

# **The Republic of Ghana**

## **Data Collection Survey on Child Labour and Support for Child Labour Free Zone Pilot Activities with a Focus on the Cocoa Region in the Republic of Ghana**

### **Final Report**

**June 2022**

**Japan International Cooperation Agency (JICA)**

**Action against Child Exploitation (ACE)**

**IC Net Limited**

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<b>JR</b>
<b>22-060</b>

## PHOTOS



Community workshop: District officials explaining to the community participants



Community workshop: A student and a teacher expressing their views on children's rights and parents' duties



District workshop: A district line agency answering questions from the Study Team



Assessment activity at community level: Individual interviews with a community resident



Assessment activity at community level: Group interviews with headmasters and teachers



Regional/District Experience Sharing Workshop: The GES (right) comments on the presentation by the community representatives (left)



National Experience Workshop: Presentation by the Study Team



Donor coordination meeting

## Table of contents

<b>1. Overview.....</b>	<b>1</b>
<b>1.1. Background .....</b>	<b>1</b>
<b>1.2. Outline of the Survey .....</b>	<b>2</b>
<b>2. Status of Child Labour and Efforts in Ghana.....</b>	<b>4</b>
<b>2.1. Regulatory Structure and Definition of Child Labour in Ghana .....</b>	<b>4</b>
<b>2.2. Overview of Child Labour in Ghana.....</b>	<b>6</b>
<b>2.3. National Plans and its Implementation Structure.....</b>	<b>11</b>
<b>2.4. Efforts Made by Relevant Sector and Stakeholders .....</b>	<b>17</b>
<b>2.5. Local Government Service (LGS) and Local Government Structure .....</b>	<b>24</b>
<b>2.6. Private Sector and Multi-Stakeholder Initiatives for Tackling Child Labour in Cocoa         Production.....</b>	<b>29</b>
<b>2.7. CLFZs as the Coordinating Framework for Initiatives on Child Labour .....</b>	<b>31</b>
<b>3. Overview of CLFZ Protocols and Guidelines .....</b>	<b>33</b>
<b>3.1. Background in the International Context.....</b>	<b>33</b>
<b>3.2. Development of Efforts towards CLFZs in Ghana .....</b>	<b>33</b>
<b>3.3. Overview of the Protocols and Guidelines on the CLFZ.....</b>	<b>34</b>
<b>4. Implementation of the Pilot Activities .....</b>	<b>40</b>
<b>4.1. Purpose of the Pilot Activities .....</b>	<b>40</b>
<b>4.2. Outline of the Pilot Activities .....</b>	<b>40</b>
<b>4.3. Results and Findings of Pilot Activities at MMDA Level.....</b>	<b>44</b>
<b>4.4. Results and findings of pilot activities at the community level.....</b>	<b>46</b>
<b>5. Testing of the CLFZ Assessment Modalities and Procedures .....</b>	<b>56</b>
<b>5.1. Activities.....</b>	<b>56</b>
<b>5.2. Findings.....</b>	<b>59</b>
<b>6. Recommendations.....</b>	<b>65</b>

## **LIST OF APPENDICES**

Appendix 1: List of Interviewees

Appendix 2: List of Government Programs and Structures Relevant to the CLFZ Indicators

Appendix 3: Matrix of Interventions by Private Sector and NGOs

Appendix 4: Preliminary Community Data Collection Report

Appendix 5: Training Tool Kit

- Flipchart Materials (1)(2)(3)(4)

- Facilitator's Manual (1)(2)(3)

- Flipchart Materials (Short version)

- Facilitator's Manual (Short version)

- Posters

Appendix 6: Child Labour Free Zone National Assessment Report

Appendix 7: Draft Revised Version of the CLFZ Guidelines

Appendix 8: Handout of the Stakeholders' Meeting

## LIST OF ABBREVIATIONS

ACE	Action against Child Exploitation
AESD	Agricultural Extension Services Directorate
AMDA	Atwima Mponua District Assembly
BABMA	Bibiani-Anhwiaso-Bekwai Municipal Assembly
CAP(s)	Community Action Plan(s)
CCPC	Community Child Protection Committee
CHED	Cocoa Health and Extension Division
CHRAJ	Commission on Human Rights and Administrative Justice
CLFZ Guidelines	Protocols and Guidelines for Establishing Child Labour Free Zones
CLFZ(s)	Child Labour Free Zone(s)
CLMRS	Child Labour Monitoring and Remediation Systems
CLU	Child Labour Unit
CMS	Cocoa Management System
COCOBOD	Ghana Cocoa Board
CR	Community Register
CSDS II	Cocoa Sector Development Strategy II
CSO(s)	Civil Society Organization(s)
DCPC	District Child Protection Committee
DLO	District Labour Office
ESMS	Environment and Social Management System
FGD(s)	Focus group discussion(s)
GCLMS	Ghana Child Labour Monitoring System
GES	Ghana Education Service
GHAHCL	Hazardous Child Labour List for Ghana
GLSS6	Ghana Living Standard Survey Round 6
GLSS7	Ghana Living Standard Survey Round 7
GNHR	Ghana National Household Registry
HAF	Hazardous (Child Labour) Activity Framework
IABA	Integrated Area-Based Approach
ICI	International Cocoa Initiative
IFJ	Investing for Food and Jobs
IGFs	Internally Generated Funds
ILO	International Labour Organization
ISD	Information Service Department

ISS	Integrated Social Services
JICA	Japan International Cooperation Agency
LEAP	Livelihood Empowerment Against Poverty
LGS	Local Government Service
LID	Living Income Differentials
M/DCD	Municipal or District Coordinating Director
M/DCPC	Municipal or District Child Protection Committee
M/DPCU	Municipal or District Planning Coordinating Unit
MCPC	Municipal Child Protection Committee
MELR	Ministry of Employment and Labour Relations
MESW	Ministry of Employment and Social Welfare
MLGDRD	Ministry of Local Government, Decentralisation and Rural Development
MMD	Metropolitan, Municipal or District
MMDA(s)	Metropolitan, Municipal and District Assembly/Assemblies
MoE	Ministry of Education
MOFA	Ministry of Food and Agriculture
MOGCSP	Ministry of Gender, Children and Social Protection
MTDP	Medium-Term Development Plan
NCCE	National Commission on Civic Education
NDPC	National Development Planning Commission
NDPF	National Development Policy Framework
NGO(s)	Non-Governmental Organization(s)
NPA1	National Plan of Action Phase I for the Elimination of the Worst Forms of Child Labour in Ghana
NPA2	National Plan of Action Phase II for the Elimination of Child Labour in Ghana 2017-2021
NSCCL	National Steering Committee on Child Labour
OHLGS	Office of the Head of the Local Government Service
PEP	Productivity Enhancement Programme
PTA	Parent-Teacher Association
RCCs	Regional Coordinating Councils
SCL	Stop Child Labour
SDG(s)	Sustainable Development Goal(s)
SMC(s)	School Management Committee(s)
SO	Strategic Objective
SPD	Seed Production Division
SPIP	School Performance Improvement Plan

SSsC	Social Services Sub Committee
SWCD	Technical Working Group
SWIMS	Social Welfare Information Management System
TVET	Technical Vocational Education and Training
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
WCF	World Cocoa Foundation
WFCL	Worst Form of Child Labour
WNCB	Work: No Child's Business

## MAP

### Locations of the Target Areas in Ghana

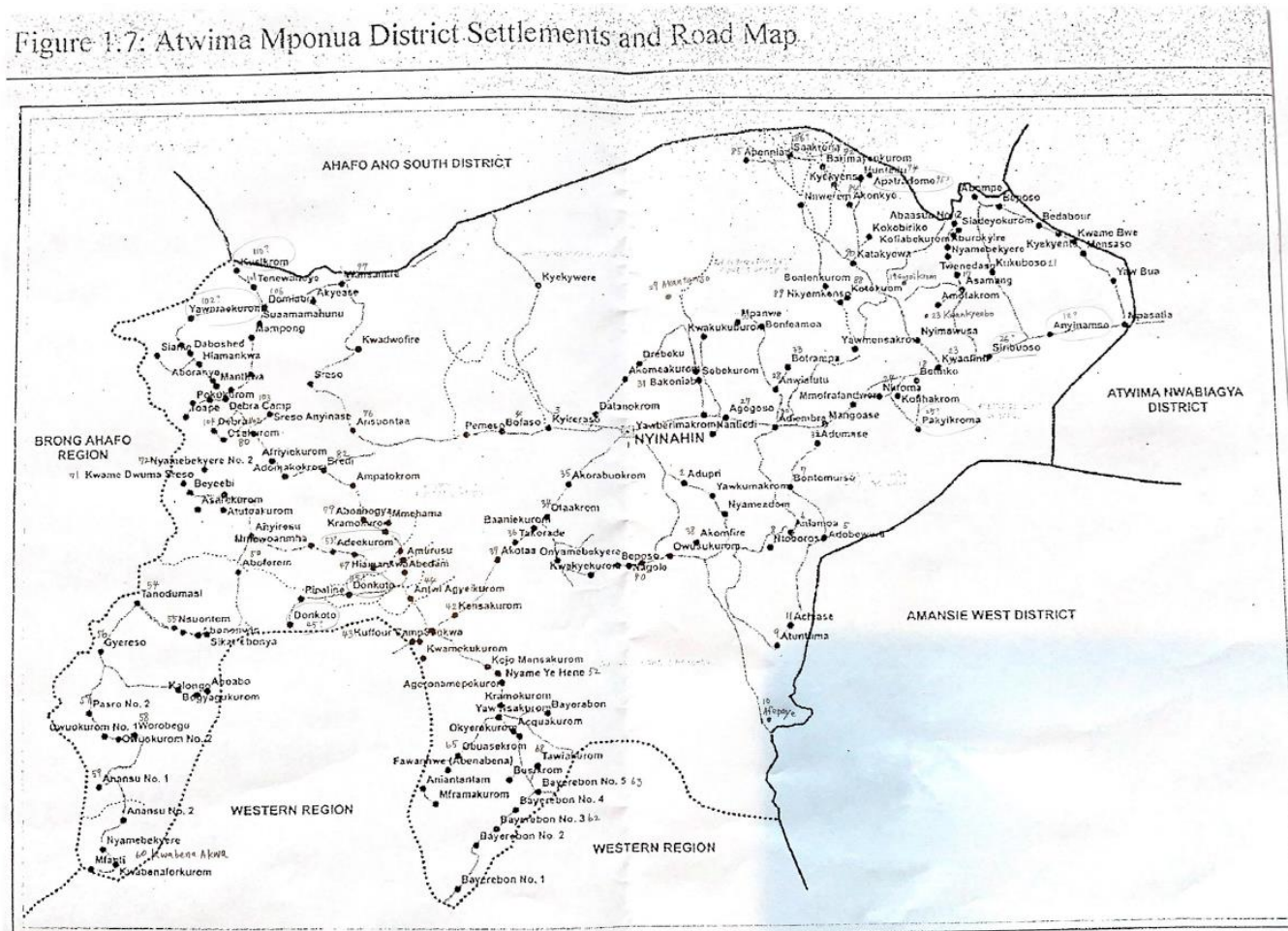
- (1) Atwima Mponua District, Ashanti Region
- (2) Bibiani Anhwiaso Bekwai Municipality, Western North Region



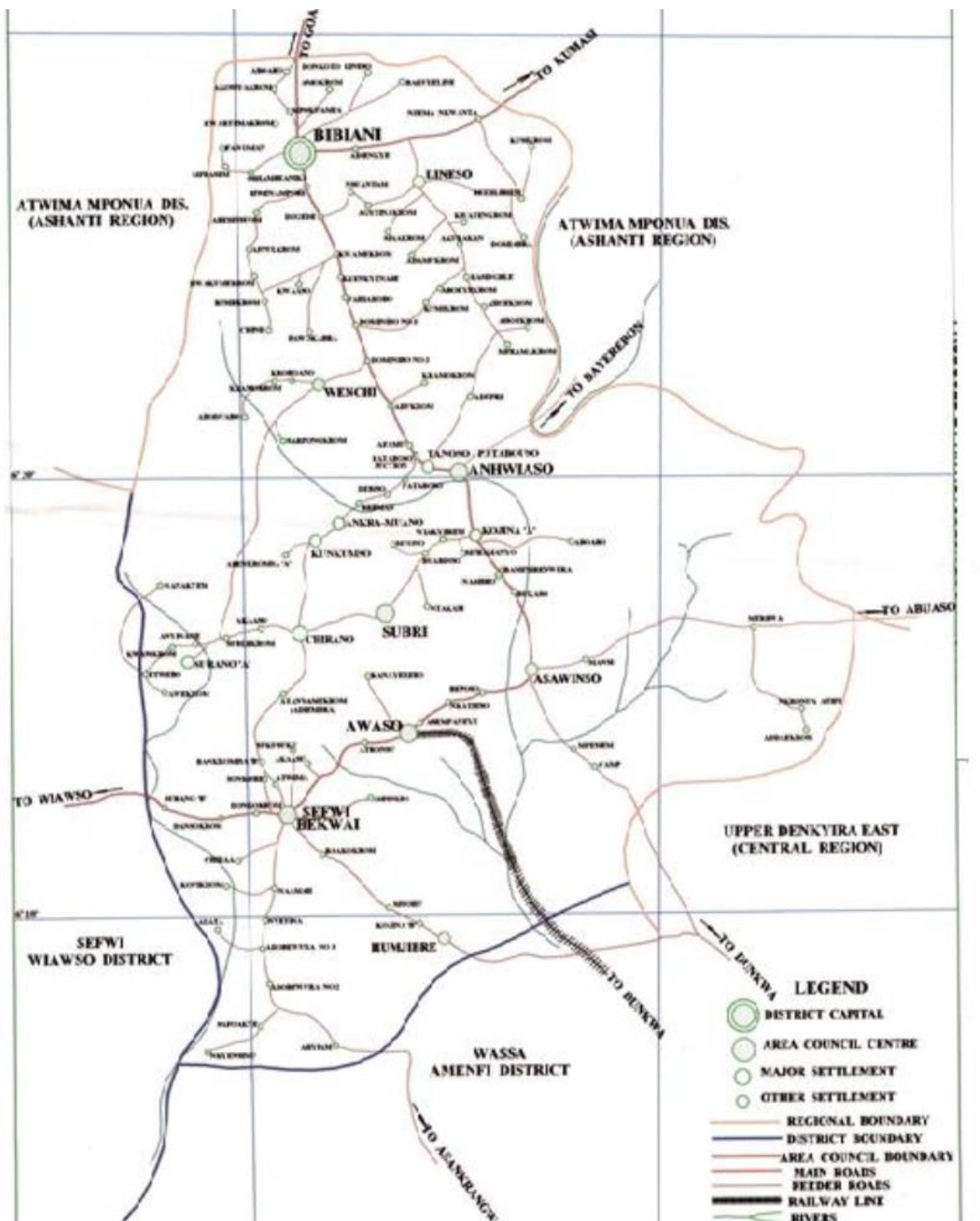


Map of the Target Areas (District and Municipality)

(1) Atwima Mponua District (Ashanti Region)



(2) Bibiani Anhwiaso Bekwai Municipality (Western North Region)



## 1. Overview

### 1.1. Background

Child labour is a global issue, as is included in the Sustainable Development Goals (SDGs) target 8.7 “to end all forms of child labour by 2025”. However, the global trend shows alarming rise in the number of estimated child labour, particularly in Africa. According to the International Labour Organization (ILO) and United Nations Children’s Fund (UNICEF)’s latest report on the global trend of child labour, the Sub-Saharan Africa has the largest number of child labourers as a region, which is 86.6 million accounting more than a half of total 160 million child labourers around the world. Against other regions’ decreasing trends, the number of child labour in Sub-Saharan region started to increase from 2016 estimates and the 1 out of 4 children in this region engage in child labour.<sup>1</sup>

Ghana is the world’s second-largest cocoa producer after the neighbouring Cote d’Ivoire. Since the early 2000s, when child labour in cocoa production was identified as an international issue, various initiatives have been implemented in cooperation with the cocoa and chocolate industries, international organizations, and Non-Governmental Organizations (NGOs) in Ghana. Recently, various governments have also shown concern for child labour in cocoa supply chains, as mandatory human rights due diligence is becoming a rising global trend. It is reported that 770,000 of child labour was found in cocoa production in Ghana.<sup>2</sup> In Ghana as a whole, the most current data of child labour is nearly 1.89 million that includes the number of children working in commercial agriculture.<sup>3</sup>

In this context, the Government of Ghana launched the National Plan of Action for the Elimination of Child Labour in Ghana Phase II (2017–2021) (NPA2) to eliminate child labour in the country and achieve the SDG Target 8.7. As part of NPA2, the government has been working to formulate ‘Protocols and Guidelines for Establishing Child Labour Free Zones (CLFZs) in Ghana’ (CLFZ Guidelines) which came into force in March 2020, and disseminating it nationwide in order to accelerate child labour interventions in the country.

Japan relies on Ghana for 70–80% of its cocoa bean imports. Since 2009, Action against Child Exploitation (ACE), a Japanese NGO, has been tackling child labour in cocoa growing areas in Ghana through its project named Sustainable Management of Cocoa and Improved Life via Education for the elimination of child labour (SMILE) which applies an area-based, community-centred approach. Having extensive experience in establishing sustainable community-level structures to protect children from child labour, ACE had entered into an agreement with the Ministry of Employment and Labour Relations (MELR) and deeply engaged in the formulation of the CLFZ Guidelines together with Deloitte Japan which provided technical and financial assistance. The CLFZ Guidelines include reflections from the experience and lessons learned from different organizations and industries such as the International Labour Organization (ILO) in mining and Ghana Agriculture Workers’ Union (GAWU) in fishery, ACE

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<sup>1</sup> ILO and UNICEF, 2021. Child Labour: Global estimates 2020, trends and the road forward.

<sup>2</sup> NORC, 2020. Final Report: Assessing Progress in Reducing Child Labor in Cocoa Production in Cocoa Growing Areas of Côte d’Ivoire and Ghana.

<sup>3</sup> Ghana Statistical Service, 2014. Ghana Living Standards Survey Round 6 Child Labour Report.

and other various organizations including business sector in cocoa. Therefore, it addresses all forms of child labour without focusing on a specific sector.

The Japan International Cooperation Agency (JICA) started tackling child labour in Ghana around the time of the development of the CLFZ Guidelines with its special interest in working with the cocoa industry in Japan. After conducting a series of dialogues with Japanese companies in the cocoa and chocolate industries and NGOs working on the issue, JICA established the ‘Platform for Sustainable Cocoa in Developing Countries’ in January 2020. The purpose of establishing the platform is to promote collaboration among stakeholders in order to realise socially, economically, and environmentally sustainable cocoa production in developing countries, including Ghana. As of May 2021, the platform’s members were 42 companies and organizations and 90 individuals.<sup>4</sup>

To further the abovementioned actions, JICA developed the project ‘Data Collection Survey on Child Labour and Support for Child Labour Free Zone Pilot Activities with a Focus on the Cocoa Region in Ghana’ in 2020. Through the official tender, the joint team of ACE and IC Net Limited, a Japanese international development consulting firm, was selected to implement the project.

## **1.2. Outline of the Survey**

### **1.2.1. Objectives of the survey**

In order to achieve the following objectives, the survey collected relevant information through the document review and interviews (see. Appendix 1: List of Interviewees), and conducted pilot activities in the selected two target areas.

- To support the MELR for the operationalization of CLFZ through the pilot activities mainly at the national and district levels and draw lessons to modify the CLFZ Guidelines
- To collect and analyse the information relevant to the efforts of the Government of Ghana to eliminate child labour based on existing NPA2, including information related to CLFZ Guidelines, and make necessary recommendations to both the MELR and JICA
- To identify the potential modalities for future assistance by JICA and the Japanese Sustainable Cocoa Platform to support the efforts of the Government of Ghana and explore partnership options with other development partners, cocoa sector platforms, the business sector, and NGOs to effectively contribute to the elimination of child labour in Ghana for achieving SDG 8.7.

### **1.2.2. Period of the survey**

From 19 October 2020 to 30 June 2022

### **1.2.3. Main counterpart ministries/organizations in Ghana**

- MELR with its Child Labour Unit (CLU) under the Labour Department as the ministerial focal point for the project

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<sup>4</sup> The latest information can be found on the platform’s website.  
<https://www.jica.go.jp/activities/issues/governance/platform/index.html>

- National Steering Committee on Child Labour (NSCCL), including the Sub-Committees and the Technical Working Groups

#### **1.2.4. Target areas for the pilot activities**

- Atwima Npuna District, Ashanti Region
- Bibiani-Anhwiaso-Bekwai Municipal, Western North Region

#### **1.2.5. Major activities**

- 1) Collection and analysis of relevant information through review of documents and reports, interviews, and meetings with stakeholders working on child labour, including information on potential resource options (e.g., the private sector and development partners) for establishing CLFZs nationwide
- 2) Pilot activities to support the implementation of the CLFZ Guidelines as part of government initiatives in Ghana)
  - (1) Select two target districts for pilot activities: collect information on the level of conditions regarding CLFZ assessment criteria and identify the necessary activities to be declared as CLFZ.
  - (2) Support implementation of pilot activities based on the CLFZ Guidelines at the national, regional, district, and community levels, as follows:
    - A series of workshops to build the capacity of key actors at each level through monitoring and facilitation (a fixed number of communities is selected for close monitoring)
    - Support development of CLFZ assessment tools and operational structure: establishment of an assessment team and its capacity building, implementation of a trial assessment, and improvement of assessment tools
  - (3) Conduct a final workshop to share the results and experience of the pilot activities in Accra.
- 3) Sharing of information and a discussion with JICA's Sustainable Cocoa Platform members
- 4) Preparing final report

## **2. Status of Child Labour and Efforts in Ghana**

### **2.1. Regulatory Structure and Definition of Child Labour in Ghana**

#### **2.2.1. International definition of child labour and child rights**

Child labour is internationally defined mainly by the following ILO conventions: No. 138 on the minimum age and No. 182 on the worst forms of child labour. The Minimum Age Convention, 1973 (No. 138), which entered into force in 1976, unified the age setting for all industries as follows:

- Admission to employment must be after completing compulsory education (generally 15 or 14 in developing countries).
- Light work from the age of 13 (or 12 in developing countries). Light work is defined in the article 7 of No.138 as follows:
  - (a) not likely to be harmful to their health or development; and
  - (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.
- Hazardous work is permitted from the age of 18. Such type of work should be defined by national laws and regulations by each country. If the child's health, safety, and morals are fully protected, and appropriate instruction and job training are provided it is permitted from the age of 16. The article 3 of No.138 states as follows:

The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.

- The Worst Forms of Child Labour Convention, 1999 (No. 182) defines work that is particularly exploitative of children and prioritises the protection of children under 18 years in the worst forms of labour and urges governments to act. The convention was adopted unanimously and became the first universal ILO convention in 2020.

The 'worst forms' of child labour is defined in terms of the following four areas:

- i) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage, serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- ii) The use, procuring or offering of a child for prostitution, for the production of pornography, or for pornographic performances.
- iii) The use, procurement, or offering of a child for illicit activities, particularly for the production and trafficking of drugs as defined in relevant international treaties.
- iv) Work, which by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children.

Furthermore, ILO Nos. 138 and 182 are part of the core labour standards set by ILO, consisting of eight fundamental conventions. All member countries are obliged to report on the status concerning

these conventions regardless of the ratification status, thus making the child labour standards an internationally-common understanding.

The convention on the Rights of the Child, adopted by the United Nations in 1989, is a human rights convention that stipulates the fundamental rights of children, including the right to education, protection from economic exploitation and hazardous or harmful labour, and protection from all forms of exploitation, violence, and abuse. This convention, including the definition of a child as a person under 18 years, is also the premise of Convention 182.

Based on these international conventions, child labour is prohibited and defined in each country.

### **2.2.2. Laws and regulations related to child labour in Ghana**

The Government of Ghana has ratified all the major international conventions mentioned above and has the following regulatory systems in relation to child labour and children's rights.

#### **1) Laws and regulations in Ghana**

##### **(1) The Children's Act (Act 560, 1998)<sup>5</sup>**

This act's Part V, Sub-Part I, provides articles on child labour. It prohibits the exploitative labour of children that deprives them of their health, education, and development (Section 87). The minimum age for employment for a child is 15 years (Section 89). Light work is permitted above 13 years (Section 90). Furthermore, the minimum age for hazardous employment is 18 years (Section 91) and these definitions are applied to both the formal and informal sectors (Section 92).

The Children's Act defines hazardous work as something that "poses a danger to the health, safety or morals of a person" and includes the following types of work or industry:

- i) Going to the sea;
- ii) Mining and quarrying;
- iii) Porterage of heavy loads;
- iv) Manufacturing industries in which chemicals are produced or used;
- v) Work in places where machines are used; and
- vi) Work in places such as bars, hotels, and places of entertainment where a person may be exposed to immoral behaviour.

##### **(2) Other legal instruments relevant to child labour**

In addition to the Children's Act, the Child Rights Regulation 2002, the Criminal Code (Amendment) Act 1998 (No. 554), the Human Trafficking Act 2005 (Act 694), the Domestic Violence Act 2007 (Act 732), and the Whistle Blower's Act 2007 (Act 720) are some of the relevant legal instruments that include protection of children from exploitative labour and protecting the rights of the child.

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<sup>5</sup> The Government of Ghana. 1998, Children's Act (Act 560).

## 2) Other relevant frameworks in defining child labour in Ghana

### (1) Hazardous Activity Framework

In the ratification of the ILO Convention 182, the country must develop a list of hazardous sectors and activities guided by the ILO recommendation 190. Section 91 of the Children’s Act provides a list of hazardous child labour activities but was not in full conformity with the convention. Under these circumstances, the previous Ministry of Employment and Social Welfare produced a comprehensive Hazardous Child Labour Activity Framework (HAF). The HAF project aims to provide a framework that can facilitate the identification, quantification, and evaluation of hazardous child labour and provide the best options for intervention and evaluation to safeguard the health, safety, development, and education of children.

The HAF project developed the Hazardous Child Labour List for Ghana (GHAHCL) that comprises 34 activities and circumstances of work that are likely to harm children’s health, safety, and morals in whichever occupation or sector they may be engaged. Seventeen priority sectors were identified, including the cocoa sector, and based on the GHAHCL, a sector-specific HAF was developed.<sup>6</sup>

## 2.2. Overview of Child Labour in Ghana

### 2.2.3. The number of child labour, trends by gender and age

Data on the number of child labourers or their proxy data can be found from government surveys and other studies conducted by international organisations. The most updated figure for working children aged between 5 and 14 can be found in the Ghana 2021 Population and Housing Census.

