop child labour?

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15. Do you think Child Labour can have any negative effect on children?

a) Yes [  ] b) No [  ]

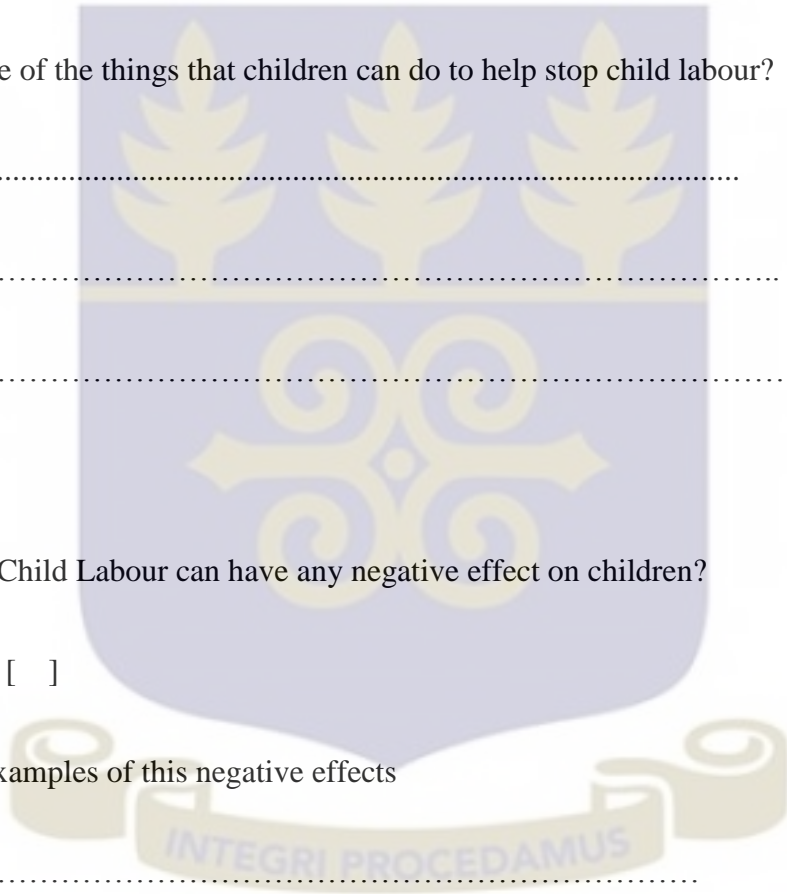
16. If Yes, give examples of this negative effects

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17. Have you ever been educated on effects of child labour? a) Yes [ ] b) No [ ]

18. If Yes, who educated you and what did you learn

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19. Do you know that there are laws in Ghana that prescribe the kind of work that children can engage in? a) Yes [ ] b) No [ ]

20. If Yes, what do the laws say?

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21. How can we involve children in discussions about what adults ought to be doing to make their lives better?

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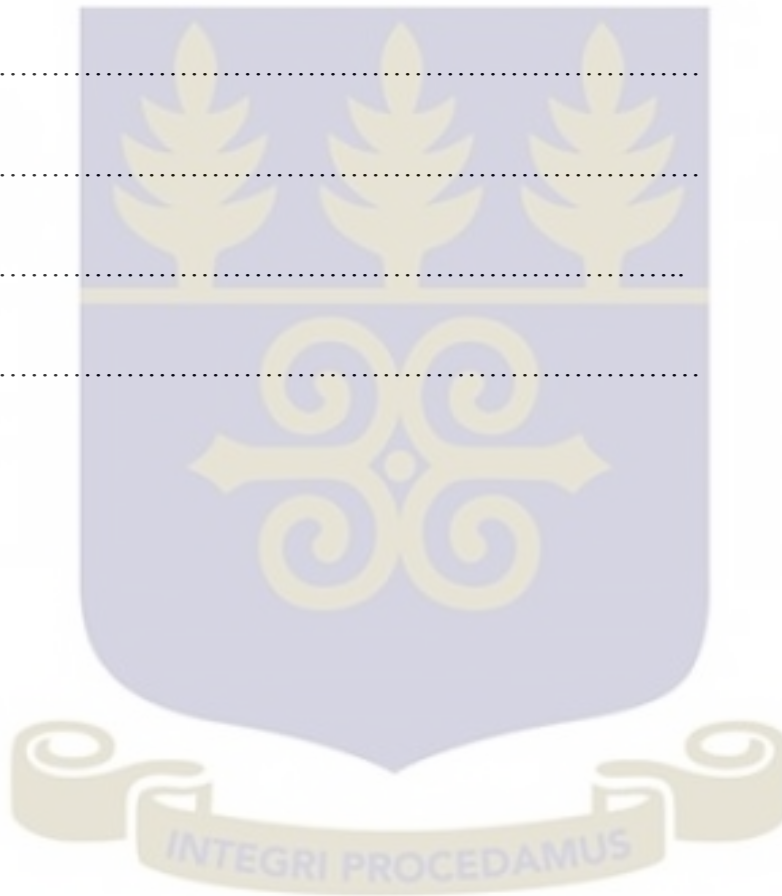
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22. How can we make sure that the children feel that their views and opinions have been listened to and respected?