**Table 2-1: Data on Working Children in Ghana**

Age	Child Population	Number of Children Engaged in Economic Activity	Percentage of Children Engaged in Economic Activity (%)
5-14 years	7,116,730	229,628	3.2

Source: Ghana 2021 Population and Housing Census (2022, Ghana Statistics Services)

The census data show that the number of children engaged in economic activity is far less than what was revealed in similar surveys of the Ghana Living Standard Survey Round 6 (GLSS6) and Round 7 (GLSS7), which may be derived from the difference in the manner of data collection and the definition of ‘economically active’. Table 2-2 shows the recent data from the GLSS7.

<sup>6</sup> Ministry of Employment and Social Welfare, Government of Ghana, 2016. Hazardous Child Labour Activity Framework for Ghana (HAF)



**Table 2-2: Children in Labour Force in Ghana (GLSS7)**

Age	Child Population	Number of Children in Labour Force	Percentage of Children in labour force (%)
5-14 years	7,117,979	896,865	12.6

Source: Ghana Living Standard Survey round 7 Main Report (2019, Ghana Statistics Service). The number of children in the labour force is calculated by ACE.

These figures from the Census and GLSS7 are for children aged between 5 and 14. Comprehensive data for ages 5-17 can be found in GLSS6. This round issued a report specifically on child labour with an analysis of the trends in child labour. It estimates the number of children in economic activity, child labour, and the worst forms of child labour aged between 5 and 17. According to this data, there are 1.89 million children engaged in child labour in Ghana, which consist of 21.8% of the population aged 5-17 years old, and this is the latest figure of child labour between 5- 17, currently available from the data issued by the government of Ghana.

**Table 2-3: Child Labour by Gender in Ghana (5-17 years) (GLSS6, 2012-2013)**

Age/Gender (5-17 years)	Child Population (Estimate)	Children in Economic Activity (% of Population)	Child Labour (% of Population)	The Worst Forms of Child Labour (% of Population)
Male	4,393,748	1,284,619 (29.2%)	996,510 (22.7%)	677,962 (15.4%)
Female	4,303,855	1,191,558 (27.7%)	896,042 (20.8%)	553,324 (12.9%)
Total	8,697,602	2,476,177 (28.5%)	1,892,552 (21.8%)	1,231,286 (14.2%)

Source: Ghana Living Standard Survey Round 6, Child Labour Report (2014, Ghana Statistics Services), All figures are estimates.

The overall trend is that male children slightly outnumber female children in all three categories: economically active, child labour, and the worst forms to data provided by GLSS6.

**Table 2-4: Percentage of Child Labour by Gender in Ghana (Estimates from MICS 2017-2018)**

Age/Gender (5-17 years)	Percentage of children engaged in child labour (economic activities)	Percentage of children engaged in child labour (economic activities and household chores)
Male	14.5	18.6
Female	15.2	21.7
Total	14.8	20.1

Source: UNICEF DATA WEARHOUSE (2022/5/20)

However, the United Nations Children’s Fund (UNICEF) DATA Warehouse provides UNICEF and ILO calculated data on child labour based on data from the Multiple Indicator Cluster Survey Six (MICS 6), which shows a higher percentage of female children engaged in the criteria of child labour as engagement in economic activities and the other criteria that combine economic activities and household chores. Considering that female children tend to perform household chores, the actual hours of work the

children are engaged in may be higher for females than for males. This notion should be considered when developing interventions for child labour.

Tables 2-5 show that the ages between 12 and 14 have the highest percentage of engagement in child labour<sup>7</sup> (26.9%), whereas the hazardous forms<sup>8</sup> of child labour aged between 15 and 17 mark the highest percentage (23.6%). For children aged under 14, the work performed when they should be at school is also classified as child labour. As those aged 15 and over are legally allowed to work, child labour for those aged 15-17 is the same as those engaged in the hazardous forms of child labour.

**Table 2-5: Child Labour by Age in Ghana**

Age	Child Population	Child Labour (% of Population)	Hazardous Forms of Child Labour (% of Population)
5-7 years old	2,122,390	212,278 (10.0%)	94,655 (4.5%)
8-11 years old	2,749,046	704,212 (25.6%)	330,161 (12.0%)
12-14 years old	2,101,280	564,500 (26.9%)	394,908 (18.8%)
15-17 years old	1,724,884	411,562 (23.6%)	411,562 (23.6%)
Total (5-17 years)	8,697,600	1,892,552 (21.8%)	1,231,286 (14.2%)

Source: Ghana Living Standard Survey Round 6, Child Labour Report (2014, Ghana Statistics Services). All figures represent estimates.

#### **2.2.4. Child labour by region**

The GLSS6 reported the state of child labour by region as shown Table 2–6. The average prevalence of child labour is 21.8%. Of the ten regions, Brong Ahafo, Upper West, and Upper East had more than 30% prevalence of child labour, whereas Volta, Eastern, Ashanti, and Northern regions had a prevalence slightly higher than the average. In the West, Ashanti, Brong Ahafo, Central, Eastern, Greater Accra, and Volta, where cocoa is mainly produced, only Greater Accra and Central had figures of less than 10%, while others had rates of more than 20%. Ashanti, Brong Ahafo, Eastern, and Volta ranked high in the number of child labourers. Child labour is of particular concern in the regions where cocoa, gold, and fishing are major industries.

In the case of the hazardous forms of child labour, Eastern, Volta, and Brong Ahafo account for more than 20%. These three regions are also bordered by Lake Volta, where cases of the hazardous forms of child labour and trafficking have been reported. Presently, public reports do not share data on child labour per district.

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<sup>7</sup> GLSS round 6th Child Labour Report states that children are considered to be in child labour if: a) They are doing hazardous work or b) They are less than 12 years and are involved in economic activity or c) They are aged 12 to 14 years and involved in economic activities that are not defined as light work.

<sup>8</sup> GLSS round 6th Child Labour Report states that working children are considered to be in hazardous work if they are found to be in any one of the following categories: 1.children working in designated hazardous industries (mining, quarrying and construction),2.children working in designated hazardous occupations (they refer to the list of hazardous work established by the national legislation),3.children working long hours (42 hours or more per week),4.children working under other hazardous conditions such as night work, using hazardous tools and being in an unhealthy work environment.

**Table 2-6: Child Labour and the Hazardous Forms of Child Labour by Region (Ages 5-17)**

Region	Child Population	Number of Child Labour (% of population)	Number of the Hazardous Forms of Child Labour (% of population)
Western	838,313	171,626 (20.5%)	113,134 (13.5%)
Central	793,125	70,535 (8.9%)	33,164 (4.2%)
Greater Accra	1,204,870	62,562 (5.2%)	23,312 (1.9%)
Volta	766,836	206,404 (26.9%)	169,035 (22%)
Eastern	920,812	267,233 (29%)	193,551 (21%)
Ashanti	1,727,891	396,751 (23%)	279,374 (16.2%)
Brong Ahafo	916,757	306,972 (33.5%)	224,037 (24.4%)
Northern	891,273	203,566 (22.8%)	105,769 (11.9%)
Upper East	362,761	114,899 (31.7%)	47,534 (13.1%)
Upper West	274,964	92,041 (33.5%)	42,375 (15.4%)
Total	8,697,602	1,892,589 (21.8%)	1,231,285 (14.2%)

Source: GLSS6 Child Labour Report (2014, Ghana Statistics Services)

Note: In 2014, when GLSS6 was held, Ghana consisted of 10 states, but the state reorganization in 2018 resulted in 15 states. Of the 10 states above, three are northern (Northern, Savannah, and Northeast), two Volta (Volta and Ota), three Brong Ahafo (Ahafo, Bono, Bono East) and two Western States (Western and Western North).

### 2.2.5. Industry

As is the case with the global estimate of child labour, agriculture has the largest number of children engaged. Of the economically active children, 77.2% were engaged in the agricultural sector. The data by sector and age distribution are as follows. Younger age has a higher percentage in agriculture, as family members tend to take younger children to farms together. Apart from agriculture, wholesale and retail trade, manufacturing, accommodation, and food service activities are sectors where children are involved.

**Table 2-7: Child Labour by Industry and Age (GLSS6-2012/2013)**

Industry/Age Range	5-7	8-11	12-14	15-17	Total (5-17)
Agriculture (including forestry and fishing)	85.7%	81.4%	76.7%	71.5%	77.2%
Mining and Quarrying (including electricity, gas, and water)	0.0%	0.2%	0.2%	0.5%	0.3%
Manufacturing	2.8%	2.0%	3.7%	5.7%	3.8%
Construction	0.1%	0.0%	0.3%	1.8%	0.7%
Wholesale and retail trade	7.3%	11.8%	13.8%	12.8%	12.4%
Transportation and storage	0.0%	0.1%	0.3%	0.8%	0.4%
Accommodation & food service activities	2.0%	2.6%	3.5%	3.9%	3.2%
Information and communication	0.0%	0.1%	0.1%	0.0%	0.0%
Others	1.9%	1.8%	1.5%	3.0%	1.9%

Source: GLSS6 Child Labour Report (2014, Ghana Statistics Services)

## 2.2.6. Relationship with education

According to the GLSS6, 9 out of 10 children (ages 5–17) are in school (88.9%), whereas 5.9% have never attended school. Children who have never attended school are more likely to become child labourers; however, it should also be noted that some children are engaged in child labour while still attending school. The study reported that 20.1% of school children are engaged in child labour, and 12.4% are engaged in hazardous work. Of the children out of school, 35.4% are engaged in child labour, and 28.3% are engaged in hazardous work. This shows that child labour cannot be solved only by supporting children who are not enrolled in school.

**Table 2-8: School Enrolment Status of Children in Child Labour (5 to 17 years old)**

	No school experiences (Never attended)	Now in school (Currently attending)	Schooling in the past (Attended in the past)
Total	5.9%	88.9%	5.2%
Boys	5.7%	89.4%	4.9%
Girls	6.1%	88.3%	5.6%
Urban	2.2%	92.7%	5.1%
Rural	9.2%	85.4%	5.3%

Source: GLSS6 Child Labour Report (2014, Ghana Statistics Bureau)

## 2.2.7. Trends in child labour in the cocoa sector and comparison with Côte d’Ivoire

Côte d’Ivoire and Ghana are the world’s largest and second-largest cocoa-producing countries, respectively. The US Department of Labour commissions a study of child labour in the cocoa sector every four years. Although the numbers are not fully comparable, these estimated numbers give an idea of the whole picture of child labour in the cocoa sector.

**Table 2-9: Data on Number of Child Labour in the Cocoa Sector in Ghana and Côte d’Ivoire**

Year (Survey period)	Ghana		Côte d’Ivoire	
	Child Labour	Hazardous Child Labour	Child Labour	Hazardous Child Labour
2010 (2008-2009)	947,777	931,005	809,835	791,181
2015 (2013-2014)	918,543	878,595	1,203,473	1,153,672
2020 (2018-2019)	765,754	713,419	790,647	765,233

Sources: Final Report, 2013/2014 Survey Research in West African Cocoa Growing Area (2015, Tulane University), Final Report: Assessing Progress in Reducing Child Labour in Cocoa Production in Cocoa Growing Areas of Côte d’Ivoire and Ghana (2020, NORC)

## **2.3. National Plans and its Implementation Structure**

Led by MELR, the responsible ministry overseeing government actions on child labour, the Government of Ghana has been developing a policy and planning framework, as well as its implementation structure, to tackle child labour issues since the 2000s. Currently, it is composed of the following details which will be elaborated in the sections below:

- Policy and Planning Framework: National Action Plan for the Prohibition and Elimination of the Worst Forms of Child Labour Phase 2 (2017-2021) (NPA2)
- National Coordination and Supervision: National Steering Committee on Child Labour (NSCCL)
- Responsible Ministry: Ministry of Employment and Labour Relations (MELR)
- Central Secretariat: Child Labour Unit, Labour Department, MELR
- National Monitoring Mechanism: Ghana Child Labour Monitoring System (GCLMS)

### **2.3.1. National Action Plan for the Prohibition and Elimination of the Worst Forms of Child Labour Phase 2 (NPA2)**

#### **1) Background and key principles of NPA2**

The current national policy and planning framework for child labour issues is the National Action Plan Phase 2 for the Elimination of the Worst Forms of Child Labour (2017–2021) (NPA2). NPA2 is the successor framework of the National Plan of Action Phase I for the Elimination of the Worst Forms of Child Labour in Ghana (2009–2015) (NPA1). With the aim of eliminating all forms of child labour by 2025 in line with Target 8.7 of the Sustainable Development Goals (SDGs), NPA2 was prepared by incorporating the achievements, good practices, and lessons learned from the implementation of NPA1, the lessons which included the necessity for stronger stakeholder coordination and resource mobilisation. It also assumes alignment with relevant national policies such as the Child and Family Welfare Policy of the Ministry of Gender, Children, and Social Protection (MOGCSP).

The key principles of NPA2, which characterise its policy directions and intervention approach, include the following:

- A participatory approach involving local communities and authorities in the design of interventions in NPA2 that also includes consultation with children directly or indirectly involved in or affected by the worst forms of child labour for the design and implementation of interventions.
- The subsidiarity principle is in the context of ongoing decentralisation reform, where the central authority only controls activities that cannot be adequately controlled at a more immediate or local level.
- Local governments and respective central ministries are expected to undertake budget actions laid out in NPA2.
- A comprehensive multi-sectoral and multi-stakeholder approach involving the government, trade unions, employer organisations, other civil society organisations, the private sector, development partners, and the general population.

## 2) CLFZs in the NPA2 framework

NPA2 took the form of a time-bound action plan for 2017-2021 with outcome indicators and targets for action. Under the main objective, NPA2 set out four strategic objectives grouped into upstream and downstream actions.

Main objective of NPA2		
Reducing the worst forms of child labour to the barest minimum (<10%), by 2021 while laying strong social, policy and institutional foundations for the elimination and prevention of all forms of child labour in the longer term.		
Strategic Objectives (SO)		
Upstream Actions	SO1	Reinforcing public awareness and strengthening advocacy for improved policy programming and implementation of child development interventions
	SO2	Improving collaboration, coordination and resource mobilisation for policy development and implementation against child labour
Downstream Actions	SO3	Effective provision and monitoring of social services and economic empowerment programmes by local government administrations
	SO4	Promoting community empowerment and sustainable action against child labour

Within the overall framework of NPA2, the CLFZ approach, which is the subject of this study, is positioned as one of the central approaches to achieve the main objective as its introduction states, ‘an Integrated Area-Based Approach (IABA) towards Child Labour Free Zones (CLFZ), as indicated in the National Development Policy Framework (NDPF) is the locus for the overall strategy under NPA2’. In the action plan, the design, implementation, and promotion of CLFZs with IABA are specified in the fourth outcome of SO 1 with detailed actions in 1.4.1.1 and 1.4.1.2. These contain the creation of protocols and guidelines for CLFZ, the implementation and dissemination of pilot activities which were planned to be implemented from 2018 to 2021.

## 3) Action plans in the NPA2 and CLFZ framework

There are various actions planned by the concerned government ministries and agencies that are key to achieve a set of expected outcomes prepared for each strategic objective under the NPA2. By considering that the CLFZ is a framework to combine various interventions to establish necessary structure at the local government and community levels, it is useful to understand already existing or planned government initiatives within the framework of CLFZ indicators. It is important to make sure those existing initiatives function well as intended and well harmonized to one another. The actions in the NPA2 that is relevant to the CLFZ indicators are summarized in the Appendix 2. The major government initiatives that are strongly related to some of the main CLFZ indicators will be explained in the later sections.

#### 4) The next round of NPA

Following the end of the implementation period of NPA2 in 2021, MELR and the NSCCL are currently reviewing NPA2; they are expected to complete the review in June 2022.<sup>9</sup> Based on the outcome of the review, MELR and NSCCL will consider how the next round of NPA should be designed and implemented, including the possible option of extending the implementation period of NPA2, which has been hampered by the COVID-19 pandemic.

### 2.3.2. National Coordination and Implementation Structure on Child Labour

The current structure of overall coordination and supervision for NPA2 centres on the NSCCL with MELR as the lead central ministry. Figure 2-1 illustrates the mechanism with short descriptions of the functions and roles of key structures and organisations in the diagram in the following sections.

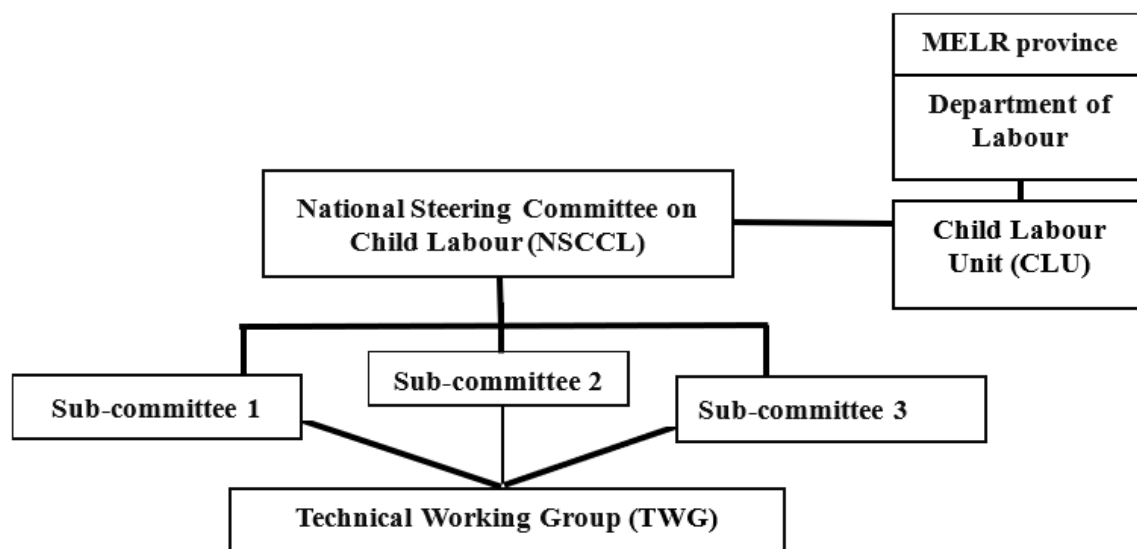


Figure 2-1: Central Mechanism for Child Labour Issues

#### 1) National Steering Committee on Child Labour (NSCCL)

With the support of ILO, UNICEF, and other organisations, the Government of Ghana established the NSCCL. The NSCCL is a multi-stakeholder committee with representatives from government agencies, major development partners, NGOs, and labour organisations. The official terms of reference of the NSCCL specify its role in promoting efforts to eliminate child labour, which includes the following:<sup>10</sup>

- Playing a leading role in advocating for the elimination of child labour.
- Providing policy guidance for activities aimed at eliminating child labour in the country.
- Monitoring and periodically reviewing and evaluating the implementation of NPA2 to ensure the achievement of set targets.
- Providing leadership in resource mobilisation to support national efforts to eliminate child labour.

<sup>9</sup> Information obtained from a Study Team interview with CLU.

<sup>10</sup> The National Steering Committee on Child Labour: Terms of Reference 2016, NSCCL-Ghana

The chair of the NSCCL is the Minister of Employment and Labour Relations with other key members listed below. The participants from central ministries and agencies are expected to be at the director level.

**Table 2-10: Key Members of NSCCL**

Chair	Minister of Employment and Labour Relations
Government	<u>MELR</u> : Chief Director, MELR, Chief Labour Officer, the Department of Labour <u>Other ministries and agencies</u> : National Development Planning Commission (NDPC), Ministry of Local Government, Decentralisation and Rural Development (MLGDRD), Ministry of Gender, Children and Social Security (MOGCSP), Ministry of Education, Ministry of Interior, Ministry of Traditional Chiefs and Traditional Affairs, Ministry of Land and Natural Resources, Ministry of Fisheries and Aquaculture Development, Ministry of Food and Agriculture, Commission on Human Rights and Administrative Justice (CHRAJ)
Social Partners	Trade Union Congress (TUC), Ghana Employers' Association (GEA)
Civil Society Organisations	Ghana NGO Coalition of the Rights of Child (GNCRC), Christian Council of Ghana, Federation of Muslim Councils (GH)
Development Partners	ILO, UNICEF, IOM, International Cocoa Initiative (ICI), Mondelez Cocoa Life, WCF (World Cocoa Foundation)

## 2) NSCCL Sub-Committees and Technical Working Group

Under the main committee, the NSCCL has established three sub-committees for each major topic that allow for more focused discussions and follow-up of actions from a professional perspective. Each subcommittee consists of members who are experts in running the ministries and organisations.

- i) Policy Planning, Implementation, and Monitoring and Evaluation Sub-committee
- ii) Child Labour, Labour Inspection and Social Protection Sub-committee
- iii) Resource Mobilization, Advocacy and Communication Sub-committee

In addition, a Technical Working Group (TWG) has been established to support the work of sub-committees at the technical level, which consists of a MELR's focal person on child labour, CLU officials and representatives from key stakeholders. Of the three sub-committees, the Policy Planning, Implementation and Monitoring and Evaluation Sub-committee and its TWG are responsible for the development of the Protocols and Guidelines on the Establishment of CLFZs and have been a key counterpart for the implementation of this study.

## 3) Child Labour Unit (CLU), Labour Department, MELR

With the support of ILO and other organisations, the MELR has established the CLU under the Labour Department as the government's focal point of child labour issues. The CLU also plays a role as



the secretariat of the NSCCL in managing, coordinating, and providing support for the work of the NSCCL, its sub-committees, and TWG. The CLU was the main counterpart of this study.

### **2.3.3. Ghana Child Labour Monitoring System (GCLMS)**

#### **1) Overview of GCLMS**

MELR and its predecessor, the Ministry of Employment and Social Welfare (MESW), have been developing and piloting the GCLMS as the national system to track and monitor information on child labour and children at risk of child labour in Ghana. Adequate and timely child labour monitoring through GCLMS is central to the success of CLFZs. Since 2001, the attempts to develop a system including a database to track and monitor the cases of child labourers identified and withdrawn have been continued under various interventions and programmes. The development of the GCLMS was to integrate those previous and diverse initiatives. A GCLMS main document was issued by the MESW and came into effect in 2010.

The GCLMS was applied in two phases, namely the monitoring and follow-up phases. The former includes actions such as identification and assessment, referral, protection and prevention, and data management and analysis, whereas the latter includes actions such as tracking, provision of information for enforcement of laws, and information dissemination and analysis. As part of identification and assessment, household data will be collected and child labour and those at risk of child labour in the community will be identified using a set of agreed tools (questionnaires). This process of community register is one of the required conditions for establishing CLFZs and is included in one of the sub-indicators under monitoring.

#### **2) GCLMS operational structure at the district and community level<sup>11</sup>**

While various administrative levels play their respective roles in the operation of GCLMS, the key monitoring activities are implemented at the district and community levels, whereby the relevant offices of District Assemblies and line agencies supervise and assist the monitoring work of the communities. In principle, the District Labour Office (DLO) is responsible for the day-to-day management of GCLMS, while the Social Welfare and Community Development Department (SCWD) plays the role of the GCLMS focal point if a DLO does not exist in the district.

The districts are also expected to establish a District Child Protection Committee (DCPC) at the district level to coordinate and supervise monitoring work in the district. The data and outcomes of monitoring activities by the community are first communicated to the district, which are then reported to the regional and national levels. The following table, based on the GCLMS document, provides a detailed list of actors and their respective roles and functions.<sup>12</sup>

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<sup>11</sup> The description of the GCLMS operational structure is based on the GCLMS main document by MESW in 2010 with a few changes by the author regarding developments in recent decentralisation reforms such as the introduction of decentralised departments.

<sup>12</sup> As this Table is an excerpt from the GCLMS document in 2010, which was prepared prior to the current local government

**Table 2-11: GCLMS Operational Structure**

Level: Implementer	Configuration Members	Roles and Functions
District Level: District Child Protection Committee (DCPC)	<p>a) Central District Assembly:</p> <ul style="list-style-type: none"> <li>• District Chief Executive (DCE) (Chairperson)</li> <li>• District Coordinating Director (DCD)</li> <li>• District Planning Coordinating Unit (DPCU)</li> <li>• Planning and Budget Officers</li> <li>• Presiding member</li> <li>• Conveners of the Social Services Justice and Security and Women and Children Sub-Committees</li> </ul> <p>b) Relevant Government Line Agencies</p> <ul style="list-style-type: none"> <li>• Labour Office</li> <li>• Social Welfare Office</li> <li>• Ghana Education Service (GES)</li> <li>• Commission on Human Rights and Administration</li> <li>• National Commission for Civic Education (NCCE)</li> <li>• District Police Command</li> <li>• Ghana Immigration Service</li> <li>• Customs Excise and Preventive Service</li> <li>• Ghana Statistical Service</li> <li>• Department of Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Overseeing the effective implementation of the programme for the Elimination of the Worst Forms of Child Labour in the district.</li> <li>• Facilitating the mainstreaming of child labour into the District Medium Term Development Plans and advocate for resources for child labour interventions in the District Assembly.</li> <li>• Planning and facilitating the setting up of Community Child Protection Committees (CCPCs) in communities</li> <li>• Supervising data collection, collation, verification, and analyses for use in the district and for onward passage to the Ministry of Employment and Social Welfare (Labour Department)</li> <li>• Facilitating the establishment and/or enforcement of relevant child labour byelaws</li> <li>• Using the GCLMS information in the provision of social services (policy, social planning, education, health, law enforcement, etc.)</li> </ul>
Community Level: Community Child Protection Committee (CCPC)	<p>It is chaired by community-elected Assembly member or Opinion Leaders.</p> <p>The members are as follows</p> <ul style="list-style-type: none"> <li>• Representative of the Traditional Council</li> <li>• Queen mother</li> <li>• Religious leader(s)</li> <li>• Assembly Member</li> <li>• Rep. of Unit Committee</li> <li>• Teacher</li> <li>• Representative of Parent-Teacher Association</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a community action plan</li> <li>• Raising awareness of the importance of child labour prevention and education</li> <li>• Identifying and analysing children at high risk of child labour through community-based activities</li> <li>• Data collection and analysis of children at high risk of child labour</li> <li>• Managing child labour cases and bridging remedies</li> <li>• Track children in need and ensure ongoing remedies</li> </ul>

structure, some district actors (offices) are in their previous names. Ministry of Employment and Social Welfare, 2010. Ghana Child Labour Monitoring System (GCLMS) Main document.

	<p>(PTA)/School Management Committee</p> <ul style="list-style-type: none"> <li>• Identified Opinion Leader</li> <li>• Representative of Community Watchdog Committees</li> <li>• Youth Groups</li> <li>• Women's Association</li> <li>• Trade organisations</li> <li>• Children's representative</li> </ul>	<ul style="list-style-type: none"> <li>• Submit data to the county council through the County Labour Department</li> <li>• Establish community rules, regulations, and penalties</li> </ul>
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### 3) Current status of GCLMS

From the interviews with the CLU about the implementation status of GCLMS, the Study Team learned that the CLU was reviewing monitoring tools such as questionnaires and developing software for data entry and management. At the time of the interviews, piloting of the data collection by the CCPCs, including their training, had been implemented, but the national roll-out had not been carried out yet.<sup>13</sup> However, a Ghanaian NGO, Child Rights International, carried out a relatively large scale data collection on child labour in 2021 using the GCLMS instruments to capture the current status of child labour in cocoa growing areas in Ghana<sup>14</sup>. There have been some efforts by development partners to incorporate GCLMS as part of their interventions. Considering the importance of GCLMS in the implementation of CLFZs, further continuation of efforts for improvements, operationalisation, and national roll-out of the system including disseminating to the development partners is desirable.

## 2.4. Efforts Made by Relevant Sector and Stakeholders

### 2.4.1. Education

#### 1) Ghana Education Service (GES)

GES, which was founded in 1974, is a government agency that provides educational services at the basic (kindergarten, primary, junior high schools) and secondary levels (high school, technical and vocational training school), as well as special and inclusive education. In Ghana, Free Compulsory Universal Basic Education (FCUBE) launched in 1996<sup>15</sup>, and secondary education has been free since September 2017.

Among the various services provided by GES, the following initiatives are directly relevant to the CLFZ criteria such as teacher deployment in primary schools and JHS, upgrading of classroom furniture, distribution of textbooks and teaching and learning materials, effective monitoring and inspection, school promotion campaign, and capacity development of School Management Committee (SMC) which has been supported by JICA's project for Improving learning Outcomes through Community

<sup>13</sup> As part of the piloting of the GCLMS data collection activities, the household enumeration to develop the community register was conducted in three selected communities in the pilot district of this study.

<sup>14</sup> Child Rights International, 2022. Child Labour Monitoring System Report 2021.

<sup>15</sup> Osifunke S. E., 2018. The Right to Free and Compulsory Primary Education in Ghana: Lessons for Other African Countries, Journal of Law, Policy and Globalization, Vol. 69, 2018

Participation for Sustainable School for All (COMPASS). In particular, the performance of SMC and Parents Teachers Association (PTA) is an important element of CLFZs (indicator C3). It is a crucial strategy in the education plan and an expected function of SMC is to promote enrolment in vulnerable and disadvantaged communities.

**Table 2-12: MoE/GES's Initiative Related to CLFZ**

Initiative [Relevant CLFZ indicator]	Overview of the initiative	Donor
The Ghana Accountability for Learning Outcomes Projects (GALOP) [C3]	GALOP is a five-year project with the objective to improve the quality of education in low-performing basic education schools and strengthen education sector equity and accountability. <sup>16</sup>	World Bank
Improving learning Outcomes through Community Participation for Sustainable School for All (COMPASS)	COMPASS aims to develop a model to improve learning outcomes at the primary level through collaboration with communities and schools by strengthening the SMCs for scale-up.	JICA

## 2.4.2. Social welfare

### 1) Ministry of Gender, Children and Social Protection (MOGCSP)

MOGCSP was established in January 2013 as a successor to the Ministry of Women and Children's Affairs. MOGCSP coordinates and ensures gender equality and equity, promotes the survival, social protection and development of children, vulnerable and excluded individuals and persons with disabilities and facilitates the fulfilment of their rights, empowerment and full participation in national development<sup>17</sup>. MoGSCP's objective which is relevant to CLFZs is to protect and promote the rights of children, the vulnerable and excluded through awareness and the effective implementation of national and international policy frameworks and legislations.

The following projects, which have been implemented by the MOGCSP, are particularly relevant to CLFZs.

**Table 2-13: MOGCSP's Initiatives Related to CLFZ**

Initiative [Relevant CLFZ indicator]	Overview of the initiative and the relevance to CLFZ	Donor
Integrated Social Services (ISS) Initiative [D1]	ISS initiative seeks to strengthen inter-sectoral collaboration among social welfare, social protection and health actors in order to improve the delivery of social services across the country. It aims to help people in multi-dimensional poverty and vulnerability, with a strong focus on promoting linkages between health, child protection, sexual and gender-based	UNICEF

<sup>16</sup> The GALOP's website (<https://moe.gov.gh/gallop/>) [viewed 22/06/2022]

<sup>17</sup> The MOGCSP's website (<https://www.MOGCSP.gov.gh/about/>) [viewed 22/06/2022]

	violence, and social protection services. <sup>18</sup> The district social services system strengthened through this ISS will reinforce CLFZ especially with respect to district planning for social services and activities related to referral and remediation.	
Social Welfare Information Management System (SWIMS)	SWIMS is a web-based system with the aim of reporting and documenting the social welfare services provisions including child protection with the use of national standard data collection forms, workflows, referral pathways and standard operating procedures (SOPs). SWIMS which support the operation of ISS in the districts shall be one of the key administrative infrastructures for the management of child labour cases including monitoring, referral and remediations.	UNICEF
Single Window Citizen Engagement Service (SWCES) [D1]	SWCES aims to strengthen and support mechanisms among the main flagship social protection programmes and improve transparency, accountability and effectiveness. The system is also designed to accommodate reporting of issues such as disability, child abuse, human trafficking, sexual harassment and defilement that the vulnerable are confronted with on daily basis. <sup>19</sup> It is expected that SWCES works as one of the support systems for the district referral system.	World Bank
Livelihood Empowerment Against Poverty (LEAP) [D2, D3, D4]	LEAP is a cash transfer programme for extremely poor and vulnerable households which have the orphaned and vulnerable children, persons with severe disability or elderly persons who are 65 years and above. The main objective of the LEAP programme is to reduce poverty by increasing consumption and promoting access to services and opportunities including the school enrolment and complementary services such as social welfare. <sup>20</sup> The eligible beneficiaries are orphaned and vulnerable children (OVCs), severely disabled persons and elder persons older than 65 years. As for OVCs, the beneficiary households are required to fulfil the conditions, which are 1) children between 5-15 years – enrolment and attendance in public basic schools, 2) children between 0-5 years – regular visit to health facilities for vaccinations and growth monitoring, 3) birth registration of children and 4) non-involvement of children in any form of child labour. This criteria for LEAP beneficiaries including the aspect of child labour elimination could work as one of the incentives for household to prevent and stop the use of child labour.	World Bank, DfID, UNICEF, USAID
Ghana School Feeding Programme (GSFP) [D2, D3]	GSFP is a multi-sectoral programme that has objectives in education, agriculture, health and nutrition, poverty reduction and food security. <sup>21</sup> This ongoing GSFP will continue to be the essential part of remediation.	World Bank, WFP, UNICEF, CIDA,

<sup>18</sup> The MOGCSP's website (<https://www.MOGCSP.gov.gh/iss/>) [viewed 22/06/2022]

<sup>19</sup> The MOGCSP's website (<https://www.MOGCSP.gov.gh/projects/swces/>) [viewed 22/06/2022]

<sup>20</sup> The MOGCSP's website (<https://www.MOGCSP.gov.gh/projects/livelihood-empowerment-against-poverty-leap/>) [viewed 22/06/2022]

<sup>21</sup> The GSFP's website (<https://schoolfeeding.gov.gh/>) [viewed 22/06/2022]

		USAID
Ghana National Household Registry (GNHR) [C1]	GNHR is a unit with the mandate to establish a single national household register from which social protection programmes will select their beneficiaries in Ghana. <sup>22</sup> When the national roll-out of GNHR system is completed, the data from GNHR is expected to be utilized as the key source of information for GCLMS.	UNFPA

### 2.4.3. Agriculture (Cocoa sub-sector)

The agriculture sector including cocoa subsector<sup>23</sup> has been the focus of concerns over child labour issues in Ghana over the years. This section touches on the two main government actors are the Ministry of Food and Agriculture (MOFA) and the Ghana Cocoa Board (COCOBOD).

#### 1) Ministry of Food and Agriculture (MOFA)

MOFA takes charge of the formulation, execution, monitoring, and evaluation of sector policies and strategies for crops, including cocoa, livestock, irrigation, and mechanisation at the national level.<sup>24</sup> There are several state-owned enterprises and subsidiaries under MOFA, including COCOBOD.

Currently, the publicly available MOFA strategy is ‘Investing for Food and Jobs (IFJ): An Agenda for Transforming Ghana’s Agriculture (2018-2021)’. The IFJ document includes the ‘Cocoa Sub-Sector Strategy’.<sup>25</sup> The Cocoa Sub-Sector Strategy sets its vision as a modernised, resilient, and competitive cocoa environment where all stakeholders strive for the creation of a sustainable cocoa economy in which cocoa farmers and their community thrive.

Regarding MOFA’s recent actions on child labour, it is worth noting that MOFA has formulated the Child Labour Strategic Plan for Ministry of Food and Agriculture (2020-2025) in support for NPA2 within the framework of agricultural strategy. The lead office for the follow-up of child labour issues within the MOFA is the Agricultural Extension Services Directorate (AESD). The table 2-14 below provides the key MOFA actions in relation to NPA2.

<sup>22</sup> The MOGCSP’s website (<https://www.MOGCSP.gov.gh/projects/ghana-national-household-registry-gnhr/>) [viewed 22/06/2022]

<sup>23</sup> The Government of Ghana categorizes the agricultural sector into the following five sub-sectors: 1) Crops: Cereals and Starchy Crops; 2) Livestock; 3) Fisheries; 4) Forestry; and 5) Cocoa.

<sup>24</sup> MOFA also works closely with the Ministry of Local Government, Decentralisation and Rural Development (MLGDRD) to provide technical and professional support to both Regional Agricultural Departments (RAD) of the Regional Coordination Councils (RCCs) and District Agricultural Departments (DAD) under the MMDAs, both of which have been decentralized to the respective local government and supervised and coordinated by MLGRD.

<sup>25</sup> The section 4.4.8 of IFJ, which is from page 61 to 64, is dedicated to the ‘Cocoa Sub-Sector Strategy’.

**Table 2-14: Initiatives Related to CLFZ in Agriculture Sector (Excluding Cocoa Sub-Sector)**

Initiative [Relevant CLFZ indicators]	Overview of the initiative	Supporting partners
Mainstreaming child labour into Livestock Development Policy (LDP) [F3, F4, F5]	As part of review and updating process of LDP, the policy will include measures to prevent the engagement of children in livestock breeding including cattle herding among others.	Livestock sub-sector has been mainly supported by African Development Bank (AfDB)
Youth in Agriculture [D4]	MOFA will further expand the ongoing Youth in Agriculture Programme to appropriately cover the child labour endemic areas and give particular attention to young people including those between 15 and 17 years.	
Elimination of child labour in the supply chain of selected staple, horticultural and cash crops [F3, F4, F5]	MOFA will ensure to eliminate child labour in the supply chains of all crops including staples, horticultural and cash crops. In order to pursue the action, MOFA will prepare and make public the measures to stop the use of child labour through the Ghana Commercial Agriculture Project (GCAP).	GCAP supported by USAID and the World Bank
Mainstreaming of child labour into the agricultural extension services [F3, F4, F5]	Agricultural Extension Services Directorate (AESD) of MOFA has already mainstreamed child labour into its strategic plan in close collaboration with the Ministry of Local Government, Decentralisation and Rural Development (MLGDRD), which oversees the decentralised agricultural departments of the MMDAs. Also, AESD had developed a training manual on child labour in agriculture and had conducted a series of training sessions using the manual for their extension officers. These actions constitute the follow-up activities of Action 1.5.1.5 of NPA2, which requires AESD to mainstream child labour into its strategic plan and extension services.	

## 2) Ghana Cocoa Board (COCOBOD)

Under the supervision of MOFA, COCOBOD, a statutory public corporation, plays a central role in cocoa production and the cocoa value chain. The mission of COCOBOD is to encourage and facilitate the production, processing, and marketing of good quality cocoa in all forms in the most efficient and cost-effective manner.<sup>26</sup>

<sup>26</sup> While COCOBOD also covers coffee, shea nut and other tropical crops, this section focuses on the cocoa sub-sector.

It formulated the Cocoa Sector Development Strategy II (CSDS II) within the national policy framework of CPEDSP 2017–2024 and IFJ of MOFA. CSDS II emphasises productivity enhancement by empowering smallholder cocoa farmers to adopt modern technologies. The strategy also aims to position Ghanaian cocoa industries to operate efficiently and effectively in a sustainable manner in the context of a modern business environment. As part of the actions for social sustainability, the strategy has incorporated actions on child labour, including the integration of child labour sensitisation into its extension services. In addition, COCOBOD has established a child labour desk in its head office to help monitor and coordinate efforts on child labour in the cocoa sub-sector.<sup>27</sup>

Organizationally, the operations of pre- and post-harvest services are chiefly provided through the following subsidiaries and semi-autonomous divisions, which include the Cocoa Health and Extension Division (CHED). CHED has a network of extension workers at the district and community levels in cocoa-growing regions, many of which are involved in activities related to child labour, such as awareness raising.<sup>28</sup>

Through COCOBOD, the government has undertaken wide-ranging initiatives in the cocoa subsector relevant to child labour issues. Below are some of the key recent initiatives:<sup>29</sup>

**Table 2-15: Cocoa Subsector’s Initiatives Related to CLFZ**

Initiative [Relevant CLFZ indicators]	Overview of the initiative	Supporting partners
Sensitization and awareness raising with an extension manual including curriculum on WFCL [A1]	<ul style="list-style-type: none"> <li>Undertaken series of sensitization programmes on child labour with a focus on the Worst Forms of Child Labour (WFCL)<sup>30</sup></li> <li>An extension manual including the curriculum on the WFCL is used both for the training of extension officers and the sensitization programme at the community level.</li> <li>Anti-child labour sensitization radio programmes, which include a three-month programme in 2021</li> <li>Programmes to be continued in line with CSDS II</li> </ul>	United States Department of Labor (USDOL)
Cocoa Monitoring System (CMS) <sup>31</sup> [C1]	<ul style="list-style-type: none"> <li>COCOBOD developed the Cocoa Management System (CMS) with the support from AfDB.</li> <li>An integrated cocoa farmer database, which will connect the central portal of COCOBOD with stakeholders in the</li> </ul>	AfDB

<sup>27</sup> Government of Côte d’Ivoire, Government of Ghana, U.S. Department of Labour, International Chocolate and Cocoa Industry, 2020. CLCCG Report: 2010-2020 Years Efforts of Reducing Child Labor in Cocoa.

<<https://www.dol.gov/sites/dolgov/files/ILAB/reports/CLCCG-Ten-Year-Report.pdf>> (最終アクセス 2022 年 6 月 22 日)

<sup>28</sup> It has been reported that each extension officer works with 2,000 to 3,000 cocoa farmers in around 16 to 20 communities. (p. 38, Monastyrnaya, E, Joerin, J, Dawoe, E and Six J.2016. Assessing the resilience of the cocoa value chain in Ghana, Sustainable Agroecosystems Group Swiss Federal Institute of Technology Zurich, ETH Zürich)

<sup>29</sup> In the 2000s, COCOBOD made financial and technical contributions to the implementation of Ghana’s National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC).

<sup>30</sup> According to CLCCG Ten Year Report, COCOBOD through CHED has undertaken sensitization rallies, group meetings, and home visits in seven cocoa producing regions with the total participants of over 330,000. (USDOL/CLCCG 2020)

<sup>31</sup> CMS webpage by UCL Ghana Ltd., the IT contractor for CMS. <http://www.uclghana.com/CMS/index.html#about>



	<p>value supply chain including farmers for facilitating internal trade of cocoa beans, access to inputs, subsidies, and other services from COCOBOD</p> <ul style="list-style-type: none"> <li>• Rolled out to Ashanti region in 2021 following the piloting of the system in Western South Region, which started in 2019</li> <li>• CMS electronically captures all details of cocoa farmers including land tenure arrangements between farmers and their employees, the location and size of their farms, population including children and physical conditions of farmers and other socioeconomic data of farmers through the GIS registration of cocoa farmers with an issuance of farmer’s biometric ID card.</li> <li>• CMS can provide useful data for child labour monitoring in the cocoa producing regions by being linked with GCLMS.</li> </ul>	
Child labour risk monitoring system using block-chain technology [C1]	<ul style="list-style-type: none"> <li>• Initiating a pilot programme to develop and test a monitoring system using blockchain technology on the risk of child labour among cocoa farming households in partnership with FAO, which will complement the related systems such as GCLMS and CMS</li> </ul>	EU FAO
Environment and Social Management System (ESMS) [C5]	<ul style="list-style-type: none"> <li>• Developed and introduced in 2018</li> <li>• A corporate framework for safeguarding the environment, health, safety of individuals and their communities covering COCOBOD, its subsidiaries, divisions, programmes, projects and activities for productivity enhancement, contractors, service providers, and parties associated with the Board operations</li> <li>• ESMF standards in accordance with the relevant national and international laws including Ghana’s Labour Act 2003 and ILO Convention on the Worst Forms of Child Labour (1999)</li> <li>• Its implementation so far includes the assessment of Productivity Enhancement Programme (PEP) and training of extension officers and other officials on ESMS.</li> </ul>	AfDB
Support for education in cocoa growing communities [D2, D3]	<ul style="list-style-type: none"> <li>• COCOBOD programmes to support child education as part of social responsibility activities, which includes the provision of basic school facilities including kindergarten in deprived cocoa-growing communities</li> <li>• Established the Cocoa Scholarship Award Scheme with COCOBOD’s own funds to provide financial support for the children of cocoa farmers in second cycle schools, which have been sponsoring on an annual average about 7,500 students for the three-year stream or 10,000 students for the four-year stream.<sup>32</sup></li> </ul>	Mainly through COCOBOD’s own funds
Productivity	<ul style="list-style-type: none"> <li>• Implementing broad productivity enhancement schemes to</li> </ul>	AfDB

<sup>32</sup> COCOBOD webpage on child education support  
<https://cocobod.gh/social-responsibility-category/cocobod-child-education-support> [viewed 22/06/2022]

Enhancement [D2, D4]	<p>increase cocoa production income of farmers and reduce the labour burden, including production and free distribution of disease-tolerant hybrid seedlings through Seed Production Division (SPD), mass pruning, subsidized fertilizer scheme, and mass spraying to control black pod diseases and mirids, the rehabilitation of old and unproductive cocoa farms through CHED and the support for mechanization.</p> <ul style="list-style-type: none"> <li>• USD 600 million syndicated loan agreement signed at the Africa Investment Forum in Johannesburg in November 2019 to support COCOBOD’s Productivity Enhancement Programme (PEP), which will provide the wide-ranging productivity enhancement activities. The lenders for PEP include the African Development Bank, JICA, and other development-financing organizations.</li> </ul>	JICA Development Bank of South Africa (DBSA) Other financiers
Living Income Differentials (LID) [D2, D4]	<ul style="list-style-type: none"> <li>• LID policy introduced by the Government of Ghana and Côte d'Ivoire in 2019, the two countries that produce two-thirds of the world’s cocoa beans to increase the farmers’ share of the added value of the global chocolate market to address the poverty among cocoa farmers through LID</li> <li>• The two countries agreed to set the extra LID premium of USD 400 per metric ton on all cocoa sales from the 2020/2021 harvest season.<sup>33</sup></li> <li>• A price stabilization fund established as the buffer if the international cocoa price drops</li> </ul>	COCOBOD EU Other stakeholders including the private sector
Other initiatives [A1, C5]	<p>Other initiatives by COCOBOD including the following;</p> <ul style="list-style-type: none"> <li>• Revitalization of cocoa cooperatives, which are 11,300 registered ones that COCOBOD expects will play a role in addressing child labour issues</li> </ul>	

## 2.5. Local Government Service (LGS) and Local Government Structure

### 2.5.1. Local Government Service (LGS)

Through the successive decentralization reform, Metropolitan, Municipal, and District Assemblies (MMDAs) with its elected Assembly have been given the broad decision-making authority and the administrative functions.<sup>34</sup> Local Governance Act 2016 provides the basic legal framework of the current local government system. This section reviews the Local Government Service (LGS), which is the governing and regulatory body for local governments including their officials and the structure of local government including.

The local governments including the MMDAs with its sub-district structures and RCCs are

<sup>33</sup> The calculation of LID was based on the ‘Living Income Gap’, which is the difference between what a cocoa farmer (a cocoa farming household) actually earns from their income sources and a ‘living income’. According to the Living Income Community of Practices, a consortium of GIZ, the ISEAL Alliance, and the Sustainable Food Lab has calculated the ‘Living Income Benchmark’ of Ghana as USD 320 per household as of March 2020. Uncommon Cocoa 2020, An Introduction to the Newly Implemented Living Income Differentials (LID) in Ghana and Côte d'Ivoire, <https://www.uncommoncocoa.com/blog/2020/10/20/the-lid-in-ghana-and-cote-divoire> (viewed 25/05/2022)

<sup>34</sup> Up to 30% of the Assembly members are appointed. The member or members of the Parliament from the constituency within the jurisdiction of the respective MMDAs are also member(s) of the Assembly.

governed and regulated through the Local Government Service (LGS) and the officials of MMDAs and RCCs are part of LGS.

Regarding the organisation structure, its governing body is the Local Government Service Council.<sup>35</sup> Under the LGS Council, the Office of the Head of the Local Government Service (OHLGS) in Accra acts as the secretariat for LGS Council and undertake the central administration of LGS in fulfilling the functions as below;<sup>36</sup>

- provide technical assistance to MMDAs and RCCs to enable them to effectively perform their functions
- conduct organizational and job analysis for RCCs and MMDAs
- conduct management audits for RCCs and MMDAs in order to improve the overall management of the Service
- design and co-ordinate management systems and processes for RCCs and MMDAs, and
- assist the RCCs and MMDAs in the performance of their functions under Act 462, Act 480, and any other enactment, etc.

As part of its functions, LGS at the central level including LGS Council and OHLGS continue to play key roles in the human resource development and management of local government officials. The officials of MMDAs and RCCs are centrally recruited and posted by LGS in consultation with the respective local government offices.<sup>37</sup>

For the effective operationalisation and roll-out of CLFZs, LGS especially the OHLGS will play a key role as the central authority for the policy, regulatory and professional support to local governments. In that regard, the officials of OHLGS advised the Study Team during a meeting that important matters related to the pilot activities in the MMDAs shall be communicated through the OHLGS to ensure effective follow-up actions by the MMDAs.

### **2.5.2. Metropolitan, Municipal, and District Assemblies (MMDAs)**

As discussed above, CLFZ protocols and guidelines place MMDAs as one of the central actors for broad actions, including referrals, remediations, monitoring of activities, and conduct of assessment.

Figure 2-2 depicts the general structure of MMDAs, with the Assembly consisting of elected and appointed members.<sup>38</sup>

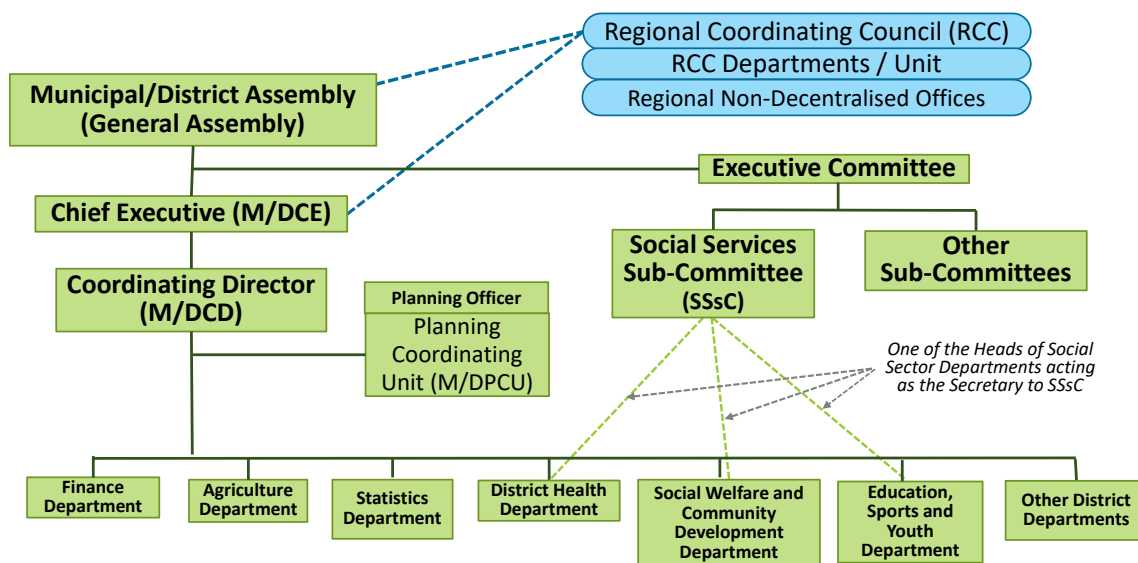
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<sup>35</sup> LGS Council members include the Head of LGS, representatives of line ministries such as Ministry of Local Government, Decentralisation and Rural Development and Education, the Director-General of NDPC, a nominated local government worker, a representative of the National House of Chiefs, and two representatives of civil society organisations among others for the duration of an appointment for four years.

<sup>36</sup> The description of the LGS functions is extracted from the LGS webpage. <https://lgs.gov.gh/index.php/about-us/>

<sup>37</sup> Formally, senior officials such as Chief Executives, Coordinating Directors and the Directors of Departments are appointed by the President whereas the other officers below such ranks are appointed by the LGS Council.

<sup>38</sup> As a municipality and a district have been selected as the pilot area, the figure generally depicts the structure of these two local government categories.



**Figure 2-2: Basic Local Government Structure: Municipal/District Assemblies**

As shown in the figure above, the highest political organ of the MMDAs is the General Assembly (GA) with the Presiding Member as the chair. It is this GA that makes the final decision on matters related to MMDAs such as the Medium-Term Development Plan, budget, and bylaws. The GA's work is supported by the Executive Committee (EC) and the sub-committees on key themes, including the Social Services Sub-Committee (SSsC), which is expected to play an important role in CLFZs. The political head is the Chief Executive, who is appointed by the president and is responsible for the execution, supervision, and monitoring of the policies and plans agreed upon by the Assembly.

Under the Assembly and the Chief Executive, the administrative side is the Office of the MMDAs, headed by a Municipal or District Coordinating Director (M/DCD). The Municipal or District Planning Coordinating Unit (M/DPCU) supports the work of M/DCD. M/DPCU is well positioned for inter-departmental coordination of planning and monitoring of multi-sectoral CLFZ activities. The Office of the MMDAs has general administrative offices such as those for finance, as well as decentralised sectoral departments, including Social Welfare and Community Development (SWCD), Health, and Education.<sup>39</sup> The officials of these sectoral departments perform daily activities for relevant local public services. Social sector departments, including SWCD, provide technical and administrative support and advice on SSsC's work. Good understanding and commitment to CLFZs by these political and administrative actors and offices (such as Municipal or District Chief Executive, SSsCs, M/DCD, and officials of M/DPCU and sectoral departments) are therefore critical for CLFZ activities at the district level.