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THANK YOU



**APPENDIX 2**

**QUESTIONNAIRE (ADULT COMPONENT)**

**DATE.....**

**QUESTIONNAIRE #.....**

**COMMUNITY NAME .....**

Dear Respondent

My name is Sarah Adjei, a student of the University of Ghana, Legon with the Centre for Social Policy Studies. I am undertaking this study, to investigate how children can participate in the elimination of child labour in cocoa production in Suhum. The study also sets out to present policy recommendations on how this can be addressed. This study is purely for academic purposes and the confidentiality of the information collected and the anonymity of the respondents would be maintained and respected

**SECTION A BIO DATA**

1. Sex a.) Male [ ] b) Female [ ]

2. How old are you?

a) 30-40yrs [ ] b) 41-50yrs [ ] c) 51-60yrs [ ] d) over 60 yrs. [ ]

3. Occupation .....

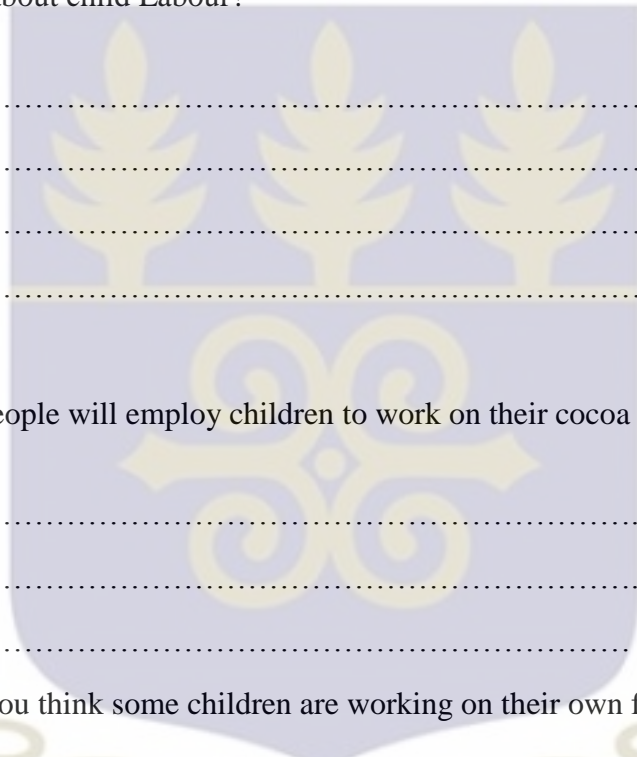
4. What is your marital status? a) Single [ ] b) Married [ ] c) Divorced [ ] d) Widow [ ]

5. What is your highest educational level? a) Primary [ ] b) JSS/MSLC [ ]

c) SSS [ ] d) Higher [ ] e) Never attended school [ ]

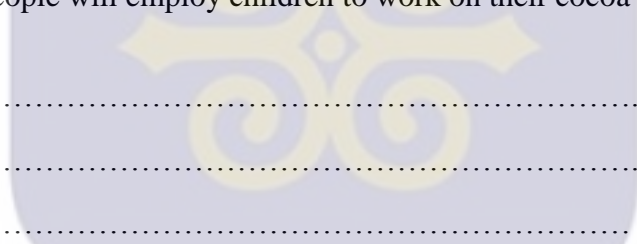
**SECTION B KNOWLEDGE ON CHILD LABOUR**

6. What do you know about child Labour?



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7. Why do you think people will employ children to work on their cocoa farms?



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8. In your opinion do you think some children are working on their own free will?

a) Yes [ ]    b) No [ ]



9. If Yes to the above why?

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9). Do you know of any programme or intervention in your district to protect children in child labour? a) Yes [ ] b) No [ ]

10.If Yes, Please name them

.....  
.....

11. Do you think children can help in eliminating child labour?

1) Yes [ ] 2) No [ ]

12. If Yes/No, why?

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13. If yes, how can they contribute or participate to eliminate child labour?

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14. What are some of the things that children can do to help stop child labour?