<sup>39</sup> Some of the government offices such as the Labour Department, CHRAJ and the NCCE have not been fully decentralised to MMDAs.

The key official planning and budget framework of the MMDAs are as follows:

- Medium-Term Development Plan (MTDP): A four-year plan within the framework of the national medium-term development plan; its preparation is undertaken with the guidance of the National Development Planning Commission (NDPC)
- Annual Action Plan: Annual plan of the MTDP
- Composite Budget: A rolling medium-term budget framework that integrates the budget of decentralised departments

The budget resources of the MMDAs are broadly composed of local revenues, such as local taxes and levies, which are classified as Internally Generated Funds (IGFs) and central transfers, including the District Assemblies Common Fund (DACF).

### 2.5.3. Sub-district structures

Table 2-16 provides an overview of the two-tiered sub-district structures, consisting of town, area, or zonal councils and unit committees.<sup>40</sup>

**Table 2-16: Sub-District Structures**

Name	Functions and members	Role in the Survey
Town/ Area /Zonal Council	<ul style="list-style-type: none"> <li>• An autonomous organisation between a district and a unit</li> <li>• It consists of no more than 10 members from the town/zone/area committee and no more than five members of the district council selected from the town/zone/area of the town and village areas.</li> <li>• Input to the mid-term development plan of the district in cooperation with the town/zone/area, implementation support for development activities in the communities</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and support for the implementation of community-level pilot activities</li> </ul>
Unit Committee	<ul style="list-style-type: none"> <li>• A committee at the unit level, which is the smallest administrative division in Ghana. A committee consists of no more than five members elected by the public.</li> <li>• In charge of monitoring and supporting the implementation of development activities of the communities within the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination and support for the implementation of community-level pilot activities</li> </ul>

As a limited number of MMDAs officials are not able to closely serve a large number of residents, these sub-district structures, especially the town, area, or zonal councils, play key complementary roles in conducting pilot activities.

<sup>40</sup> Metropolitan Assemblies have a three-tiered sub-district structure with an additional tier of Sub-Metropolitan District Council right under the Metropolitan Assembly.

#### 2.5.4. Regional Coordinating Councils (RCCs)

MMDAs and their sub-district structures are supported by RCCs and their offices. The council members include members of the assemblies and the Chief Executive of the respective MMDAs within the region, and the Regional Minister as the council chair. Coupled with its administrative offices, RCCs play coordinating and technical support roles in the performance of MMDAs in their jurisdictions, and interconnects the central ministries, departments, and agencies, and the MMDAs. The Figure 2-3 below depicts the basic organisational structure of RCC. Adequate engagement of RCCs in pilot activities is essential, especially with regard to the sustenance and rolling out of CLFZs.

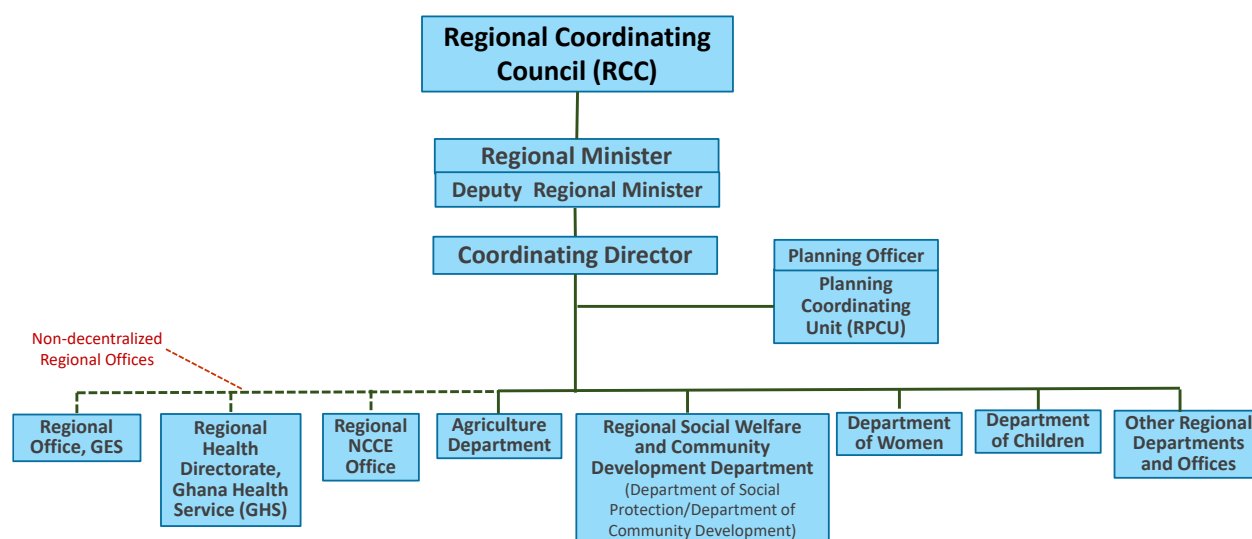


Figure 2-3: Basic Local Government Structure: Regional Coordination Council

#### 2.5.5. Issues and challenges of local government

As decentralisation reform with concomitant capacity building is still underway, the structure of local governments is still evolving. Some of the issues and challenges faced by the current local government include the following:

- Poor implementation of district development plans with limited technical support and supervision from central ministries, departments, and agencies
- Insufficient inter-departmental coordination
- Inadequate and unreliable financial resources including both IGFs and central transfer
- A large part of the education and health budget is not under the authority of the Assembly.
- Limited number of sector departmental officials covering large populations
- Weak capacity of sub-district structures
- Lack of or limited partnership between local governments and the private sector and citizens

Therefore, one of the objectives of the pilot activities is to test, explore, and gain the lessons learned for the CLFZ approach in the context of local government in Ghana.

## **2.6. Private Sector and Multi-Stakeholder Initiatives for Tackling Child Labour in Cocoa Production**

### **2.6.1. Interventions by the private sector and NGOs**

With regard to efforts to eradicate child labour in Ghana, it is fair to say that the pressure to address child labour in cocoa production has compelled the Ghanaian government to develop and implement relevant measures. In addition, entities such as Local Buying Companies (LBCs) of cocoa, chocolate manufacturers and brands are implementing interventions to solve child labour in their supply chain. In some cases, NGOs work with companies to implement community-level interventions that involve children, women, and a wide range of other community members. In addition, some NGOs implement programmes commissioned by government institutions of cocoa-consuming countries.

Most of the measures and interventions above focus on supporting farmers who provide cocoa beans in the supply chain. The introduction of Child Labour Monitoring and Remediation Systems (CLMRS) developed by the International Cocoa Initiative (ICI) is the most common approach to address child labour at the community level. The companies sourcing cocoa from Ghana and Cote d'Ivoire aim at 100% coverage of their supply chain by CLMRS.

With a focus on the two pilot districts of this Study, the Study Team conducted a questionnaire survey on companies and NGOs that have programmes to address child labour in Ghana. Using the information collected through the survey, the team analysed the programme activities of the companies and NGOs based on the main indicators of Child Labour Free Zones (CLFZs). Here are some of the findings from the analysis (Appendix 3: Matrix of Interventions by private sector and NGOs).

- Almost all the companies and NGOs that responded to the survey conduct regular awareness-raising activities.
- Almost all the companies and NGOs have essentially the same structure of a CCPC and provide training sessions, and technical and logistical support for child labour monitoring.
- Local government agencies are involved in the programmes by most of the companies and NGOs. Such agencies include Departments of Social Welfare, Education, and Health Service although the level of involvement needs to be analysed further.
- Regarding remediation packages for affected children and families, the most common option is the provision of school logistics.
- Income generation activities apart from cocoa production, village savings and loan schemes, and training on household financial management are also implemented widely as part of remediation packages for families by the private sector.
- Regarding initiatives by the private sector, there seems to be a tendency to limit target beneficiaries of remediation to cocoa farmers in its supply chain. Remediation activities include capacity building opportunities for income generation, better family financial management, and village savings and loan schemes.
- Efforts to improve infrastructural learning environment are less common than the interventions

above. Only about a half of the companies and NGOs that responded to the survey engage in developing school infrastructure including school buildings, classroom blocks, toilets, and teachers' cottages. Monitoring of school enrolment and attendance data need more attention also. More government initiatives in fulfilling necessary school infrastructure are crucial. It also shows the potential of private sector and other partners to provide more assistance to put up schools and classrooms.

While corporate initiatives devote significant resources to child labour monitoring, a more efficient way to implement monitoring activities would be to work with extension officers from local government agencies in such fields as education, health, agriculture (including cocoa boards), and mining. Such officers reach out to people at the community level regularly. Thus, they can not only examine the incidence and signs of child labour, but also support the monitoring activities by the CCPC. Cooperation with the extension officers may help reduce the cost of monitoring activities and make it possible to allocate more resources to other activities such as remediation measures that need more resources.

### **2.6.2. Multi-stakeholder platforms**

Regarding responses to sustainability issues in cocoa production including child labour, there are initiatives to promote multi-stakeholder collaboration among governments, companies, civil society organizations, and academic institutions mainly in Europe's cocoa-consuming countries. Since the launch of the German Initiative on Sustainable Cocoa in 2012, similar platforms have been formed and promoted in Switzerland, the Netherlands, Belgium, France, and Japan. A new initiative is also being planned in the UK.

The platforms of Germany, Switzerland, the Netherlands, and Belgium, which are already functioning, have agreed to work jointly on the basis of an agreement signed in February 2021.<sup>41</sup> It was agreed that the by-country platforms' working groups on major sustainability issues would merge and work together. Along with deforestation, living income, and traceability, child labour is one of such issues. In addition, the platforms established a Monitoring and Evaluation Joint Working group aside from ones on each issue to develop a common set of indicators for monitoring the progress and achievement of their work. Each joint working group is headed by a secretariat comprising representatives of the four European initiatives, and the Child Labour Joint Working Group is organized by Switzerland/SWISSCO.

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<sup>41</sup> Confectionery news. National European cocoa sustainability platforms agree closer ties with MOU [viewed 02/06/2022]. Available from: <https://www.confectionerynews.com/Article/2021/03/05/National-European-cocoa-sustainability-platforms-agree-closer-ties-with-MOU>



In January 2020, the Sustainable Cocoa Platform for Developing Countries was established in Japan by the initiative of JICA. In December 2021, the Child Labour Working Group was also established with the participation of Japanese chocolate manufacturers, trading companies, NGOs, and JICA. Japan's working group members have been discussing overall and sectoral goals. By exchanging information with the secretariats of the European platforms and participating in the first Child Labour Joint Working Group, Japan's working group is exploring possibilities of working with the platforms in other countries.

## **2.7. CLFZs as the Coordinating Framework for Initiatives on Child Labour**

As reviewed above, diverse initiatives in child labour and related fields are either ongoing or planned in Ghana. As has been actively discussed in several recent forums, including the Dissemination and Consultation Seminar on CLFZs for Development Partners held in April 2022 by MELR, a strong consensus is emerging for stronger stakeholder coordination to maximise their complementarity and synergy while minimising the inefficiency arising from insufficient coordination. At the national level, such coordination for NPA actions is expected to be further strengthened through the NSCCL with the CLU of MELR as its secretariat.

At the district and community levels, CLFZs with their assessment mechanism and organizational structure are expected to provide the basic coordination framework; as NPA2 states in the introduction that 'CLFZ with IABA (Integrated Area Based Approach) shall be the locus of the NPA actions'.<sup>42</sup> The following diagram depicts how CLFZs could work as a unifying and coordinating framework for the relevant initiatives on child labour at the community and district levels. As shown in the diagram, the broad nature of CLFZ assessment criteria can interconnect diverse initiatives supported by various partners at the district and community levels. Thus, one of the objectives of our study is to pilot and test the CLFZ approach in line with its protocols and guidelines to gain lessons in how CLFZs can contribute to such local coordination and the necessary improvements for its effective operationalisation.

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<sup>42</sup> The introduction of NPA2 emphasizes that 'an integrated Area-Based Approach (IABA) towards Child Labour Free Zones (CLFZ), as indicated in the NDPF is the locus for the overall strategy under NPA2'. (p. 12, Introduction, NPA2)

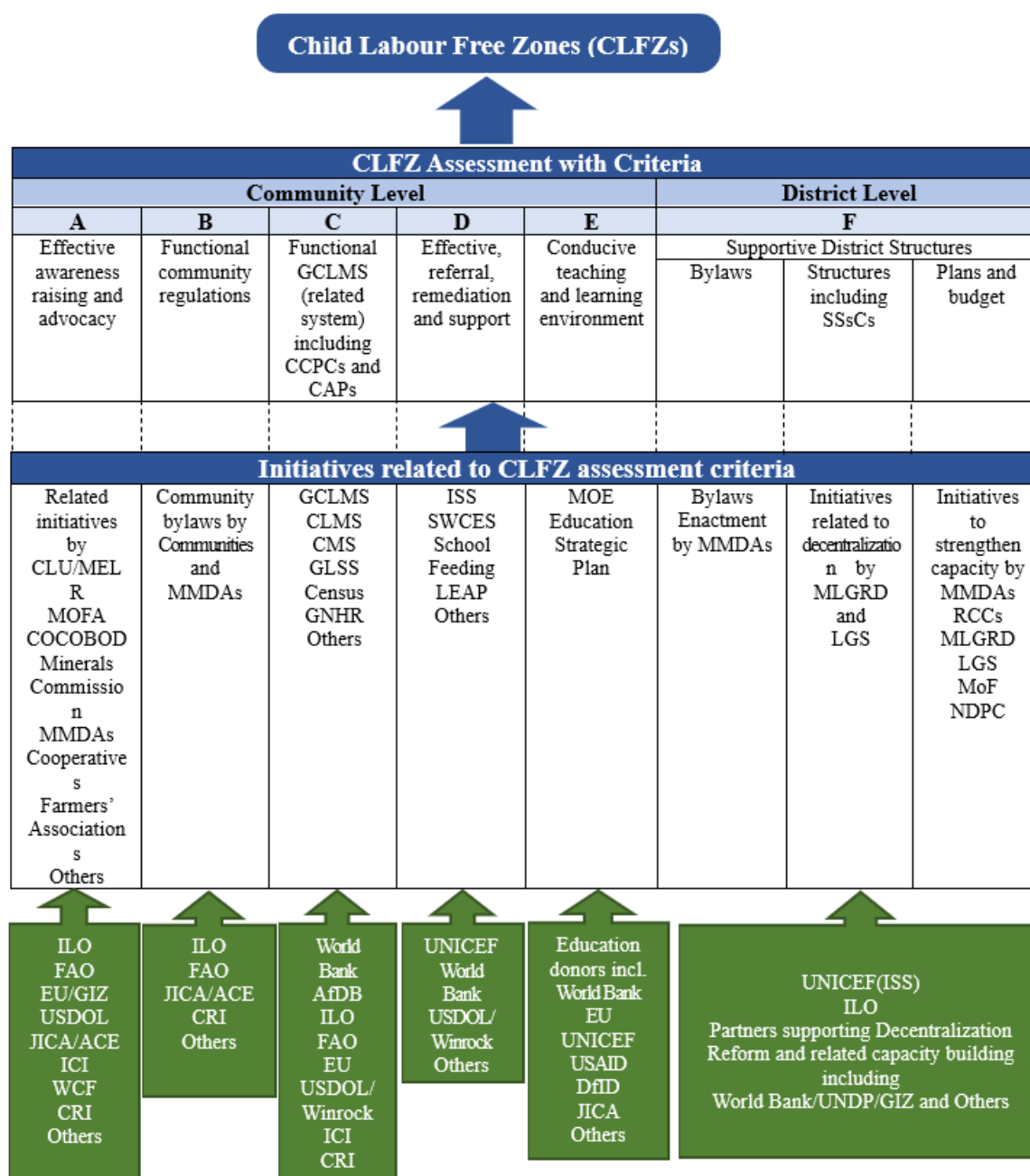


Figure 2-4: CLFZs as the Coordinating Framework at the District and Community Level

### **3. Overview of CLFZ Protocols and Guidelines**

#### **3.1. Background in the International Context**

CLFZs is a concept introduced by the Indian organisation MV Foundation and promoted as part of the Stop Child Labour Campaign (Stop Child Labour), a coalition which is primarily composed of NGOs and the trade union from India and Netherlands. Learning from India's experience, a few experimental efforts to promote CLFZs have been conducted in five African countries, including Ghana, since 2010. The results of these efforts were compiled into a handbook entitled '5 × 5 Stepping Stones for Creating Child Labour Free Zones', published by Stop Child Labour in 2015. The Hivos, which plays the role of secretariat to Stop Child Labour and has led the effort, states that 122 CLFZs were created between 2003 and 2019.

From 2019 onwards, further developments in this field expanded to form a new alliance called 'Work: No Child's Business (WNCB)', which consisted of Stop Child Labour, Save the Children, and UNICEF in the Netherlands. Under the five-year plan to 2024, with funding from the Dutch government, the alliance is currently implementing the project to promote the approach of the WNCB in six countries: Côte d'Ivoire, Mali, Uganda, Jordan, India, and Vietnam. In addition to the area-based approach, the alliance multiplies the supply chain approach and involves relevant industries that are deeply associated with child labour. This initiative also aims to strengthen the policies at both national and international levels.

The ILO has also been advocating an integrated area-based approach, with initiatives promoted at local government levels in Asian countries, such as Nepal and Sri Lanka.

Although the name 'Child Labour Free Zones' is not necessarily used, an area-based approach that comprehensively responds to all forms of child labour and involves all stakeholders responsible both in public and private sectors is being tried in various parts of the world. It is also worth noting that importance of area-based approach in the perspective of eliminating child labour in supply chains was also emphasized in the Durban Call to Action by the 5<sup>th</sup> Global Conference on the Elimination of Child Labour. Hence, it can be said that Ghana's CLFZ initiative is the first example to present the national level guidelines including a mechanism to evaluate and declare CLFZs by setting common standards and indicators as part of national policy.

#### **3.2. Development of Efforts towards CLFZs in Ghana**

As part of the above-mentioned attempt to establish CLFZs in Africa, the Ghana Agricultural Workers' Union (GAWU) has taken the lead in piloting interventions to promote CLFZs in selected districts in Ghana. Consequently, the fishing area in the Kpando-Tokor District of the Volta Region declared CLFZs in 2016. Based on this pilot, the Government of Ghana stipulated the development of Protocols and Guidelines on CLFZs under Action 1.4.1.2 in the NPA2. Following several consultations with stakeholders after the National Stakeholders' Dialogue held in November 2018, 'Establishing Child Labour Free Zones in Ghana: Protocols and Guidelines' was launched by the MELR in March 2020.

After this launch, a dissemination workshop was conducted in Accra in cooperation with JICA. As the chief director of the MELR in the workshop recommended stakeholders to refer to these guidelines whenever they implement interventions concerning child labour in Ghana, the CLFZ guidelines were recognised as one of the government’s key initiatives to address child labour. Furthermore, at the EU-Ghana Dialogue on Sustainable Cocoa (commonly known as ‘EU Cocoa Talks’) held on April 2021, Honourable Minister Ignatius Baffour-Awuah emphasized that ‘the GCLMS and the CLFZ under NPA2 are two important pillars of the government’s efforts to eliminate child labour’ in his opening speech, underscoring the importance of CLFZs.

### 3.3. Overview of the Protocols and Guidelines on the CLFZ<sup>43</sup>

The CLFZ Guidelines, which were entered into force in March 2020 by Ghana's MELR, consist of the following:

The guidelines were developed in an integrated way by incorporating the experiences of organisations working with different industries, such as the Ghana Agricultural Workers’ Union in fishery, ILO in mining, and ACE and CRADA (Child Research for Action and Development Agency) in cocoa. The guidelines are intended to address and cover all forms of child labour across all sectors in Ghana. The structure of the guidelines is as follows:

**Table 3-1: Structure of CLFZ Guidelines**

<ol style="list-style-type: none"><li>1. Background and Context</li><li>2. The CLFZ Framework</li><li>3. Assessment Modalities and Procedures for Establishing CLFZs</li><li>4. Institutional/implementation Arrangements</li><li>5. Appendices: CLFZ Pre-Assessment Checklist, Main Assessment Criteria, etc.</li></ol>
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As described on page 4 of the guidelines, the overall goal of the CLFZ is to develop and implement holistic, well-integrated, consistent, and high-yielding interventions that will lead to the eradication of child labour and total development of Ghanaian children by 2025. To achieve this goal, the objectives of the Protocols and Guidelines, and the definition of CLFZ are defined below:

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43 Ministry of Employment and Labour Relations, 2020. Establishing Child Labour Free Zones (CLFZs) in Ghana: Protocols and Guidelines.

**Table 3-2: Objectives of CLFZ guideline and definition of CLFZ**

Objectives of CLFZ protocols and guidelines	<ol style="list-style-type: none"> <li>i. To identify, create and maintain conditions for the elimination of all forms of child labour in a given geographical area;</li> <li>ii. To provide common sets of standards for creating CLFZ and measuring the impact of such interventions by government and non-governmental agencies towards the elimination of child labour in Ghana;</li> <li>iii. To prevent and withdraw all children between the ages five to seventeen (5-17) from all forms of child labour;</li> <li>iv. To eliminate, by reducing to insignificant levels, all forms of child labour in a given locality over a specific period of time, and the whole country in the near future.</li> </ol>
Definition and description of a Child Labour Free Zone (CLFZ)	<p>CLFZ is a geographical area (metropolitan, municipal or district) in which incidence of child labour is eradicated. This definition implies that in a child labour free zone:</p> <ol style="list-style-type: none"> <li>i. Child labour is well understood by all as human rights violation and that it constitutes a threat to the child's health, education, or development;</li> <li>ii. Necessary measures (laws, systems, and structures) have been put in place to withdraw children already engaged in the act and prevent new children from getting into it;</li> <li>iii. Children who are legally permitted to work (15-17 years) are protected from hazardous work;</li> <li>iv. Perpetrators are made to face the necessary sanctions in accordance with provisions of existing laws;</li> <li>v. Children's rights are respected and upheld;</li> <li>vi. Resources are invested in children's welfare and development (education including technical and vocational skills training, health, and recreation); and</li> <li>vii. As a result of the above, incidence of child labour is eliminated.</li> </ol>

Source: CLFZ Guidelines, pp. 4-5

To be declared as a CLFZ, structures and support systems to protect children must be established, and conditions must be met to a certain extent at the local government and community levels (see Table 3-3 for details on conditions and indicators). The appendix to the CLFZ guidelines includes checklists for use in pre-assessments by local governments and communities as well as a table of assessment indicators (36 items under main indicators A to H) to be used in the assessment of CLFZs, including an interpretation of each indicator and weighting.

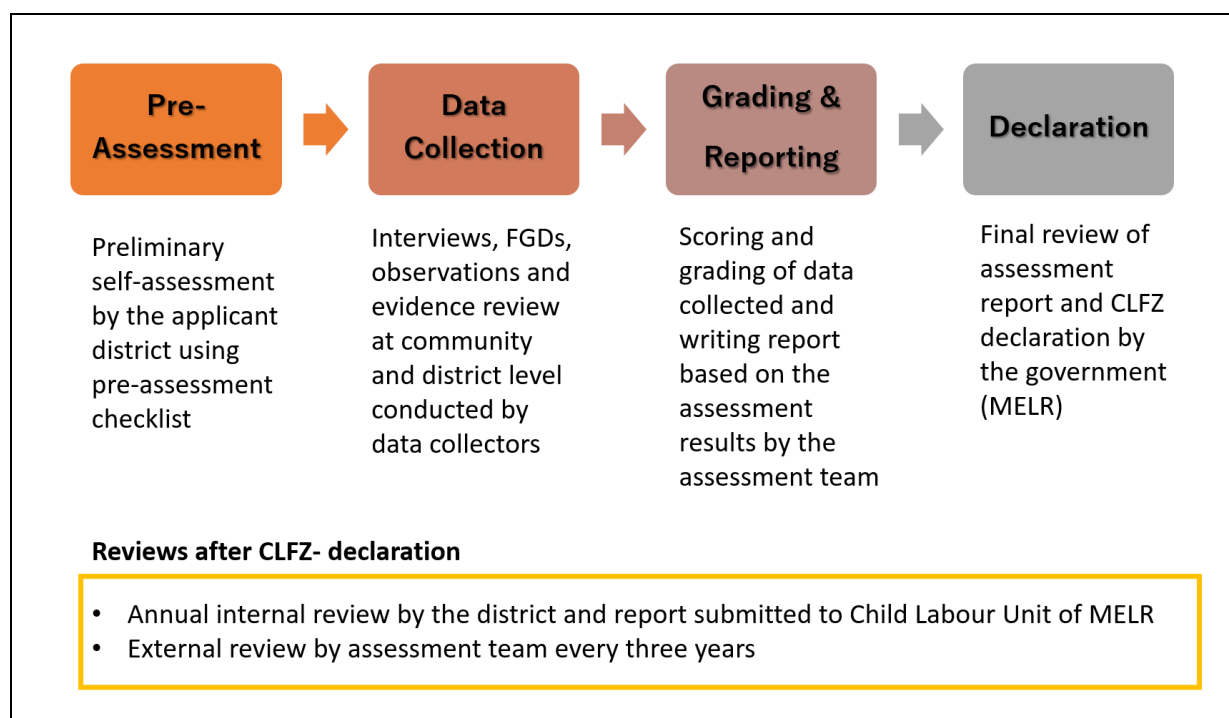
**Table 3-3: Key Conditions and Indicators Required for CLFZ Declaration**

Level	Required conditions	Indicators
Community level	➤ Regular awareness-raising activities related to child labour	A1 -A7
	➤ Existence and enforcement of community regulations on child protection including child labour (under the Children Act 1998)	B1-B3
	➤ A functional CCPC for monitoring child labour <ul style="list-style-type: none"> <li>• Community Register (CR) of all households in the locality that is updated regularly</li> <li>• Workplace monitoring</li> <li>• Community surveillance mechanism</li> <li>• School inspection system</li> </ul>	C1 -C6

Level	Required conditions	Indicators
	➤ Community Action Plan on child protection (including child labour) developed and implemented	C7
	➤ Referral and remediation mechanism: to prevent and protect children at risk and children removed from child labour	D1 -D4
	➤ Conducive teaching and learning environment at schools	E1 -E5
Local government level	➤ A district by-law on child protection including child labour	F1
	➤ Functional Social Service Sub-Committee	F2
	➤ Functional MMDA line agencies (such as Labour Dept., Department of Social Development, CHRAJ, NSCCL, and Information Service Department)	F3
	➤ MMDA-level annual plan on child labour, including budget developed and implemented	F4, F5
Overall	➤ Integrated Area-Based Approach (IABA) used	G1
	➤ Child labour is eliminated	H1-H3

Sources: prepared on the basis of the CLFZ Guidelines (pp. 5-6 and appendices pp. 17-28)

The CLFZ guidelines also provide the modalities and procedures for the assessments to establish CLFZs. Through assessments, CLFZ can be declared at an MMD (metropolitan, municipal, or district) level. After the declaration, an annual internal review and report to the CLU is required. An external review by the assessment team is conducted every three years. The flow of the assessment is shown in Figure 3-1.