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15. Do you think Child Labour can have any negative effect on the children?

a) Yes [ ] b) No [ ]

16. If Yes, give examples of this negative effects

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17. Have you ever been educated on effects of child labour? a) Yes [ ] b) No [ ]

18. If Yes, who educated you and what did you learn

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19. Do you know that there are laws in Ghana that prescribe the kind of work that children can engage in? a) Yes [ ] b) No [ ]

20. If Yes, what do the laws say?

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21. How can we involve children in discussions about what adults ought to be doing to make their lives better?

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22. How can we make sure that the children feel that their views and opinions have been listened to and respected?

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THANK YOU



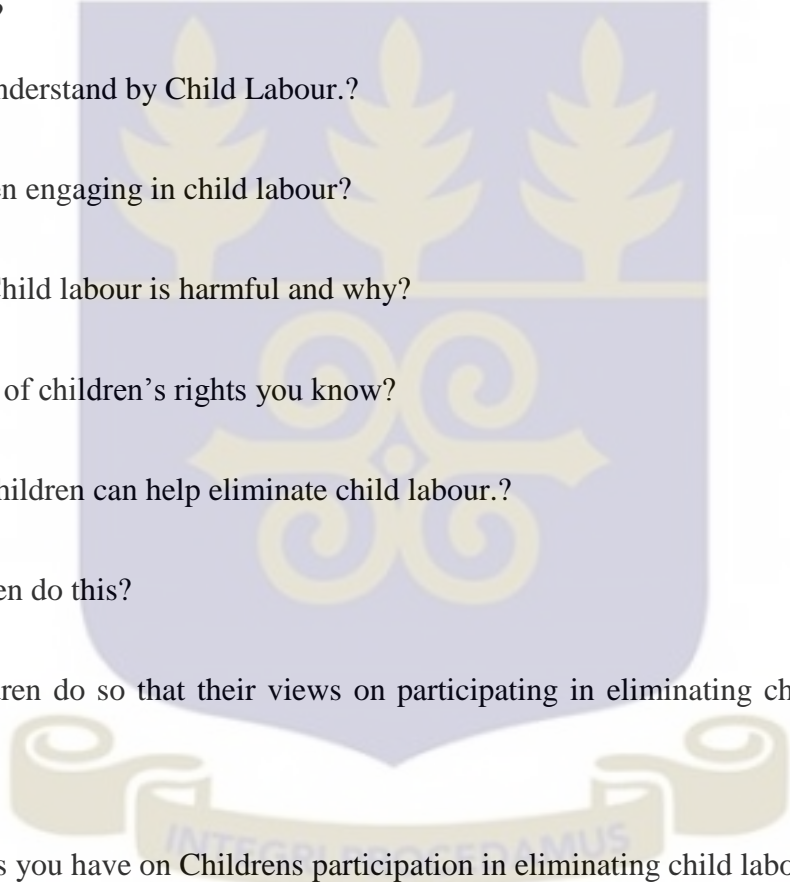
### APPENDIX 3

#### INTERVIEW GUIDE

1. What activities have you been carrying out to fight child labour in your district?
2. What kind of support do Institutions give to the Suhum District Assembly to fight child labour?
3. What changes are you beginning to see in the communities as a result of your work?
4. What challenges have you encountered in your efforts to fight child labour in the communities?
5. In Your view do you think children can participate to help eliminate child labour? In what ways can children participate in eliminating it?
6. Do you have a District Child Protection Committee (DCPC) in this district? What has been their role in the fight against child labour in the district?
7. How many Community Child Protection Committees (CCPCs) have you established, and what is your assessment of their work so far?
8. Which NGOs are working in this district and what are they doing in relation to the fight against child labour in the cocoa growing communities.
9. What social protection initiatives are being implemented in your district?

## APPENDIX 4

### FOCUS GROUP DISCUSSION GUIDE

1. Who is a child?
  2. What do you understand by Child Labour.?
  - 3 Why are children engaging in child labour?
  4. Do you think Child labour is harmful and why?
  5. What are some of children's rights you know?
  6. Do you think children can help eliminate child labour.?
  - 7 How can children do this?
  - 8 What can children do so that their views on participating in eliminating child labour can be heard?
  - 9 Any other views you have on Childrens participation in eliminating child labour?
- 
- The image features a large, semi-transparent watermark of the University of Ghana crest in the background. The crest is a shield-shaped emblem with a purple field. At the top, there are three golden wheat stalks. Below them is a golden cross-like symbol with four curved arms. At the bottom of the shield, there is a golden banner with the Latin motto 'INTEGRUM PROFERAMUS' written in purple capital letters.