Source: prepared by ACE based on the CCFZ Guidelines (pp. 8-10)

**Figure 3-1: Flow of Assessment**

The data collected through assessment activities is scored based on the weighting of the indicators and graded by following the overall score categories (see table below).

**Table 3-4: Grading for the Declaration of CLFZs**

Grade	Score
CLFZ Grade A	More than 90%
CLFZ Grade B	80%-89%
CLFZ Grade C	70%-79%
Towards CLFZ	Less than 69%

Source: CLFZ Guidelines, p.10

In the CLFZ system operation, the CLU of the MELR is the secretariat, with the NSCCL supervising the system's implementation, evaluating its assessment, and consequently approving the declaration of CLFZs. Commitments at the district and community levels are important in the implementation process, with guidelines describing the roles of these key stakeholders. Additionally, relevant ministries and agencies are required to provide technical, financial, and practical support to facilitate implementation by relevant district-level agencies and departments. International organisations, development partners, the media, and other concerned organisations are also required to support district and community efforts. Table 3-5 summarises the roles of major institutions.

**Table 3-5: Roles and Functions of Major Institutions**

Institution	Roles and Functions
Metropolitan, Municipal and District Assemblies (MMDAs)	<p>Responsible for the protection and growth of children in the MMDA.</p> <ul style="list-style-type: none"> <li>• Enact by-laws and enforce compliance of the Children's Act;</li> <li>• Develop and implement interventions geared towards the elimination of child labour, in collaboration with CSOs (Ghana Civil Society Organizations), social partners, development partners and private sector when necessary;</li> <li>• Select and approve interventions by partners;</li> <li>• Monitor the implementation of interventions;</li> <li>• Provide child development interventions such as schools, clinics, vocational training institutions, etc.;</li> <li>• Liaise with or lobby other governmental and non-governmental organizations such as LEAP Secretariat, School Feeding Secretariat, National Health Insurance Authority, Ghana Education Service, CSOs, social partners, the private sector, international organizations for the provision of essential resources and other social infrastructure in the communities of the MMD to help attain the CLFZ status;</li> <li>• Resource the Social Services Sub-Committee for effective functioning;</li> <li>• Invite other members to serve on the SSsC.</li> <li>• Commit adequate resources to the fight against child labour.</li> </ul>
Social Service	The SSsC of the Assembly shall be the Coordinating Unit of the CLFZ Process.

Institution	Roles and Functions
Sub-Committee (SSsC)	<p>In line with Section 23 (2) of the Local Governance Act, 2016 (Act 936), the assembly shall constitute, resource and see to the effective functioning of the SSsC in this regard. The SSsC will co-opt representatives from CSO, social partners, the private sector and international organizations on to the Committee to ensure effective implementation of the CLFZ agenda. The SSsC shall perform the following functions in the CLFZ process:</p> <ul style="list-style-type: none"> <li>• Carry out sensitization programs in the communities;</li> <li>• Ensure that CCPCs are formed in all the communities of the districts and are functional;</li> <li>• Build the capacities of the CCPC to effectively perform its functions;</li> <li>• Coordinate the preparation of community register for all communities in the MMDA;</li> <li>• Facilitate the preparation of Community Action Plans (CAPs) by all communities in the MMDA;</li> <li>• Monitor the activities of the CCPC and implementation of other social services;</li> <li>• Prepare joint work plan covering the activities of all the members on the committee;</li> <li>• Prepare quarterly progress on the implementation of the CLFZ and provide the needed support for communities to maintain and upgrade their CLFZ status;</li> <li>• Aside the group’s responsibilities, the representatives shall undertake their individual responsibilities.</li> </ul>
Communities	<p>The communities shall perform the following functions in the process:</p> <ul style="list-style-type: none"> <li>• The community members shall participate actively in all the activities of the CLFZ process;</li> <li>• Enact and enforce community regulations to protect the rights of children in the community including child labour;</li> <li>• Contribute resources (time, kind, material or finances) to complement the efforts of the assembly or the Implementing Partners (IPs);</li> <li>• Members of the community shall support the activities of the CCPC by acting as each other’s keeper and reporting any child abuse case to the CCPC.</li> </ul>
Community Child Protection Committee (CCPC)	<p>The CCPC shall lead the implementation of all interventions in the community. The CCPC shall perform the following functions in close collaboration with the chief and opinion leaders (Refer to the GCLMS Manual for the composition of CCPC);</p> <ul style="list-style-type: none"> <li>• Coordinate the development of the community register;</li> <li>• Periodically update the community register;</li> <li>• Undertake regular monitoring visits to schools and workplaces to assess the conditions of children;</li> <li>• Carry out sensitization programs in the community;</li> <li>• Liaise with the SSsC to develop CAPs;</li> <li>• Facilitate the implementation of the CAPs;</li> <li>• Lobby the assembly, individuals, private sector and others for social services for the community.</li> </ul>
Chiefs and	<p>The role of the chiefs and opinion leaders is especially important for mobilizing</p>



Data Collection Survey on Child Labour and Support for Child Labour Free Zone Pilot Activities  
with a Focus on the Cocoa Region in the Republic of Ghana  
**Final Report**

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Institution	Roles and Functions
opinion leaders	members of communities in the CLFZ process. Due to the esteem, respect and authority accorded them by the members of the community, their full participation in the CLFZ process will undoubtedly contribute to the early attainment and sustenance of the CLFZ agenda in their respective communities. They are required to support CCPC in the above-stated roles.
School Management Committee (SMC)/PTA	School Management Committee/PTA shall also play an important role. Their respective roles are specified in their handbook and shall be referred to it for the effective functioning of the SMC/PTA.

Source: prepared on the basis of the CLFZ Guidelines, pp. 11-14

## 4. Implementation of the Pilot Activities

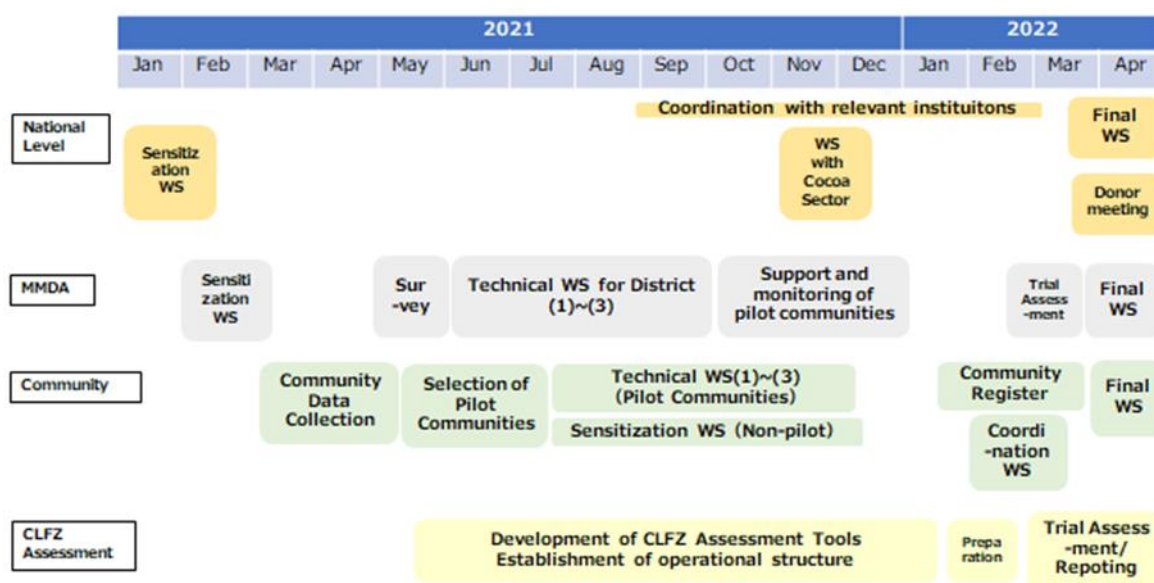
### 4.1. Purpose of the Pilot Activities

The purposes of implementing the pilot activities are as follows:

- i) To derive lessons learned for examining better implementation methods of CLFZ protocols and guidelines through discussions at the national level.
- ii) To understand the current local government structure, which is required to function as defined in the CLFZ guidelines, including the MMDAs and administrative bodies at the MMDA level.
- iii) To provide technical inputs for the relevant stakeholders to take actions at both the MMDA and community levels, which are required in the CLFZ protocols and guidelines.

### 4.2. Outline of the Pilot Activities

The figure illustrates the flow of pilot activities implemented between January 2021 and April 2022. The details of each activity are explained in the following sections. In parallel with the pilot activities, the establishment of an assessment system and testing of the developed tools were performed by TWG with technical assistance from the Study Team.



#### 4.2.1. National level

The following activities were done at the national level.

	Activity	Participants	Month
1	National Consultation Workshop	• NSCCL member ministries	Jan. 2021
2	Discussions with key ministries and government agencies	• MOGCSP • GES • TVET • OHLGS • MOFA • COCOBOD • Minerals Commission	Sep.-Nov. 2021
3	Coordination Workshop with Cocoa Sector Partners	• Focal persons of key NSCCL member ministries • Business sector partners, NGOs, international organisations and donors related to cocoa sector	Nov. 2021
4	National Experience Workshop	• NSCCL member ministries • Development partners (Business sector partners, NGOs, international organizations)	April 2022
5	Donor coordination meeting	• Donors working on child labour and child protection issues	April 2022
6	Stakeholders consultative workshop	• NSCCL member ministries • Development partners (Business sector partners, NGOs, international organizations)	June 2022

#### 4.2.2. MMDA level

The following activities were implemented for strengthening the implementation structure and capacity building of relevant line agencies at the MMDA level.

	Activity	Participants	Month
<b>Strengthening of implementation structure</b>			
1	Regional/District Consultative Workshop	• Regional Coordinating Council and key regional ministries • MMDA Coordinating Director • District line agencies • Assembly members	Feb. 2021
2	District workshop (1)	• MMDA Coordinating Director • District line agencies	June 2021
3	District workshop (2)	• MMDA Coordinating Director • District line agencies	July 2021
4	District workshop (3)	• MMDA Coordinating Director • District line agencies	Sep. 2021

Data Collection Survey on Child Labour and Support for Child Labour Free Zone Pilot Activities  
with a Focus on the Cocoa Region in the Republic of Ghana  
Final Report

	Activity	Participants	Month
5	Coordination meeting with development partners	• Development partners supporting communities in the target municipality and district	Feb. 2022
6	Regional/District Experience Sharing Workshop	• Regional Coordinating Council and key regional ministries • MMDA Coordinating Director • District line agencies • Assembly members	April 2022
Capacity building of line agencies for supporting community activities			
1	Preliminary community data collection and analysis	• District line agencies	Apr.-June 2021
2	Selection of Target Communities	• Epicentre communities in 2 pilot districts	June-July 2021
3	Training for conducting sensitization and technical workshop (1) • What is child labour? • How to identify and stop child labour	• District line agencies	August 2021
4	Training for conducting technical workshop (2) • Role of CCPC • Workplace & school monitoring • Community regulation • Community action plan	• District line agencies	Sep. 2021
5	Training for conducting technical workshop (3) • Community register • Review of monitoring	• District line agencies	Nov. 2021
6	Training for conducting GCLMS and community register	• District line agencies	Jan. 2022
7	Training for community experience sharing workshop • Self-evaluation	• District line agencies	March 2022

- The current situation in each community was ascertained through preliminary community data collection. A questionnaire was developed based on the pre-assessment checklist of the CLFZ guidelines (page 16) and list of indicators (criteria) (pages 17-28). Although the CLFZ guidelines did not stipulate the grading of each community, the Study Team tentatively developed scoring and grading methods based on the final grading category of assessment in the CLFZ guidelines. (Appendix 4: Preliminary Community Data Collection Report)
- By scoring and grading the status of each community based on the information obtained from the data collection, the following 21 communities were selected as targets of pilot activities. A series

of discussions were conducted with district line agencies to make the final decision on the selection of pilot communities.

**Table 4-1: List of Target Communities for Pilot Activities**

i) Atwima Mponua District (AMDA) (Ashanti Region)	ii) Bibiani-Anhwiaso-Bekwai Municipality (BABMA) (Western North Region)
Asamang, Bedabour, Anyinamso No.1, Huntaado, Botrampa, Atuntuma, Enwirem, Kyekyewere, Nagole, Kakatire, Tenewohoye (11 communities)	Old Town, Nsuotam, Hwenampori, Patabuoso, Ntakam, Chirano, Asawinso, Awaso, Baakokrom, Adobewura 1 (10 communities)

- Monitoring of community-level activities was also conducted between the technical workshops, and the necessary assistance was provided to community leaders by relevant district line agencies.

#### 4.2.3. Community level

A series of technical workshops, monitoring of community activities, and final experience workshops were conducted at the community level.

No.	Activity	Target	Month
1	Technical Workshop (1) • What is child labour? • How to identify and stop child labour	21 target communities	Aug.-Sep. 2021
2	Technical Workshop (2) • Role of CCPC • Workplace & school monitoring • Community regulation • Community action plan	21 target communities	Sep.-Nov. 2021
3	Awareness Raising Workshop for non-pilot communities • What is child labour? • How to identify and stop child labour	All communities	Oct.-Dec. 2021
4	Technical Workshop (3) • Community register • Review of monitoring	21 target communities	Dec. 2021
5	Community Register in Sample Communities	3 target communities	Jan.-Mar. 2021
6	Experience Sharing Workshop	21 target communities	April 2022

- Technical workshops were conducted in the 21 target communities to explain the activities considered necessary at the community level in terms of meeting the conditions of CLFZ, building the necessary structures for child protection, and building the capacity of community residents. (Appendix 5: Training tool kit)
- The participants of the workshops and sensitisation were Chiefs, Queen Mothers, unit committees, opinion leaders, SMCs, PTAs, headteachers, teachers, assembly members, religious leaders,

children and youth representatives, women groups’ representatives, traders’ representatives, farmers, and others.

- For the 171 communities (99 communities in Atwima Mponua District and 72 communities in Bibiani-Anhwiaso-Bekwai Municipality) that was not selected for the pilot activities, awareness-raising workshops were conducted in each area/zonal council to provide basic information on child labour and CLFZs.
- During the implementation period of the workshops, each selected community was monitored to support the implementation of community activities, check progress, and provide advice, as required. The administrative officers of the relevant district/municipal authorities (line agencies) took the lead in implementing community outreach, capacity building, and monitoring activities. The Study Team provided support to administrative officials on the side.
- To verify the feasibility of the community register system envisaged in the GCLMS, a community register was conducted, but only three of the target communities were selected due to time constraints.

### 4.3. Results and Findings of Pilot Activities at MMDA Level

The status of conditions that are required by CLFZ protocols and guidelines in two target district/municipality is shown in Table 4-2.

**Table 4-2: Status of CLFZ Conditions in Target MMDAs**

CLFZ Conditions	AMDA		BABMA	
	Before	After	Before	After
F1: District by-law on child protection	×	○	×	×
F2: Social Service sub-Committee (SSsC)	○	○	×	○
F3: Relevant agencies	×	×	○	○
- Active district officer	×	×	○	○
- Effective collaboration (e.g. DCPC)	△	△	△	△
F4: MMDA Annual plan	△	○	△	○
F5: MMDA plan	△	○	△	○

\* ○: Done, △: Partially done, ×: Not done yet

- Although it was found that neither target MMDAs did not prepare the district bylaws regarding the issue of child protection as of June 2021, AMDA enacted it in early 2022. To make sure that the issue of child protection is imposed based on the Children’s Act in the purview of the MMDAs by preparing district by-laws as well as in BABMA and other MMDAs, it is important that LGS issues an official circular.
- In AMDA, SSsC had already been established and meets regularly (twice a year as mandated). Approval of budgets for the support of children (e.g. provision of school uniform and stationaries) in the annual plan shows that the issues of children’s welfare and protection are discussed in the

committee. In BABMA, SSsC was only recently called more than one year after the election because time was needed to resolve the issue of the election results. It is also important that all the assembly members be aware of CLFZ concepts and involved in the relevant activities especially at the community level.

- In AMDA, some district officers such as labour and CHRAJ were not assigned as of June 2021 and CHRAJ office was settled in 2021. In both MMDAs, several line agencies (social welfare, labour, CHRAJ, NCCE, Information Service Department, GES, COCOBOD, and MOFA) visit the communities frequently to sensitize them on child labour; however, it was found that the level of each officer's understanding and of the information provided by each officer varies. As officers are familiar with people of the community through frequent visits, they play a role as contact persons for the communities. However, in the case of the referral system, it is only the Department of Social Welfare that is involved in case management; the other line agencies are not active although they also have communication networks with community members regarding relevant information on cases of child protection. In addition, D/MCPC<sup>44</sup> did not functioned well. Thus, there has not been information sharing and discussion among the district line agencies through regular meetings.
- As for the MMDA annual and midterm plans, although the budgets are still limited, both MMDAs secured the budget for the activities relevant to CLFZ (such as awareness raising activities, operational costs for referral system, and provision of school uniforms and stationeries) in fiscal year 2022.

Other issues which are not linked with CLFZ criteria but are nonetheless crucial are as follows.

- Because of the budget limitation and the considerations of avoiding unnecessary contacts under the COVID-19 pandemic, it was found that a CAP need not necessarily be prepared for compilation in the MTDP in either MMDAs. The format and contents of CAP are also not standardized or informed by the supervisory agency.
- Although there are several initiatives which can be regarded as a part of the remediation package such as LEAP and school feeding programme, the issue of child labour is not considered as a selection criterion of target households and schools.
- Linkage between CLFZ initiative and duties in education sector was not strong enough, and thus should be strengthened. For example, the learning environment in most of the schools is not appropriate. It is also crucial to collect educational data such as the enrolment and attendance rate of each school and community which are CLFZ criteria to assess the conducive teaching and learning environment (indicators E4 and E5).

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<sup>44</sup> It is called as DCPC in districts and MCPC in municipalities.

- There is no coordinating mechanism with the external partners, such as NGOs and the business sector in the cocoa industry which are supporting the communities in the MMDAs. It was found that many partners are not registered properly as required by the MMDAs and tend to simply start their activities in the field without knowledge of registration. This also causes the duplication of interventions in the same communities and of remediation packages to the same children and families even where the necessary budget to meet the needs of all communities in the MMDA is lacking. It was emphasized by the district officers that registration of organizations and interventions at MMDAs should be carried out appropriately. Most of the district officers also recognize the importance of setting up a platform for sharing information and experiences among stakeholders.

The issues regarding the MMDA support system and the ability of district officers to ensure the implementation of required activities at the community level are as follows.

- A series of tools for awareness raising activity was prepared. Through the trainings of trainers and actual facilitation in the target communities, district officers' understanding of contents and facilitation skills were strengthened, resulting in improvement in the quality of the activity itself.
- As sufficient knowledge and skills were acquired as described above, the district officers tended not to hesitate or indeed have been even more motivated to reach out to the communities.
- Through joining in and conducting community workshops and monitoring activities, communication and teamwork among the district officers were fostered. It could be useful to establish a platform as a communication network by using an ordinal Social Networking System.
- It was found that officers and extensionists of several line agencies such as COCOBOD, MOFA and MOH frequently visited their target communities for their own purposes. This shows their potential to take roles in providing assistance in monitoring and identifying child labour and those at-risk of child labour.

#### **4.4. Results and findings of pilot activities at the community level**

The changes in the status of the communities after the pilot activities in relation to the major sub-indicators are summarised in Tables 18 and 19 for the Atwima Nponua District and Bibiani-Anwhiaso-Bekwai Municipality, respectively. The progress for each community was assessed based on the results of self-assessment by each target community and findings from the monitoring.



**Table 4-3: Change in each CLFZ Indicator in Target Communities in AMDA**

CLFZ indicators	Interpretation	AMDA										
		Anyinamso No.1	Asamang	Atuntuma	Bedabour	Botrampa	Enwirem	Huntaado	Kakatire	Kyekywere	Nagole	Tenewohoye
A1	Regular awareness-raising activities on child labour conducted in the community (at least once a quarter)	△	△	○	△	○	○	△	△	×	○	△
B1	Formulation of community regulations on child protection including child labour	×	×	○	△	○	△	×	×	×	△	×
C1	Establishing a community register system in the community and updating it continuously (at least quarterly)	×	×	×	×	△	△	×	△	×	×	×
C2, C4, C5	Establishing a Community Child Protection Committee (CCPC) in the community, holding regular (monthly) CCPC meetings and school/workplace monitoring with records	△	△	△	△	△	△	△	△	△	△	△
C6	Training and/or technical support for CCPC members	○	○	○	○	○	○	○	○	○	○	○
C7	Formulation of a Community Action Plan (CAP) contributing to eliminating child labour and/or protecting children's rights	△	△	○	△	○	×	△	×	△	△	×
D1	Community accessible to the referral system	△	○	○	○	○	○	○	○	○	○	○
D2	Provision of remediation packages	×	×	○	○	○	△	○	×	×	×	×
C3	Effectiveness of SMC and PTA in community schools	△	○	×	○	○	△	○	△	×	○	○
E2	Conducive teaching and learning environment	△	△	○	△	△	△	×	×	△	×	△

\* ○: Done, △: Partially done, ×: Not done yet

**Table 4-4: Change in each CLFZ Indicator in Target Communities in BABMA**

CLFZ indicators	Interpretation	BABMA									
		Adobewura 1	Asawinso	Awaso	Baakokrom	Chirano	Hwenampori	Nsuotam	Ntakam	Old Town	Patabuoso
A1	Regular awareness-raising activities on child labour conducted in the community (at least once a quarter)	○	○	△	○	○	△	○	○	○	○
B1	Formulation of community regulations on child protection including child labour	△	△	△	△	△	△	△	×	×	△
C1	Establishing a community register system in the community and updating it continuously (at least quarterly)	△	×	×	×	×	×	△	×	×	×
C2, C4, C5	Establishing a Community Child Protection Committee (CCPC) in the community, holding regular (monthly) CCPC meetings and school/workplace monitoring with records	△	△	△	△	○	△	○	△	△	△
C6	Training and/or technical support for CCPC members	○	○	○	○	○	○	○	○	○	○
C7	Formulation of a Community Action Plan (CAP) contributing to eliminating child labour and/or protecting children's rights	×	△	×	△	△	×	△	△	×	×
D1	Community accessible to the referral system	○	○	○	○	○	○	○	○	○	○
D2	Provision of remediation packages	×	×	△	○	×	×	△	×	×	△
C3	Effectiveness of SMC and PTA in community schools	△	○	○	○	○	△	△	×	○	△
E2	Conducive teaching and learning environment	○	△	○	○	○	△	△	○	○	○

\* ○: Done, △: Partially done, ×: Not done yet

The indicators that showed improvement before and after the pilot activities were as follows:

- Regular awareness-raising activities on child labour (indicator A1)
- Establishing a CCPC in the community, holding regular CCPC meetings, and school/workplace monitoring with records (indicators C2, C4 and C5)
- Training and/or technical assistance provided to CCPC (indicator C6)
- Community accessible to the referral system (indicator D1)

The CCPC and other community members understood how and where to identify and report child labour, leading to the identification of children in or at risk of child labour. The development of partnerships with district or municipal line agencies also led to improvements in these indicators.

On the other hand, the sub-indicators with little or no improvement were as follows.

- Formulation of community regulations on child protection including child labour (indicator B1)
- Establishing a community register system in the community and updating it continuously (indicator C1)
- Formulation of a CAP contributing to eliminate child labour and/or protection of children's rights (indicator C7)
- Conducive teaching and learning environment (indicator E2) (only in AMDA)

These indicators are areas where community action alone is difficult to improve and support from public authorities was required.

### **1) Improving the understanding of the definition of child labour**

Before the pilot activities, most of the communities did not have sufficient knowledge about child labour. However, after the activities, there was an improved understanding of its relationship with the provisions of national laws. Subsequently, voluntary dissemination of information on the dangers of child labour was carried out by CCPCs, chiefs, and other community leaders at information centres, churches, and community meetings in target communities. As a result, it was observed that many parents and guardians stopped engaging their children as labourers during the pilot activities. One of the community residents commented, 'During the busy farming season, I used to let my child miss school and help with farm work, but now I know that it's not the right thing to do, so I do not let him do it anymore'. Better understanding and knowledge also resulted in the identification of cases of child labour and at-risk children in the community.

### **2) Establishing a community-level child labour monitoring system**

In all 21 target communities, the CCPC was established during the pilot activities. Monitoring of child labour at workplaces and school premises and meetings was carried out regularly about once every

month or two months. By using the knowledge gained from the technical workshops, members of the CCPC were able to appropriately identify cases of child labour and children not attending school. According to CCPC activity records, 194 cases were identified in the 21 target communities during the period from October to November 2021<sup>45</sup>. The types of child labour identified are listed in Table 4-5.

**Table 4-5: Types and Details of Child Labour Identified (end of October to November 2021)**

No.	Category	Details
1	Farming	Help family members' farm work. Work at a nursery.
2	Metal mining industry	Work at galamsey. <sup>46</sup> Gathering metal scraps.
3	Manufacturing	Work at a sawmill or motor fitting shop.
4	Transportation and conveyance	Carrying plantains on instructions of plantain sellers. Work as tricycle/motorbike riders for carting goods and people.
5	Retailing	Selling farm products/charcoal at markets. Collecting and selling roots of woods. Work at a barber shop.
6	Domestic work	Assist with household chores. Caring for infants.

\*Every case was identified at early morning (before going to school) or during school hours.

Children who were not attending school and those who dropped out were also identified as being at risk of child labour. The reasons for these cases varied in order of frequency: financial reasons, reduced interest in learning, having just migrated, avoiding subjects at which one was not good, being punished by teachers, and inaccessibility to school. Cases of child abuse, gambling, smoking, and alcohol consumption were also identified.

Other types of child labour mentioned in non-target communities during the sensitisation workshops were grazing of livestock, working in palm wine factories, and working in restaurants and bars. Cases of child trafficking, child marriage, and teenage pregnancy were also mentioned as examples of child protection issues.

### **3) Identified children were enrolled or returned to school by the CCPC**

As part of the activities of the CCPC, counselling was provided to the children who were identified as engaging in child labour or children at risk of child labour. As shown in Table 4-6, among the children identified, 61% and 40% were enrolled and re-enrolled in school<sup>47</sup> in Atwima Npuna and Bibiani-Anwhiaso-Bekwai, respectively.

<sup>45</sup> 110 cases in Atwima Npuna and 84 in Bibiani-Anwhiaso-Bekwai

<sup>46</sup> 'Galamsey', derived from the phrase 'gather them and sell', is a Ghanaian local term that means illegal small-scale gold mining in Ghana.

<sup>47</sup> This includes the cases in which children and parents promised that the children would attend school.

**Table 4-6: Number of Children who were in/at Risk of Child Labour  
(End of October to November 2021)**

	AMDA			BABMA		
	a	b	b/a	c	d	d/c
	Children in or at risk of child labour	Children enrolled or re-enrolled in school, or promised to do so	%	Children in or at risk of child labour	Children enrolled or re-enrolled in school, or promised to do so	%
<b>Total</b>	<b>110</b>	<b>67</b>	<b>61%</b>	<b>84</b>	<b>34</b>	<b>40%</b>
(In child labour)	(23)	-	-	(38)	-	-
(At risk of child labour)	(87)	-	-	(46)	-	-

On the other hand, 39% and 60% of the children could not return or enrol in school after counselling and persuasion by the CCPC. The main reason for this was financial deprivation at home, with further related reasons being the inability to support school supplies, being a single parent, and being guardians who tolerate their children working to support the family. For children aged 15–17, there is also a tendency for them to shy away from going back to school or starting school because of the embarrassment of learning with children younger than themselves.

#### **4) Remediation measures provided at the community level**

In several cases, remediation support was provided to the children identified by the CCPC after counselling. Examples of such support are listed below.

- Employers who employed children stopped employing them and provided school uniforms to them.
- CCPC members offered financial support to guardians to send children to school.
- CCPC members provided school logistics to children from economically deprived families.

The above examples show the ability of community members to provide certain kinds of remediation measures to affected children and families. However, it was also found that the capacity to provide remediation measures at the community level is limited and insufficient to cover all children who need assistance. For example, there are still 90 children who are unable to purchase school uniforms in the community where the CCPC could provide school logistics to some groups of children facing economic difficulties.

#### **5) Working relationship between community and local government agencies established**

Since all technical workshops were facilitated by district or municipal line agencies on each topic with the support of the Study Team, a working relationship was established between community leaders and the staff of the district line agencies. After implementation of the pilot activities, the CCPC and other key community stakeholders sought advice from district line agencies on community-level activities through telephone calls. For example, a case of child abuse by a mother was reported to the district social welfare officer and subsequently filed as an arrested case.

#### **6) Community regulations were formulated but need more support**

While only four out of the 21 target communities had a community regulation in only verbal form before the pilot activities, 13 target communities (accounting for 61% of the target communities) could formulate a documented draft of community regulation during the activities. It was found that even in a draft form, a community regulation could be a strong tool for CCPC members to persuade community members not to engage children in child labour. One of the communities that formulated a community regulation showed a result of an increase in enrolment rates of kindergarten to junior high school from 70% to 98%. Below is an example of a clause included in the regulation of this community.<sup>48</sup>

- Children of compulsory school-age must attend school, be in school during school hours, and not engage in any form of work.
- Parents who refuse to allow their children to attend school are warned and given the necessary sanctions if this refusal continues.

However, many communities expressed difficulties in formulating a regulation without external support, which could be explained by the fact that eight communities were not able to draft a community regulation by the end of the pilot activities.

#### **7) Community register tested**

A community register is where household information is recorded for the purpose of identifying children engaged in child labour and those at risk of child labour at the monitoring phase of the GCLMS. It is also required in the CLFZ guidelines. As the GCLMS has not yet been operated nationwide due to lack of dissemination and financial capacity at MMD level, there were no target communities that had community registers before the pilot activities. Owing to the limitations of time and resources, three target communities<sup>49</sup> were selected to pilot the community register under this study. Data collection was implemented by district or municipal line agencies and the Study Team, who had the skills to use tables and collect accurate data within a given timeframe. Data collection for community registration was also

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<sup>48</sup> An example from Pataboso community in BABMA

<sup>49</sup> Kakatire and Enwirem in AMDA and Adobewura 1 in BABMA

conducted by the voluntary initiative of the CCPC in another two target communities with additional instruction given by the Study Team.<sup>50</sup>

Data collected from the four communities, except for one community, were registered in the GCLMS database.<sup>51</sup> Since it was the first community register for all five communities and was not possible for them to update the registered data within the study period, they could not reach up to the level required by the guideline. However, registration of household data enabled district or municipal line agencies and community stakeholders to capture information on the child population and the number of children at risk of child labour in each community as a set of data.

This voluntary implementation of the community register shows the potential of CCPC members to collect household data by themselves. However, certain levels of literacy, digital skills, and training in survey skills are required for them to complete the required task. It is also important to have support from other skilled persons in the community, such as schoolteachers.

Some challenges were encountered during the process of the data collection and analysis:

- Concerning data entry, it was assumed that the offline mode of the GCLMS community register software (a mode that allows registration without an internet connection) could be used; however, in reality, this function was not available at the time of data collection during our study period due to delay in developing the system. Therefore, information was collected using a paper questionnaire, and then data were entered into a tablet after moving to a location with internet access.
- There was a large gap between the number of households understood by community leaders and the actual number of households.<sup>52</sup> The smallest gap was 46; the largest was 752. This gap seems to be partly caused by the large number of people migrating to the cocoa production area. Many households migrate into the communities around April and October for cocoa harvesting and migrate out after the harvest season. This would affect the fluctuations in the number of households in the community.
- It was difficult to collect data from all households in some communities owing to the rejection of dwellers to provide family information due to misunderstanding<sup>53</sup> or absence of dwellers going out to farm early in the morning. Irrespective of the efforts made by CCPC members to revisit those households many times, the data of these households were not collected by the end of the survey.

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<sup>50</sup> Botorampa in AMDA and Nsuotam in BABMA

<sup>51</sup> The data of a community are kept there in the form of filled-out questionnaires without being registered in the GCLMS database because the completion of data collection in that community was reported at the time of the completion of the pilot activities.

<sup>52</sup> The basic pieces of community information such as population, child population, and number of households were collected during the preliminary data collection at the beginning of the pilot activities by interviewing key informants including community leaders and teachers.

<sup>53</sup> Some residents considered household visits by the CCPC as solicitation to an occult or religious group.

- It was not possible to view the answers to each questionnaire item in the database and download a set of data in an Excel file. This makes it difficult to analyse the registered data. The presentation of the data in the database should be improved in the future.

#### **8) Low achievement in developing a community action plan (CAP)**

The results of the pilot activities showed that many communities had difficulties documenting and implementing a CAP through their own initiative. Before the pilot activities, only one target community had a documented CAP in place, and ten communities (42%) had CAPs but only shared these verbally. With facilitation by district line agencies, all target communities could formulate a CAP by the end of the pilot activities. However, in eleven of these communities, plans in line with the CAP have been put into practice, while in eight communities the CAP plans have not been implemented. It was still only two communities that could develop a CAP in a documented format, implement the planned activities, and submit the copies to the district assembly, as expected in the CLFZ guidelines.

The guidelines stipulate that CAPs should include components related to child protection and child labour as part of community development. Since its development and implementation require solidarity among the entire community, including chiefs, opinion leaders, CCPCs, SMCs or PTAs, and other community residents, a sufficient level of awareness of child protection issues among a wider community population is crucial. The contents of the documented CAP from one of the communities are as follows:

- Extension and renovation of classrooms at the kindergarten
- Expansion of teachers' cottage
- Conducting (vocational) training for youth groups (e.g. training to repair farm equipment)
- Construction of a borehole
- Planting of 2,000 nursery cocoa seedlings and 500 shade and avenue trees on rehabilitated farms

#### **9) School environment improved but requires more government initiatives**

The major issues in the pilot communities regarding the school environment were the significant shortage of classrooms, teachers, school furniture, and teaching and learning materials (TLMs). For example, only 7 (33%) of the target communities had school buildings within a distance of 3.5 to 4 km as required by the guidelines, only 12 (57%) had separate classrooms for all classes, only 11 (52%) had separate class teachers for all classes in primary school, and only 8 (38%) had teachers for all subjects in junior high school.

Under these circumstances, regular school monitoring was subsequently conducted by the CCPC, and it was observed that the monitoring activities triggered the CCPC, SMC or PTA, and community stakeholders to become aware of school issues and take action to improve the school environment. The observed cases included the following:



- The CCPC took the initiative to raise donations from parents of children and collected 6,000 Ghanaian cedis to procure desks and chairs for the school.
- An additional volunteer teacher was hired for a kindergarten class where the number of students had improved because of the monitoring activities.
- Community volunteers cut grass around the school for security reasons and repaired and built school facilities.
- Discussions were set up to resolve disputes among teachers.

There was also an intervention to improve the functioning of the SMCs in the communities. It was found that SMCs were not functioning or not established in six communities.<sup>54</sup> As a result, there was no coordination between schools and communities, leaving behind challenges faced by the schools. By providing instructions from the district education officer on the functions and structure of SMCs, community members acquired knowledge and understood that collaboration between SMCs, PTAs, CCPCs, and key stakeholders in the community is a key structure to address the school environment and child labour.

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<sup>54</sup> 5 out of 11 villages in AMDA and 1 out of 10 villages in BABMA

## **5. Testing of the CLFZ Assessment Modalities and Procedures**

One of the important progresses that Ghana's CLFZ protocols and guidelines made was that it provided the modalities and procedures and a set of indicators to examine the status of the communities and the local government for declaring the CLFZs. The modalities and procedures for the CLFZ assessment can be found on pages 8-10, and the CLFZ pre-assessment checklist and a set of assessment criteria (indicators) can be found in the appendices on pages 16-28 of the CLFZ guidelines. As stated in the guidelines, *'the CLFZ assessment provides a detailed and straight-forward scoring procedure to scientifically determine the status of the Zone. ... Depending on the overall score obtained by a zone, the status of the zone shall be declared'* based on the final grading described on page 10 of the guidelines.

The review of the details of the CLFZ assessment procedures and the development of assessment tools were conducted by the leadership of the TWG of the Sub-committee of Policy Planning, Monitoring & Evaluation. Thereafter, the assessment activities were conducted in the two pilot districts. As it was considered that the conditions of the two pilot districts were not yet fulfilled to receive the full assessment as provided by the CLFZ guidelines,<sup>55</sup> the purpose of this testing was not to examine the respective zones with the expectation of declaring the CLFZs, but to test the entire assessment process, the developed tools, and draw lessons and recommendations to make the assessment process more feasible and sustainable. The study team provided financial and technical assistance to facilitate this process.

### **5.1. Activities**

#### **5.1.2. Development of assessment tools and clarifying operational structure**

The page 8 of the CLFZ guideline states that 'a combination of scientific methods shall be employed to assess the zones and those methods include interviews, focus group discussions (FGDs), observations, and evidence checks. To employ the above methods, the TWG conducted a series of workshops with its members and developed a set of tools necessary for conducting the entire CLFZ assessment process. During the tool development process, the detailed procedures and operational structure, including the roles and responsibilities of the actors concerning the assessment, were reviewed and discussed.

The proposals by the TWG to create a more realistic operational structure were recorded during the process of developing the draft CLFZ assessment handbook. The CLFZ assessment handbook is a document to refer to as a detailed guide when assessment activities are conducted. However, the assessment handbook remains in the process of drafting.

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<sup>55</sup> The CLFZ guideline states that only the MMD where more than 80% of the conditions have been met can proceed to full assessment, and otherwise the zone shall be advised to operationalize the conditions. It was also discussed that this 80% requirement may be too ambitious considering the current status of the communities.

**Table 5-1: List of Tools Developed**

Purpose	Tools developed
Data collection	CLFZ Assessment Tool 1: General Community Questionnaire
	CLFZ Assessment Tool 2: Specific Questionnaire (children and their parents/guardians)
	CLFZ Assessment Tool 3: FGDs Question Guide (for CCPC and community leaders)
	CLFZ Assessment Tool 4: FGDs Question Guide (for teachers, SMC/PTA)
	CLFZ Assessment Tool 5: FGDs Question Guide (SSsC and line agencies)
	CLFZ Assessment Tool 6: List of observation point
Conduct of assessment	Assessment Handbook (DRAFT)
Analysis, scoring, and grading	Data entry sheet for collected CLFZ data (Excel)
	Scoring sheet for the CLFZ assessment
Reporting	Format for the CLFZ Assessment Report

As CLFZ guidelines including indicators are in the process of review and revise after testing the assessment, and the revise of the guidelines and indicators may affect the structure of the tools, the above instruments are not in a completed form and need to be revised. The revision and finalisation of the tools, and the guidelines, will continue to be done by the TWG as a future task.

### 5.1.3. Training of data collectors

Pages 14 and 15 of the CLFZ guidelines explain the roles of the assessment team comprising the representatives from government institutions, trade unions, employers' organisations, NGOs, and experts from such organisations as ILO and UNICEF. The guidelines state that the assessment team will conduct the assessment in the field independently. However, it became clear that it is not realistic to expect the representatives themselves visit the communities and districts to conduct all the activities, including data collection. Therefore, it was proposed by the TWG that the assessment team be divided into three sub-teams based on their different roles: a team of data collectors,<sup>56</sup> an analysis team, and a grading team. Detailed ideas on the implementation arrangements, roles, and responsibilities of key actors for the assessment were also recorded in the draft CLFZ assessment handbook.

To test the CLFZ assessment, eight field consultants from the Study Team were assigned the role of data collectors and received one-day training before the test assessment was conducted in March 2022. The five data collection instruments were introduced and detailed instructions on how to conduct the interviews and focus group discussions were provided, including a child-friendly approach for data collection.<sup>57</sup>

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<sup>56</sup> It was agreed that data collectors who have minimum qualification of Diploma from university/tertiary education should be hired by the MELR for conducting data collection activities in the field.

<sup>57</sup> Information on child labour and Child Labour Free Zones will be provided.

#### **5.1.4. Data collection in the community and the district**

Four communities in total, that is, two communities from each of the two pilot districts, were selected for testing the data collection instruments. A team of data collectors which received training was assigned to each of the two pilot districts. Two days were spent on data collection using a set of questionnaires, discussion guide, and list of observations that were developed. Total, thirty-four (34) data collection instruments were administered to the four communities: sixteen (16) General Community Questionnaires, eight (8) Specific Questionnaires, four (4) FGDs for CCPC/Community Leaders, four (4) FGDs for teachers/SMC/PTA questionnaires, and two (2) District Line Agencies. The process of data collection was closely monitored by members of the TWG and the Study Team.

#### **5.1.5. Analysis, scoring and assessment, and report writing**

After data collection, all the data were compiled and cleaned using data collectors. The filled-out questionnaires and acquired data (including photos and scanned documents) were submitted, and all the responses were scored based on the scoring scheme developed by the members of the TWG. Thereafter, the scored data for each CLFZ indicator was entered and analysed using Microsoft Excel. The averages of the responses to questions relating to each indicator were used to estimate the total scores for each of the indicators which were subsequently aggregated to generate the scores for each of the main indicators and the overall scores. By examining the scoring data of each indicator, the status of the district was analysed, and recommendations to improve the status were developed. Using the reporting template developed by the TWG, the analysis of each main indicator and the overall recommendations were summarized as part of National Assessment Report for each district. To report and make recommendations on the CLFZ assessment process, the Child Labour Free Zone Assessment Report was drafted by the TWG and submitted to the NSCCL for review and approval of the next step to revise the CLFZ protocols and guidelines. (See Appendix 6 Child Labour Free Zone National Assessment Report.)

#### **5.1.6. Revision of CLFZ Protocols and Guidelines and consultation with key stakeholders**

Based on the approval by the NSCCL, a TWG meeting to review and revise the CLFZ Protocols and Guidelines was held between 31 May and 3 June 2022. In addition to the regular TWG members, focal persons on child labour from the GES, OHLGS, and Minerals Commission attended the meeting to discuss intensively and review the contents of the Guidelines including the CLFZ indicators. Drafts of the revised CLFZ Protocols and Guidelines were prepared to be discussed in the following stakeholder consultation.

Following the TWG meeting, the consultative meeting with the key stakeholders was held in Accra on 7 June 2022. MELR presented the revised CLFZ Guidelines and described how and where the guidelines were revised. The 72 participants from government ministries and agencies, district line agencies, NGOs, and other development partners discussed the relevance of the revision. The revised CLFZ Guidelines are presented in Appendix 7.

## 5.2. Findings

### 5.2.1. Findings, challenges, and recommendations by the TWG

As compiled by the TWG, the findings and challenges below are presented in the Child Labour Free Zone Assessment Report. The following is a quotation from the report.

Findings
<ul style="list-style-type: none"> <li>➤ The tools were able to collect the needed information required to carry out a full-scale assessment of a zone. As such, the assessment tools (questionnaires) are adequate in terms of rollout of the assessment process.</li> </ul>
Challenges
<ul style="list-style-type: none"> <li>➤ Process: Both resource and time constraints could not allow for testing the full assessment process. That is, administering the data collection instruments to all the sampled population. The team therefore used a convenient sampling to test the process and the data collection instruments.</li> <li>➤ Definition of a Zone: By using the sampling technique, the sample size to administer the data collection instruments for the declaration of a Zone (MMDAs) is likely to face resistance from some stakeholders considering the reservations people have about the whole CLFZ process. For example, only 383 persons from sampled communities will be sampled for interview from a District which will raise questions. Considering the number of communities in some of the districts (over 100), some people are likely to raise questions on the representativeness of the exercise. Even though other sampling methods can be used, the challenge will still emerge.</li> <li>➤ Indicators: The analysis also revealed that some of the sub-indicators should be merged or subsumed under other indicators, specifically sub-indicators on awareness raising, district level bylaws, and indicator on Integrated Area Based Approach (IABA).</li> </ul>
Main Recommendations
<ul style="list-style-type: none"> <li>➤ Definition of a Zone: Per the current definition of a Zone, a sample may not be a true reflection of the assessment. It is therefore suggested that a Zone should be redefined to cover a smaller jurisdiction rather. Specifically, a Zone should be Zonal or Area Council. This can promote healthy competition among the Zonal or Area Councils.</li> <li>➤ Indicator on Integrated Area Based Approach (IABA) should be made inherent in the sampling. If the sampling is structured to take into consideration the different strata in the communities of the zones, the assessment will confirm IABA or otherwise. There will therefore be no need for having a separate indicator.</li> <li>➤ Indicators on the understanding of the basic child labour concepts should be used as a proxy for measuring awareness raising. All other indicators on individuals and institutions involved in the awareness raising should be expunged. Instead, the questionnaire should be structured to seek information on the level of understanding on basic child labour concepts and terminologies. Same should apply to indicators on law enforcement.</li> <li>➤ There should be coherency between the grading of the sub-indicators and the main indicators and</li> </ul>

<p>the pass mark should be reduced to 80 for both. It was identified that the sub-indicators are graded lower than the main indicators. As a result, a Zone seen to be performing well on the sub-indicators will have below average performance on the main indicators.</p>
<p>Other recommendations</p>
<ul style="list-style-type: none"> <li>➤ The guidelines should provide the description of the roles and responsibilities of relevant line agencies at the MMDA level and the relevant ministries and institutions at the national level in achieving CLFZs.</li> <li>➤ The assessment method (from data collection to scoring and grading) needs further experiments and improvements based on the modification of the unit of zoning/assessment. The CLFZ Guidelines is the document that provides a set of requirements that MMDAs and communities need to satisfy to be declared as CLFZs. Therefore, and the detailed description of how to conduct assessment should be prepared in the separate document, such as the assessment handbook that was in the process of drafting under this study project.</li> <li>➤ The purpose of the assessment and the possibility of using CLFZ indicators: The results of community data collection revealed that it would be still too early to conduct assessment at MMDA basis since the community with satisfactory level of CLFZ indicators are still limited in numbers. Therefore, rather than conducting assessment for declaring the CLFZs, it is better to understand the current status of each community against the indicators provided by the CLFZ guideline and facilitate and maximize the necessary actions to fulfil the required conditions at this moment. For this purpose, it is desirable to add a step to grasp and analyse the current state of the community using indicators within the assessment cycle.</li> <li>➤ Questionnaire for NGOs/Development Partners: Some NGOs and development partners are actively implementing child labour interventions in their respective project districts and communities and work closely with MMDAs and soliciting information or their views would help the assessment process.</li> </ul>

### 5.2.2. Findings, challenges and proposals by the study team that was submitted to the TWG

Apart from the findings by the TWG members above, the following are the findings, challenges and recommendations made by the Study Team and were submitted to the TWG for the review and revise of the CLFZ guidelines.

<p>Challenges in the implementation of CLFZ assessment</p>
<ul style="list-style-type: none"> <li>➤ When implemented on a district-by-district basis, the sample size becomes enormous, and it requires a huge amount of time, personnel, and cost for collecting data. For feasibility and sustainability of assessment activities, it is necessary to consider reducing the unit of zoning and assessment.</li> <li>➤ When identifying samples by district, only a small number of samples will be selected from each</li> </ul>

community. This method does not make it possible to grasp the achievement status of the CLFZ indicators in each community. To meet CLFZ indicators at the required level in each district, it is necessary to meet the required level at the community level, and it is important for each community to assess the status of each indicator there. It is also necessary to review the zoning unit of assessment and sampling to enable each community to know the status of entire CLFZ indicators.

- It was difficult to find appropriate respondents for beneficiary interviews. This is likely caused by the lack of a system to grasp the target children and families in districts and communities. For data collection before a beneficiary interview, the list of beneficiary children and families should be obtained from the community leader, CCPC, or other district social welfare officers (or NGO and other development partners working on child labour within the relevant district/community) and identify a target person to interview.
- For a district-level assessment, it is difficult to obtain the necessary information only through an FGD that brings together the major district line agencies. It is necessary to conduct individual interviews with Coordinating Director and the Social Welfare officer to grasp the status of SSsC and each line agency first. Based on the interviews, FGDs with the SSsC members and the officers of the line agencies should be set separately. The District Education Office must be included as part of FGDs.
- The requirement to proceed to a main assessment is to fulfil more than 80% of the conditions in the pre-assessment by each district. Given the status of communities in each district, this requirement level seems too high. As how to conduct pre-assessments is unclear, it is also necessary to provide a guide on how to conduct pre-assessments by MMDAs and communities.

#### Findings on the CLFZ indicators

- Some of the indicators were not appropriate for capturing the essence of conditions necessary to establish CLFZs. It is necessary to review all the indicators regarding their purposes, reduce the number of sub-indicators, and restructure their order if necessary. In addition, as the number of samples would increase for the community questionnaires, it is necessary to change the questionnaire template so that the respondent can choose either the correct or wrong options in each question and scoring becomes easier.
- It seems more appropriate to evaluate the SMC/PTA of indicator C3 as a function to improve the school environment, not as part of the function of monitoring child labour. It may be better to use this sub-indicator as one for main indicator E.
- For indicator C7, it seems that the role of CAP in improving the child labour situation seems limited. As a CAP might have a broad perspective covering the development of an entire community, it would be more appropriate to develop a plan to ensure the school enrolment of all children in the community. For that purpose, instead of a CAP, the development of a School Performance Improvement Plan (SPIP) is another option to include as part of a sub-indicator.

- The indicators under D regarding the referral and remediation system are only set to understand whether the system functions at the community level. The sub-indicators neither require the functioning of the referral system at the district level nor ask about the availability of access by people in the community. It is desirable to set indicators that can help grasp and assess the status of community access and service provision from the district.
- Unlike the school enrolment rate as presented by normal Educational Management Information Systems (EMIS) data, it became clear that the enrolment rate set for indicator E4 is not the enrolment rate calculated by school bases. To calculate the enrolment rate by community bases as intended in the CLFZ guidelines, it is necessary to collect the information on child population through the community register as a part of GCLMS (sub-indicator C1). However, the number of communities where community registers have been conducted is limited. If C1 is not met, then the data for E4 cannot be calculated. The same applies to indicator H1 (incidence of child labour). It is necessary to reconsider how best to ensure the collection of the necessary data and the assessment of all indicators set by the guidelines.
- In the definition of indicator E5, regular attendance means ‘the child is not absent himself/herself from school for more than three times in a term except for sickness or extreme situation’. However, the attendance book has no description of the reasons for absence, and teachers do not necessarily know the reasons either. Thus, this sub-indicator is not as useful as expected in the guidelines.
- Indicator F3 includes the following two aspects: whether individual district line agencies play their own roles and functions, and whether those line agencies work with one another. Thus, questions were confused during FGD and the respondents did not understand them. Each aspect needs to be set as separate indicators.
- As for sub-indicators F4 and F5, there are no district-level plans and budgets that are dedicated to child protection and child labour. Activities and budgets that are meant to address child protection and child labour are often incorporated into those of each line agency. Thus, it is necessary to modify the interpretation of the sub-indicators and questions in the questionnaire.
- On evaluating indicator G, which is about the IABA, there are two aspects. One is if the IABA covers child labour of all types in all sectors, and not just one in specific sectors or hazardous child labour. The other is if all stakeholders are cooperating on a wide range of activities to address child labour. It is also a good idea to incorporate these two perspectives into the sub-indicators of indicator G.
- Indicator H can show an outcome to achieve as a result of satisfying indicators A to G. Positive results of indicator H can be a decrease in the number of child labourers and an increase in the number of children who were enrolled in and continue to attend school. Therefore, sub-indicators E4 and E5 can be placed under main indicator H.



Proposal on the modification of the CLFZ Guidelines

- **Change the minimum unit for assessing a zone:** To render CLFZs more feasible and expand them to the national level, the minimum unit for conducting an assessment and declaring a CLFZ should be reconsidered. It is necessary to reduce the time and cost of conducting assessments. Using the area and zonal councils is an option for that purpose.
- **Review and modify a few indicators:** To disseminate the CLFZ process to a wider range of stakeholders, it would be sensible to reduce the number of indicators and simplify the indicators so that people would remember them easily. For that purpose, an option is to create different requirement levels and categories. Indicators that can be fulfilled relatively easily by the community people themselves can be categorized as minimum requirement, and those that are difficult to satisfy can be categorized as additional requirement.
- **More detailed descriptions of roles and responsibilities of government actors:** To help government actors achieve CLFZs, the CLFZ Guidelines should describe in more detail the roles and responsibilities of relevant line agencies at the MMDA level and relevant ministries and institutions at the national level. It would be useful to update a table in the GCLMS main document (pages 35-37) and include it in the CLFZ Guidelines under the section on institutional arrangements.
- **Assessment report by district including results at the community level:** It is not sufficient to issue a national-level report on the result of a CLFZ assessment. It is important that key stakeholders who is responsible for meeting CLFZ indicators understand the achievement level of each CLFZ indicator by district and community and decide what to do to improve themselves. Providing sufficient information may help the stakeholders and other partners work harder. Therefore, the reporting method should also be reconsidered.

### 5.2.3. Revise of the CLFZ Protocols and Guidelines

As a result of discussions within the TWG on the review and revise of the CLFZ guidelines taking into consideration of the above proposals by the TWG themselves and the Study Team, the TWG prepared a draft revised version of CLFZ guidelines. During the stakeholders' meeting held on June 7 in Accra, MELR provided explanations to the stakeholders about the areas modified and collected opinions on the proposed modifications. The major modification areas are briefly summarized below. See Appendix 8 for the handout of the stakeholders' meeting and the draft revised version of the CLFZ Guidelines.

**Table 5-2: Major Changes in the CLFZ Protocols and Guidelines**

Items	Contents
Outline of the guidelines	Inter-changed the order of the chapter 3 and 4 in the original guideline. In the revised guidelines:

	<p>3. Institutional/implementation Arrangements</p> <p>4. Assessment Modalities and Procedures for Establishing CLFZs</p>
Definition of CLFZ	<p>Unit of declaring a CLFZ will become a Town, Area or Zonal Council instead of a MMD. It was stated in the revised guideline as below. "CLFZ is a geographical area (Town, Area or Zonal Council) in which incidence of child labour is eradicated. »</p>
Institutional/Implementation Arrangements	<ul style="list-style-type: none"> <li>➤ The role of RCC was added in the same section as MMDAs. Regional Inspection Team (RIT) was newly added for the purpose of supervise the process of CLFZ assessment. RIT will be consisting of regional offices of Statistics, Social Welfare and Community Development, Planning, and Labour.</li> <li>➤ District Coordinating Unit (DCU) was newly added for coordination among line agencies at the MMD level. DCU will consist of offices of Labour and Social Welfare and Community Development.</li> <li>➤ The roles of traditional and religious leaders were added at the community level.</li> </ul>
Pre-assessment Checklist	<ul style="list-style-type: none"> <li>➤ There were check items for each level at district and community, but the format was changed to check 21 major items according to the order of the CLFZ indicators.</li> </ul>
CLFZ indicators	<ul style="list-style-type: none"> <li>➤ The indicator G (Integrated Area-Based Approach), which was included in the original CLFZ indicator, has been deleted. The main assessment indicator is now A ~ G.</li> <li>➤ The seven sub-indicators under Indicator A were organized into two categories: A1 (Understanding the definition of child labour by community residents) and A2 (Understanding of Ghanaian law on child labour by community residents).</li> <li>➤ The original indicator C3 (SMC/PTA) and C4 (monitoring school enrollment and attendance) were placed under Indicator E in E3 and E4.</li> <li>➤ The original indicators D3 and D4 were merged into one indicator D3.</li> <li>➤ The original main indicator G, sub-indicators H2 and H3 were deleted. The original main indicator H has been moved up to G and it became "reduction of child labour to the lowest level (10% or less)". The new indicator G1 is now the situation of child labour in the zone.</li> </ul>

The finalization of the revised version of CLFZ guidelines will be done by TWG by reflecting the discussions during the stakeholders' meeting in June after the final consultation with and the approval by the Sub-committee and the NSCCL. Since it will not be possible to complete the process of final approval by the NSCCL within the time frame of this study, CLU will continue to work in cooperation with TWG for the finalization of the revise of the CLFZ guidelines.

## **6. Recommendations**

Based on the findings and lessons learned from the pilot activities and the testing for CLFZ assessment, the Study Team provides the following recommendations to strengthen the implementation arrangements in view of expanding CLFZs nationwide.

### **1) Modification of assessment tools and development of an assessment handbook**

During the study period, the assessment tools were developed based on the indicators and implementation methods described in the current CLFZ Guidelines. Since some indicators have already been revised, it is necessary to re-examine the entire assessment process by adopting the modified indicators and tools to confirm their feasibility. As for the assessment method, since further revisions may be considered based on the verification results, it might not be necessary to describe the details of weighting and scoring for each indicator in the Guidelines. Conversely, the detailed procedures should be summarised in a separate document, such as an assessment handbook. As the TWG has prepared a draft document of the assessment handbook during the study period, it is proposed to complete its development as a guide to implement assessment activities and to ensure the credibility of the assessment results.

### **2) Ensuring consistency with GCLMS and its operation**

The CLFZ system is based on the GCLMS, which came into force in 2010. As part of the GCLMS, information regarding all households in the communities ought to be collected and registered by the Community Child Protection Committee (CCPC) to identify cases of child labour and at risk of child labour. By updating registered information regularly through the monitoring activities, these cases can be identified. The function of community register is also assumed to be operationalised in the CLFZs.

With regard to the GCLMS, progress was made in developing and testing the operationalisation of software and database to input and manage information collected at the community level. The GCLMS's nationwide implementation for the next step, which is also crucial for expanding CLFZs nationwide, is currently being prepared. However, completing the registration of all household information in all the communities requires a huge amount of time and human resources, and it can be expensive to operate. To guarantee the sustainable operation of the system, it is necessary to consider a way to reduce and minimise operational costs. Simplifying the questions in the questionnaire (Tool 1) to the minimal level is one of the options. Seeking a way to integrate the data system with SWIMS for the management of child protection cases is also worth considering.

Further, integrating questions to collect and monitor statistics on child labour in the census and national level surveys is another possible measure to take. The current national census collects information on children's involvement in economic activities but not on child labour; it is thus important to add relevant question items and modify questions based on the definition of child labour if necessary.

In addition, it is necessary to operationalise and improve the GCLMS and CLFZs in parallel rather

than treating the two as separate systems. Even in the CLFZ Guidelines, the position of the GCLMS is not clearly indicated; therefore, it is necessary to clearly state it as a document to be referenced. It is also advisable that the strategy to scale up the GCLMS and CLFZs be developed together within the context of the next round of NPA, which is currently being discussed.

### **3) Establishment of a CLFZ data system and understanding community-level data**

It is advisable to establish a data system to register and keep data collected from the MMDA and community levels during the CLFZ assessment. It is important to develop the software and database so that they are similar to the GCLMS for simplifying and systematising the process of data collection and analysis. It is also meaningful to make the collected data available – particularly at the community level – for analysing the current situation and gaps as compared to the CLFZ requirements. Making those data accessible for community leaders is also important for them to develop their own strategy or plans to meet the requirements, and making them available to relevant development partners (including NGOs) would make their interventions effective with regard to providing more relevant and effective support based on the data. The data system should also make it possible to map the existing interventions to facilitate coordination among all the stakeholders operating in the same districts and avoid duplication.

This should also create an opportunity to consider how to achieve the adequate identification, management, and sharing of community information in the districts. During the study, it was difficult to obtain an up-to-date list of communities organised by zonal or area councils, and no map showing all the major communities exists; moreover, the frequent population inflow and outflow, which often results in the creation and disappearance of small hamlets, creates further difficulties in identifying the number of communities. Updating the method for defining and capturing the number of communities (including small hamlets) and collecting community information by using the structure of zonal and area councils is worth considering.

### **4) Harmonisation and integration of related government initiatives and programmes**

As indicated in the table below, many existing government initiatives and programmes are related to the indicators of CLFZs. Thus, it is necessary to coordinate and work with the ministries and agencies that are responsible for these initiatives for effective operationalisation of the CLFZ process. In the framework of next NPA3, it is also highly required to identify all programmes and activities of each ministry and organizations which are regarded as CLFZ-related initiatives. In addition, the harmonisation of existing programmes may maximise the efficiency and outcomes of each initiative. To bring concrete outcomes with regard to providing remediation and improving school infrastructure, MMDAs should take a decision-making role in selecting the target beneficiaries and schools that should receive assistance based on the situation analysis conducted by relevant district-level agencies.

**Table 6-1: Existing CLFZ-Related Government Initiatives and Programmes**

Activities in CLFZ	Existing government initiatives/programmes (Responsible ministries and agencies)
Awareness raising	Back to school campaign (GES) Child labour awareness campaign (CHRAJ, ISD, NCCE, Labour)
SMC/PTA	Establishment and operationalisation of SMC (GES)
Referral system	Inter-Sectoral Standardized Operating Procedures for Child Protection and Family Welfare (MOGCSP), Single Window Citizen Engagement Service (MOGCSP), Existing monitoring system at community level (Labour, Mineral Commission, COCOBOD, MOFA, and MoH/GHS)
Remediation package	Livelihood Empowerment Against Poverty Programme (MOGCSP); School Feeding Programme (MOGCSP); provision of school uniform and school logistics (MMDA); provision of educational opportunity for out-of-school children (Complementary Education Agency); provision of vocational training opportunities for youth (TVET)
Conducive learning environment	Establishment of new school buildings (MoE); renovation of school infrastructure (MMDA); recruitment and allocation of teachers (MoE/GES), provision of basic school facilities including kindergarten in deprived cocoa-growing communities (COCOBOD)

\* Existing monitoring system of COCOBOD, MOFA and MoH/GHS can also be utilized as an opportunity to provide necessary supports for the monitoring activities by CCPCs.

In the operation of the CLFZ, it is necessary to refer to the documents regarding related government measures. A list and the soft copies of such documents will be attached as the appendix to this report in a separate volume. It is desirable that the CLFZ Guidelines also includes the list of government-related documents to be referenced.

## 5) Improve access to referral and remediation services

In two pilot districts, it was found that most of the efforts by the municipalities and districts on child protection and child labour focused on awareness-raising activities. Currently, no sufficient resources are allocated to operationalising a referral system and providing remediation packages. Moreover, the results of pilot activities at the community level showed that assistance in providing direct remediation measures to the identified children and families regarding education or economic empowerment is crucial to ensure children's enrolment and continuous attendance in school and avoid them returning to a situation of child labour. It was also found that community residents can conduct awareness-raising and monitoring activities if they receive appropriate training to build their capacity. This means that MMDA administration can focus more on delivering referral and remediation services rather than merely repeating awareness-raising activities at the community level. It is crucial to allocate more resources to follow up on and more effectively provide direct remediation measures to the specific cases of child labour and at risk of child labour, including the ones related to other child protection issues. As part of remediation, it is critical to make existing vocational training for youth and economic

empowerment programmes more accessible from vulnerable families (with a special focus on migrants) by integrating a certain consideration into the selection criteria of learners.

#### **6) Initiative of the Office of the Head of Local Government Service (OHLGS) for CLFZs**

Since CLFZ activities are conducted at the MMDA and community levels, a circular ought to be issued to the MMDA by the OHLGS to ensure the appropriate implementation of activities and the development of a necessary structure at both the MMDA and community levels, as required by the CLFZ Guidelines. Based on the experiences of the pilot activities, an official notice by OHLGS is crucial, particularly for the following four items:

- a. To provide legal status to the CCPC as well as Municipal and District CPCs, which are supposed to be established and operational at the community and district levels under the GCLMS.
- b. To give instruction to formulate and enact district bylaws and community regulations on child protection in accordance with the Children's Act. The roles of the CCPC as well as Municipal and District CPCs is clearly stated in the provisions of these bylaws and regulations.
- c. To give instruction to develop a community register and update the registered information regularly as required by the GCLMS. The roles of traditional and political leaders should be clearly indicated.
- d. To provide instruction on the Inter-Sectoral Standard Operating Procedure (SOP) for Child Protection and Family Welfare set forth by the MOGCSP. In cooperation with the relevant district line agencies, the roles of traditional and political leaders should be clearly indicated.

#### **7) Strengthening the capacity of MMDA line agencies through common training**

Under the CLFZ system, various line agencies at the MMDA level must collaborate to facilitate and support community activities. The pilot activities revealed that district officers had neither a deep understanding on the definition of child labour nor sufficient knowledge of how to identify specific cases of child labour, including at-risk cases. Training on the referral system is conducted only for the social welfare officer but not for the other officers. As district officers from other line agencies, such as health, IDS, and CHRAJ, often receive reports directly from the community people when visiting communities, it is important to foster a consensus by providing a common set of training among the relevant district officers concerned.

For example, with regard to awareness-raising activities, although many district line agencies are involved, the information to deliver is not standardised, and it does not include methods for identifying child labour or managing the flow of referrals after identification. As the CCPC could conduct monitoring activities and successfully identify various cases of child labour and at-risk of child labour by receiving minimum training opportunities under our pilot activities, the training material that was developed under this study was useful and effective to strengthen the understanding of child labour. The set of training materials used for this study could be shared among various stakeholders.

#### **8) Public-private coordination platform at MMDA level**

Significant progress made by the CLFZ Guidelines concerned the setting up of standardised indicators, which enabled all the concerned stakeholders to follow the necessary steps to establish a necessary structure concerning the elimination of child labour and the protection of children's rights. While the unit of zoning is to be reduced to the Area council level, coordination and collaboration among the government agencies and various development partners active in the same MMD are still key to the establishment of CLFZs. It was found that the major challenge is to share information on communities not only among district line agencies but also with external development partners including NGOs, the business sector, and international organisations, to coordinate the interventions of each actor efficiently and effectively.

Establishing a multi-stakeholder platform at the MMD level is an option. The purpose of having such platform with the participation of the local government administration and private development partners is to share a consensus on the relevant district's current situation, develop a common outreach strategy to accelerate activities, and bring all the communities in the district to the level set by CLFZ requirements. If all the stakeholders operating in the same district could appropriately divide their roles and areas of responsibilities among themselves, interventions could be delivered more efficiently, which may reduce operational costs. As resource mobilisation is always a challenge, the establishment of a new and common funding mechanism at the district level could be considered.

#### **9) A system to add value to products made in CLFZs**

With the realisation of CLFZs, it would be possible to confirm that the products made in CLFZs have a vastly lower risk of child labour; this is of great value to the business sector, which is required to validate that their supply chain does not involve child labour and human rights violations. Companies are required to respond to human rights due diligence, but at this stage, human rights due diligence itself is still in the introduction phase for many companies, and they do not have concrete measures in place. Introducing a system that makes clear demonstration of the products produced in CLFZ – particularly with high international demand, such as cocoa and gold – and if a system is introduced where the assessment and certification process conducted in CLFZs can serve as proof that human rights due diligence has been conducted, it would increase the business sector's motivation to build CLFZs. Therefore, once it can be proved that CLFZ system is functional and effective to ensure that the materials are produced in the area where necessary measures are properly taken for eliminating child labour, it is possible to encourage more investment from the business sector applying budget secured for the purpose of conducting human rights due diligence for accelerating and expanding CLFZ nationwide. In addition, it could be also an idea to allocate a part of LID accumulated by the sales of cocoa for the purpose of setting up necessary structures to achieve CLFZs if cocoa sector partners can benefit from the establishment of CLFZ.

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# Appendix 1

## List of Interviewees

## Appendix 1 List of Interviewees

### List of Interviewees

Organization	Department	Title (only those known)	
Government of Ghana			
CHIRAJ	District Office (Atwima Mponua District)	District Director	
	Municipal Office (Bibiani-Anhwiaso-Bekwai Municipality)	Municipal Director	
COCOBOD	-	Chief Executive	
	-	Deputy Chief Executive	
	Research and Development	Director (NSCCL focal person)	
	Cocoa Health and Extension Division (CHED)		District Cocoa Officer (Atwima Mponua District)
			Municipal Cocoa Officer (Bibiani-Anhwiaso-Bekwai Municipality)
Cocoa Marketing Company Ghana Limited	-	Managing Director	
Ghana Education Service	Administration	Director	
	Partnerships & Affiliations	Director	
	Basic Education - Schools & Instruction Div. - Guidance and Counselling Div.	-	-
		-	-
	Atwima Mponua District Office		Director
			School Improvement Support Officer
	Bibiani-Anhwiaso-Bekwai Municipal Office		Human Resource Officer
			Financial Administration Officer
		Girl's Education Officer	
Complementary Education Agency (CEA)	-	Director	
	-	PR Officer	
Ghana Health Service	-	District Director (Atwima Mponua District)	
	-	Municipal Director (Bibiani-Anhwiaso-Bekwai Municipality)	
Ghana Police Service	DOVVSU	Investigator (Atwima Mponua District)	
		Station Officer (Atwima Mponua District)	
		Investigator	

## Appendix 1 List of Interviewees

Organization	Department	Title (only those known)	
		(Bibiani-Anhwiaso-Bekwai Municipality)	
		Station Officer (Bibiani-Anhwiaso-Bekwai Municipality)	
Minerals Commission	-	Chief Executive	
	Gender and International Desk	Gender and International Officer (NSCCL Focal Person)	
Ministry of Employment and Labour Relations	-	Minister of Employment and Labour Relations	
	-	Chief Director	
	Labour Department		Chief Labour Officer
			Head of Chid Labour Unit
	PPME	Deputy Director (NSCCL Focal person)	
	Municipal Labour Office (Bibiani-Anhwiaso-Bekwai Municipality)	Municipal Labour Officer	
Ministry of Food and Agriculture	Extension Service Department	Director	
		Deputy Director	
		Officer at Livelihood Unit (NSCCL focal person)	
Ministry of Gender, Children and Social Protection	Department of Children	Assistant Project Officer	
	Department of Social Welfare	Assistant Director	
	Human Trafficking Secretariat (HTS)	Head	
	LEAP Secretariat	Acting Head	
		Payment & Reconnaissance Support Officer	
Social Protection	Director		
NCCE	District Office (Atwima Mponua District)		
	Municipal Office (Bibiani-Anhwiaso-Bekwai Municipality)	Director	
		Field Officer	
Office of the Head of Local Government Service	-	Head of Service	
	-	Chief Director	
The Council for Technical and Vocational Education and Training COTVET	-	Interim Director	

## Appendix 1 List of Interviewees

Organization	Department	Title (only those known)
Atwima Mponua District	-	District Coordinating Director
	Gender Desk	Gender Desk Office
	Information Service Department	Information Officer
	Planning Unit	Planning Officer
		Budget Officer
	Social Welfare	Senior Social Welfare Officer
Senior Community Development Officer		
Bibiani-Anhwiaso-Bekwai Municipality	-	Municipal Coordinating Director
	Food & Agriculture Department	Municipal Extension Officer
		Technical Officer
	Information Service Department	Information Officer
	Planning Unit	Assistant Planning Officer
		Assistant Budget Analyst
		Assistant Statistician
	Social Welfare	Senior Social Welfare Officer
		Senior Social Development Officer
		Senior Social Development Assistant
<b>Governments /Agencies</b>		
Embassy of Switzerland in Ghana	-	Acting Head of Cooperation
EU	Macroeconomic and Trade Section, Delegation to Ghana	Programme Officer (Economic and Social Sustainability),
GIZ	Sustainable Cocoa Initiative Support Program	Technical Adviser
Government of Netherland	Ministry of Foreign Affaires	-
	Ministry of Social Affairs and Employment	-
United States Department of Labor (USDOL), Bureau of International Labor Affairs (ILAB), Office of Child Labor, Forced Labor and Human Trafficking (OCFT)	Technical Assistance and Cooperation Unit	Deputy Director
		International Relations Analyst
	Monitoring, Evaluation, Research and Learning Unit	Division Chief
	Technical Assistance and Cooperation Unit Africa division	International Relations Analyst
Research and Policy Unit	-	
<b>International Organizations/Donors</b>		
The Food and Agriculture Organization (FAO)	Head Quarter, Inclusive Rural Transformation and Gender Equity Division	Child Labour Expert

## Appendix 1 List of Interviewees

Organization	Department	Title (only those known)
	Africa Regional Office	Child Labour Specialist
	Ghana Cocoa project	Focal Point for Child Labour
International Labour Organization (ILO)	Head Quarter	Child Labour Senior Officer
	ILO Regional Office for Africa	Chief Technical Advisor
United Nation's Children's Fund (UNICEF)	Ghana Office	Child Protection Specialist
World Bank	Head Quarter, Environment and Social Implementation Support Unit	Global Lead of Rollout of Child Labor Conditions in WB projects
		Ghana World Bank program; Lead Child Labor aspects of WB projects; Gender and Women's Empowerment
	Ghana	Senior Economist, Ghana Lead of WB programs on Sustainability and Environment
		Senior Social Development Specialist (Focal Point, Child Labour)
		Senior Social Protection Specialist
		Task Leader, Ghana Productive Safety Net Project (GPSNP),
Producer's Association		
General Agricultural Workers Union (GAWU)	-	Deputy General Secretary
Enterprises		
Enveritas	-	Project Manager
Mondelēz International	Cocoa Life Program (Switzerland)	Monitoring and Evaluation Manager
	Cocoa Life Program (Global)	Technical Manager
	Cocoa Life Program (Ghana)	Country Lead
Program Manager, Community Development		
Kuapa Kokoo (Farmers Cooperative Union)	Child Labour Department	Head of Child Labour Department
	-	Child Labour Officer
NGO/CSO		
CARE International Ghana	-	District Project Officer
Child Rights International	-	District Community Development Officer
Codesult Network	-	Executive Director
	-	Project Coordinator

## Appendix 1 List of Interviewees

Organization	Department	Title (only those known)
Ghana Civil-society Cocoa Platform (GCCP)	-	Coordinator
International Cocoa Initiative (ICI)	-	Executive Director
	Policy and Partnerships	Director
	Ghana	Country Director
Mighty Earth	Japan	Country Director
	USA	Cocoa and Africa Team
M.V. Foundation	-	National Convener
Nature Aid Ghana	-	Executive Director
Solidaridad	West Africa	Manager
	Japan	Head of the Secretariat
Stop Child Labour	Work: No Child's Business program	Program Manager
VOICE Network	-	Managing Director
Winrock International	Human Rights, Education and Empowerment	Program Officer
	MATE MASIE Project	Project Director
		Capacity Building Specialist
Platform/Industry Organization		
Belgian platform Beyond Chocolate (BISCO)	-	Program Manager
Dutch Initiative on Sustainable Cocoa (DISCO)	-	Program manager
German Initiative on Sustainable Cocoa (GISCO)	-	Executive Secretary
Swiss Platform for Sustainable Cocoa (SWISSCO)	-	Executive Director
	-	Scientific Collaborator
World Cocoa Foundation (WCF)	-	President
	Ghana Office	Country Director
		Country Relations Associate

# Appendix 2

List of Government Programs  
and Structures Relevant to the  
CLFZ indicators













## Appendix 2 List of government programs and structures relevant to the CLFZ indicators

MELR: Ministry of Employment and Labour Relations MOGCSP: Ministry of Gender, Children and Social Protection MOE: Ministry of Education GES: Ghana Education Service CEA: Complementary Education Agency COTVET: Council for Technical and Vocational Education MLGRD: Ministry of Local Government and Rural Development LGS: Local Government Service NDPC: National Development Planning Commission	MOFA: Ministry of Food and Agriculture MOFAD: Ministry of Fisheries and Aquaculture Development MoH: Ministry of Health MoCTA: Ministry of Chieftaincy and Traditional Affairs NCCE: CHRAJ: MC: Minerals Commission RCC: Regional Coordinating Council MMDA: Metropolitan, Municipal and District Assembly
Child labour sensitization by other institutions under NPA2: Trades Union Congress of Ghana (TUC-GH) ,Ghana National Association of Teachers (GNAT) ,General Agricultural Workers Union (GAWU), Ghana Employers Association (GEA) , Ghana Broadcasting Corporation (GBC), Ghana Journalist Association (GJA), Network of Social Mobilization Partners Against Child Labour (SOMOPAC) ,Ghana NGO Coalition on the Rights of the Child (GNCRC) ,Ghana Pentecostal and Charismatic Council (GPCC) , Christian Council of Ghana, National Leadership of the Catholic Church, Federation of Muslim Councils (FMC), etc.	

# Appendix 3

## Matrix of Interventions by Private Sector and NGOs

## Matrix of Interventions by private sector and NGOs

Directory: ●: Yes/ Yes, regularly/ Yes, documented / △: Yes, but not regular/ Yes, but not documented/ Yes, but not documented / Yes, but only SMC/PTA /Yes, but using local resources / -: No

CLFZ Indicators	Private Sector					NGOs						
	ICI	Mondelēz Cocoa Life	Barry Callebaut	Tuton	Kuapa Kokoo	Child Rights Int'l.	Care Int'l.	Codesult Network	Nature Aid Ghana	Fairtrade Africa	ACE/CRADA	
A1	Regular <b>awareness raising activities</b> on child labour conducted in the community (at least one in a quarter)	●	●	●	-	●	●	●	●	●	●	
B1	Formulation of <b>community regulations</b> on child protection (documented/verbal)	△	△	●	-	●	△	●	●	△	●	
C1	Establishing <b>community register</b> system in the community	△	●	●	-	●	-	●	●	-	-	
C2	<b>Setting up of</b> Community Child Protection Committee (CCPC) in the community	●	●	●	●	●	●	●	●	●	●	
C6	Provide <b>trainings and/or technical support for CCPC</b> members	●	●	●	-	●	●	●	●	●	●	
C6	Provide <b>logistical support for CCPC</b> members	●	●	●	-	●	●	●	●	●	●	
C6	Provide <b>remuneration for CCPC</b> members	●	-	-	-	-	-	-	-	-	-	
C7	Formulation of <b>Community Action Plan (CAP)</b> contributing to eliminate child labour and/or protection of children's rights	△	●	△	-	●	●	●	●	△	△	
D1	<b>Work with local government service providers</b> for case management of children affected by child labour, child trafficking or any abuse	●	●	●	-	●	●	●	●	●	●	
	<input type="checkbox"/> <b>Social welfare and Community Development</b>	●	●	●	-	●	●	●	●	●	●	
	<input type="checkbox"/> <b>Education Service</b>	●	●	●	-	●	●	●	●	●	●	
	<input type="checkbox"/> <b>Health Service</b>	●	●	-	-	●	●	●	-	●	●	
	<input type="checkbox"/> <b>Police/DOVVSU</b>	-	●	-	-	●	●	●	●	-	●	
	<input type="checkbox"/> Cocobod	-	-	-	-	-	●	-	-	-	-	
	<input type="checkbox"/> Others (Specify)											
	<input type="checkbox"/> Labour	●	-	-	-	-	●	●	-	-	-	
	<input type="checkbox"/> NCCE	-	-	-	-	-	●	-	-	-	-	
	<input type="checkbox"/> Planning	-	-	-	-	-	-	-	●	-	-	
	<input type="checkbox"/> CHRAJ	-	-	-	-	-	●	-	-	-	-	
	<input type="checkbox"/> Business Advisory Council	-	-	-	-	-	-	●	-	-	-	
	<input type="checkbox"/> Assembly members	-	-	-	-	●	-	-	-	-	-	
	<input type="checkbox"/> NHIS	-	-	-	-	●	-	-	-	-	●	
	<input type="checkbox"/> Department of Cooperative	-	-	-	-	-	-	-	-	-	-	
D2	Provision of <b>remediation packages</b> (packages to support children, families and farmers to mitigate difficult situations)	●	●	●	●	●	●	●	●	●	●	
	<input type="checkbox"/> Farmer training on improving cocoa production	●	●	●	●	●	-	-	-	-	●	
	<input type="checkbox"/> Providing farm inputs	●	●	●	●	●	-	-	-	-	-	
	<input type="checkbox"/> <b>Income generation activities apart from cocoa production</b>	●	●	●	●	●	●	-	-	●	●	
	<input type="checkbox"/> <b>Village savings and loan scheme</b>	●	●	●	●	-	●	-	●	●	●	
	<input type="checkbox"/> <b>Training of household financial management</b>	●	●	-	●	●	●	●	-	●	●	
	<input type="checkbox"/> <b>Build capacity of/provide support for farmer organizations/cooperatives</b>	●	●	-	●	●	-	●	-	●	-	
	<input type="checkbox"/> <b>Provision of school logistics for children</b>	●	●	●	●	●	-	●	●	●	●	
	<input type="checkbox"/> <b>Family counselling and support</b>	●	●	●	●	●	-	●	-	●	●	
	<input type="checkbox"/> Others (Specify)											
	<input type="checkbox"/> Apprenticeship program	●	-	-	-	-	-	-	-	-	-	
	<input type="checkbox"/> Water facilities	-	-	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> Hospital items	-	-	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> Training on Nutrition for individual family	-	-	-	-	●	-	-	-	-	-	
	<input type="checkbox"/> Health insurance for farmers (GHS 100/annual)	-	-	-	-	●	-	-	-	-	-	
	<input type="checkbox"/> Free healthcare to membership farmers through KK owned medical centre	-	-	-	-	●	-	-	-	-	-	
	<input type="checkbox"/> Provision of Birth Certificates to all children who don't have	-	-	-	-	-	-	-	-	●	●	
C3	<b>Activation of</b> School Management Committee (SMC) and PTA in community schools	●	●	△	-	●	●	△	△	●	●	
E2	<b>Construction/renovation of school buildings and infrastructure</b>	△	●	-	●	●	-	-	●	-	△	
	<input type="checkbox"/> School building	△	●	-	●	●	-	-	-	-	△	
	<input type="checkbox"/> Classroom blocks	△	●	-	●	●	-	-	-	-	△	
	<input type="checkbox"/> Teachers cottage	-	●	-	-	●	-	-	-	-	△	
	<input type="checkbox"/> Toilet facilities at school	△	●	-	●	-	-	-	-	-	△	
	<input type="checkbox"/> Teaching materials, desks and chairs	-	●	-	●	-	-	-	●	-	-	
	<input type="checkbox"/> Others (Specify)											
	<input type="checkbox"/> ICT with computers	-	●	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> Playgrounds	-	-	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> School Fruits gardening projects	-	-	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> Establish Child Labour Ambassadors (Children's Group)	-	-	-	●	-	-	-	-	-	-	
	<input type="checkbox"/> Health facility	-	-	-	-	-	-	-	-	-	-	
E3	Support in <b>teacher allocation</b>	-	-	-	-	●	-	-	●	-	-	
E4,E5	Set up <b>system to monitor school enrolment and attendance</b> at community schools.	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> Enrolment:	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> Primary	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> JHS	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> Attendance:	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> Primary	●	●	-	-	●	-	-	●	-	●	
	<input type="checkbox"/> JHS	●	●	-	-	●	-	-	●	-	●	
-	<b>Indicators for</b> measuring the outcomes and impacts of interventions/programs											
	<input type="checkbox"/> <b>Number of child labour</b>	●	●	●	-	●	●	●	●	●	●	
	<input type="checkbox"/> <b>Number of out of school children</b>	●	●	●	-	●	-	●	-	●	●	
	<input type="checkbox"/> <b>Number of farmers supported</b>	●	●	●	-	●	-	●	-	●	●	
	<input type="checkbox"/> <b>Number of families supported</b>	●	●	-	-	●	●	●	●	-	●	
	<input type="checkbox"/> Others (Specify)											
	<input type="checkbox"/> Number of children supported by remediation	●	-	-	-	-	-	-	-	●	●	
	<input type="checkbox"/> Number of farmers sensitized on child labour	-	-	-	-	-	-	●	-	-	-	
	<input type="checkbox"/> Number of district and community governance structures established	-	-	-	-	-	-	●	-	-	-	
	<input type="checkbox"/> Number of children enrolled and retain in school	-	-	-	-	-	-	●	●	-	-	
	<input type="checkbox"/> Strengthened towards child labour prevention and child protection child labour prevention and child protection	-	-	-	-	-	-	●	-	-	-	
	<input type="checkbox"/> Number of functional advocacy & awareness creation group/committee	-	-	-	-	-	-	●	-	●	-	
-	Existing programs in Atwima Nponua Districts (Ashanti Region)	●	●	-	-	●	-	●	-	-	●	
-	Existing programs in Bibiani-Anwhiaso-Bekwai Municipality (Western North Region)	●	-	-	-	●	●	●	●	-	-	

\*Combining the responses from questionnaire submitted in August and November 2021 by 2 different persons

\*\* Combining the responses from questionnaire submitted in July, August and November 2021 by same person in charge



Appendix 4  
Preliminary Community  
Data Collection Report

## **Results of Preliminary Community Data Collection in the Target Areas**

### **1. Target areas of pilot activities**

- ① **Bibiani-Anhwiaso-Bekwai Municipality**  
(Western North Region)
- ② **Atwima Mponua District**  
(Ashanti Region)



### **2. Purpose of Data Collection**

- To capture the current status of the condition of Child Labour Freezone (CLFZ) in each community in the pilot districts
- To select target communities to carry out the pilot activities in each pilot district

### **3. Method of Data Collection**

Based on the CLFZ Protocols and Guidelines, 12 basic indicators among 36 comprehensive indicators were selected to identify the data to be collected in the communities.

1. Regular awareness raising activities	7. Referral system
2. Community regulations	8. Remediation package
3. Community register	9. SMC/PTA
4. Establishment of CCPC	10. School infrastructure and facilities
5. CCPC training	11. Teacher allocation for primary
6. Community Action Plans	12. Teacher allocation and JHS

- Information on the current situation of each community relevant to the above-mentioned 12 basic indicators of CLFZ was collected using the simple questionnaire format. (The questionnaire format is attached at the end of this paper.)
- Among the total number of communities in each municipality and district, the epi-centre communities which has common facilities, such as primary school, shared among surrounding small communities were selected as the target communities for the data collection.
- The team consists of the staff of municipal/district line agencies and the JICA's local field consultants visited the target communities and collected information from the key informants at the community, mainly traditional chief and opinion leaders, members of committees, school headmaster and teachers.

## Appendix 4: Preliminary Community Data Collection Report

- Information collected from the communities were scored and entered into the excel file for aggregation.
- The status of each community was scored on a 24-point scale, with two points given when implemented (or maintained), one point in partially implemented, and 0 points if not implemented at all.
- Each community was given the grades based on the scores. The final grading criteria as set out in the CLFZ guidelines (on page 10) were tentatively adopted for grading.

### Grading of communities for preliminary community data collection

Grade	%	Points
A	90% ↑	21-24
B	80-89%	19-20
C	70-79%	16-18
D	69% ↓	13-15
E		10-12
F		0-9

#### 4. Limitations

Analysis and grading were done based on data and information which were collected only through the interview with the key informants at the community level. So, some of the data and information might be insufficient or even not correct. If the additional data and information would be collected, the grading could be changed.

#### 5. Results and Findings

The aggregate found that communities that met the 70% or higher criteria required for CLFZ declaration were significantly lower at 33% in AMDA and 14% in BABMA (see table below). In addition, because the majority of communities are lower than Grade C, they were then further subdivided into Grades D, E, and F. An integrated analysis of additional information collected from external support organizations (NGOs, cocoa sector partners, etc.) also found that almost all communities classified as Grade A through C received some form of external support. While some communities in Grade D also received external support, many E and F-Grade communities did not receive any external support; how they then reach out to communities with limited interventions will be key to the future development of CLFZs.

## Appendix 4: Preliminary Community Data Collection Report

### 【Atwima Mponua District (AMDA)】

Grade	%	Points	No.	%	
A	90% ↑	21-24	7	6%	33%
B	80-89%	19-20	12	11%	
C	70-79%	16-18	18	16%	
D	69% ↓ (+External Assistance)	13-15	34 (13)	31% (12%)	31%
E		10-12	19	17%	35%
F		0-9	20	18%	
Total			110	-	-

### 【Bibiani-Anhwiaso-Bekwai Municipality (BABMA)】

Grade	%	Points	No.	%	
A	90% ↑	21-24	2	2%	14%
B	80-89%	19-20	4	5%	
C	70-79%	16-18	6	7%	
D	69% ↓ (+External Assistance)	13-15	26 (3)	32% (%)	70%
E		10-12	31	38%	
F		0-9	13	16%	16%
Total			82	100%	

In addition, the results of the classification of grades for AMDA and BABMA are shown in the table on the next page. Tano Dumase Area Council in the AMDA, wherein ACE and CRADA conducted the SMILE Ghana project, have a relatively high grade, while more than half of the communities in Kuffour Camp and Serso Timpom are classified as Grade C or better (=placed above in the grade scale), while more than 70% of Agogoso's communities are below D, and more than 30% of Mpasastia's communities are in Grade F. In the BABMA, there are a few communities that are graded in Grade A–C, including communities such as Bibiani and Awaso that belong to Grade D or lower, with the data showing that there are many issues to be addressed for declaring CLFZs as district/municipal basis.

## Appendix 4: Preliminary Community Data Collection Report

### 【Atwima Mponua District (AMDA)】

Area Council	# of communities	A-C	D	E	F
Nyindahin	4	25%	50%	25%	-
Adobewura	7	14%	43%	14%	28%
Anyinamso	15	33.3%	27%	20%	20%
Agogoso	7	14.3%	71%	14%	-
Otaakrom	9	16.6%	44%	0%	25%
Kuffour Camp	11	54.5%	27%	18%	-
Tano Dumase	8	87.5%	13%	0%	-
Bayerebon	7	42.9%	14%	14%	28.5%
Mpasastia	6	16.7%	17%	33%	33.3%
Serso Timpom	9	57.1%	22%	11%	14.3%
Akonkye	13	23%	23%	38%	15.4%
Wansamire	14	21.4%	36%	14%	28.6%

### 【Bibiani-Anhwiaso-Bekwai Municipality (BABMA)】

Area Council	# of communities	A-C	D	E	F
Bibiani	10	-	40%	50%	10%
Ahniwaso	14	14%	29%	43%	29%
Asawinso	8	13%	25%	50%	25%
Awaso	5	-	20%	60%	20%
Bekwai	14	14%	36%	36%	29%
Humjibre	3	33%	33%	33%	-
Lineso	9	11%	44%	11%	44%
Subri	9	11%	33%	33%	33%
Wenchi	10	40%	20%	30%	50%

In addition, the achievement rate of each indicator is as follows. Deficits refer to items with particularly low achievement rates.

## Appendix 4: Preliminary Community Data Collection Report

### 【Atwima Mponua District (AMDA)】

CLFZ Criteria	Yes	CLFZ Criteria	Yes
(A1) Awareness Raising	73%	(D1) Referral System	83%
<b>(B2) Community Regulation</b>	<b>9%</b>	(D2) Remediation Package	89%
<b>(C1) Community Register</b>	<b>4%</b>	(C3) SMC/PTA	68%
<b>(C2) CCPC</b>	<b>22%</b>	<b>(E1+2) School Condition</b>	<b>14%</b> <b>(67%)</b>
(C6) CCPC Training	34%	(E3) School Teacher (PS)	55%
<b>(C7) Community Action Plan</b>	<b>3%</b> <b>(47%)</b>	(E3) School Teacher (JHS)	26%

### 【Bibiani-Anhwiaso-Bekwai Municipality (BABMA)】

CLFZ Criteria	Yes	CLFZ Criteria	Yes
(A1) Awareness Raising	63%	(D1) Referral System	99%
<b>(B2) Community Regulation</b>	<b>5%</b> <b>(43%)</b>	(D2) Remediation Package	92%
<b>(C1) Community Register</b>	<b>1%</b>	(C3) SMC/PTA	55%
<b>(C2) CCPC</b>	<b>19%</b> <b>(12%)</b>	<b>(E1+2) School Condition</b>	<b>14%</b> <b>(73%)</b>
(C6) CCPC Training	26%	(E3) School Teacher (PS)	77%
<b>(C7) Community Action Plan</b>	<b>16%</b> <b>(19%)</b>	(E3) School Teacher (JHS)	58%

By clearly setting the indicators according to the guidelines, it was possible to understand the current status of the community level based on common indicators, as well as to identify and compare the current level by score and colour and to determine support needs in order to confirm that it is possible to match and coordinate support.

In addition, by including information on support received from district/municipal line agencies and interventions by external support organizations, it was possible to identify communities that have not received support or interventions, determine what activities and mechanisms should be built for each community to meet the CLFZ requirements, and confirm that it can be used to match and coordinate public services and external interventions necessary for the vulnerable communities (for more information, see the attached data collection survey results list). At present, information on interventions conducted by external organizations has not been fully understood, with information collected during direct interviews with some private companies and organizations (see 3.6 for details), in addition to information that the district/municipal department and agencies has recognized, being continually collected.

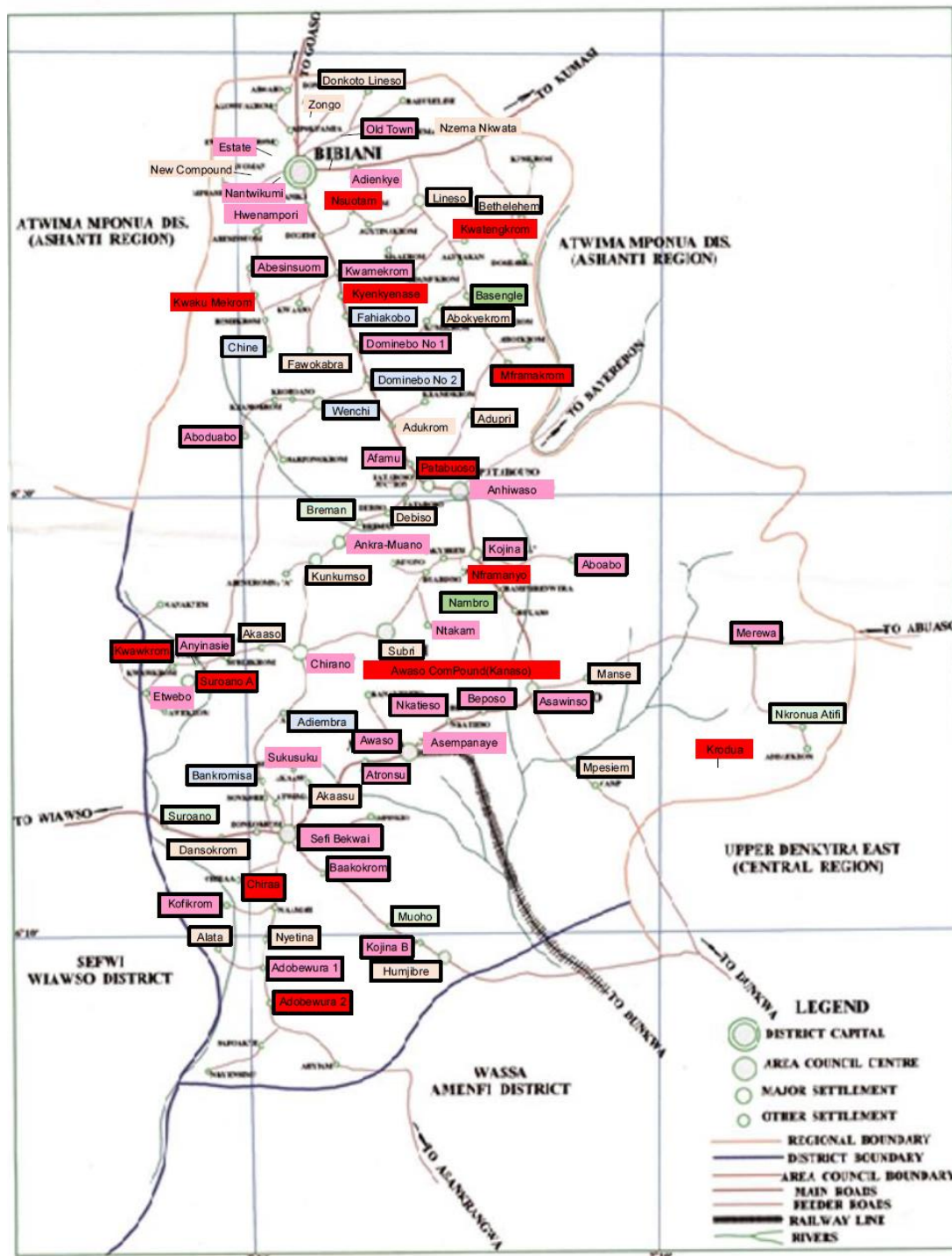
### 6. Mapping

Based on the results of the grading of communities in each target municipality and district,

➤ **All Communities with Grades (Colours): Bibiani Anhwiaso Bekwai Municipality**

Bibiani-Anhiwaso-Bekwai District, Western North Region Map

Grade A		Grade D		With external assistance	
Grade B		Grade E			
Grade C		Grade F			







## Appendix 4: Preliminary Community Data Collection Report

### Attachment:

#### Questionnaire for Community Baseline Survey on CLFZ Indicators

Date	
Name of Surveyer	
Name of Village (Community)	
Sub-Communities	
Name of Area Council	

Name of Respondent(s)				
Name of Village Chief				
Population	Female		Male	
Number of Households				
Number of Children under 18	Girls		Boys	

Q1. Are there regular awareness raising activities on child labour conducted in the community (at least one in a quarter)?

- Yes (If yes, who conducts the activities?: \_\_\_\_\_ )  
 No  
 Don't know

Q2. Are there community regulations (in any kind) on child protection?

- Yes, it is documented (Kindly provide a copy of it.)  
 Yes, but it is NOT documented (Please share the contents of the regulation)

--

- No  
 Don't know

Q3. Is there community register system in the community?

- Yes  
 No  
 Don't know

Q4. Is there a Community Child Protection Committee (CCPC) in the community?

- Yes (Kindly provide a list of CCPC members.)  
 Yes, but it is not functioning. (Kindly provide a list of CCPC members.)  
 No  
 Don't know

## Appendix 4: Preliminary Community Data Collection Report

Q5. Do the CCPC members receive any training or technical and logistics support from other stakeholder (e.g. local government, NGOs, etc.)?

- Yes (If yes, which stakeholder?: \_\_\_\_\_ )
- No
- Don't know

Q6. Is there any community plan contributing to eliminate child labour and/or protection of children's rights?

- Yes (If yes, what kind of plan? and kindly provide a copy of it)

- Yes, but it is NOT documented (Please share the contents of the plan which is related to child labour and child protection)

- No
- Don't know

Q7. Is the community accessible to the referral system (police, social welfare, etc) for children affected by child labour, child trafficking or any abuse?

- Yes (If yes, what type of system?: \_\_\_\_\_ )
- No
- Don't know

Q8. Is there any assistance mechanism/packages for the vulnerable children and families in the community? Eg. Provision of school logistics, support for income generation activities, LEAP, family counseling (including public and private support)

- Yes (If yes, what type of mechanism/packages provided by whom?: \_\_\_\_\_ )
- No
- Don't know

Q9. Are there both a School Management Committee (SMC) and PTA in place and active for the community school?

- Yes, both of them
- Yes, both of them are in place, but not very active
- No, but one of them is in place and active (kindly identify which: SMC / PTA)
- No, but one of them is in place but not active (kindly identify which: SMC / PTA)
- No, neither one is in place
- Don't know

Q10. How is the condition of community (primary) school?  
(Please tick if the sentence applies the situation of the community school)

- School building is located with in a distance of 3.5-4km from the community epi-center
- There are separate classrooms for each of the classes
- School building is well-roofed
- No School in the community

## Appendix 4: Preliminary Community Data Collection Report

Q11-1. Is there at least a class teacher for each of the classes in a primary school?

Yes (How many teachers?)

No (How many teachers?)

Don't know

Q11-2. Is there at least a subject teacher for each subject in a JHS?

Yes (How many teachers?)

No (How many teachers?)

Don't know

Q12. How many out-of-school children are in the community?

Please provide the number

Don't know

Q13. Is there any incidence of child labour or at-risk-children reported within a year?

Yes (If yes, what is the number of reported cases?)

No

Don't know













# Appendix 5

## Training Took Kit

- ✓ Flipchart Materials (1)(2)(3)(4)
- ✓ Facilitator's Manual (1)(2)(3)
- ✓ Flipchart Materials (Short version)
- ✓ Facilitator's Manual (Short version)
- ✓ Posters

# Flipchart Materials

(1)(2)(3)(4)

**Government of Ghana/  
Government of Japan (JICA)  
Pilot activity for Implementing  
Child Labour Free Zone (CLFZ)**

**1<sup>st</sup> Community  
Sensitisation  
Workshop**

**Today's Timetable**

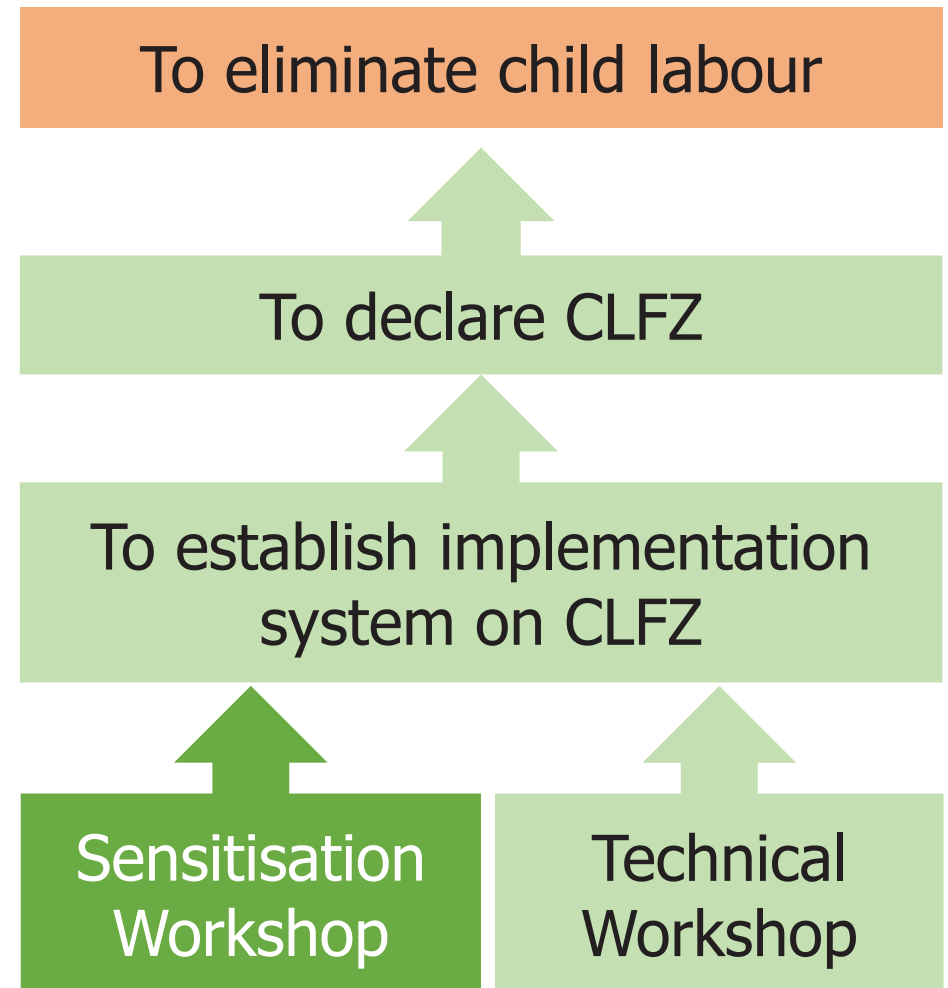
Time	Activity
9:30-10:00	Opening Session - Prayer - Introduction
10:00-12:00	1 <sup>st</sup> Session - What is Child Labour?
12:00-12:30	Break
12:30-14:00	2nd Session: - What is Child Labour Free Zone? - What should be done at the community level?
14:00	Lunch

# Introduction

# What is Child Labour Free Zone (CLFZ)?

- **Child Labour Free Zone (CLFZ)** is a geographical area (municipality/district) in which incidence of child labour is eradicated.
- For a zone to be declared as child labour free, **certain conditions, measures, structures, support system and facilities** must exist at both municipal/district and community levels.

## What is Pilot activity on Child Labour Free Zone (CLFZ) for?



## Topic of Workshops

	Month	Main Topic
1	August 2021	<ul style="list-style-type: none"> <li>- What is Child Labour? (Awareness Raising)</li> <li>- What is CLFZ?</li> </ul>
2	September 2021	<ul style="list-style-type: none"> <li>- What should be done at the community level?                             <ol style="list-style-type: none"> <li>1) Community Child Protection Committee (CCPC)</li> <li>2) Monitoring Activity</li> <li>3) Community regulation</li> <li>4) Referral system</li> </ol> </li> <li>- What is the role of SMC/PTA?</li> </ul>
3	October 2021	<ul style="list-style-type: none"> <li>- Review of school monitoring</li> <li>- What should be done at the community level?                             <ol style="list-style-type: none"> <li>1) Access to remediation package</li> <li>2) Community Action Plan</li> </ol> </li> <li>- Preparation for the assessment</li> </ul>
4	January 2022	<ul style="list-style-type: none"> <li>- Review of assessment</li> <li>- Way forward</li> </ul>

## Purpose of Today's Workshop

**To understand child labour and the concept of Child Labour Free Zone (CLFZ)**



## **1<sup>st</sup> Session**

# **What is Child Labour?**



# **What is the definition of child?**



**Have you ever  
heard the word  
“Child Labour”?**



**What do you  
know about  
“Child Labour”?**



**Photo 1**

**Is this “Child Labour”?  
If yes, why do you think so?**

## **Exercise**

# **How to identify “Child Labour”?**



## Photo 1

### Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

How heavy is the work according to the child?  
- Weight  
- Distance

Isn't the work dangerous for the child?

Are necessary protective measures (e.g. outfit) taken?



## Photo 2 Is this “Child Labour”? If yes, why do you think so?



## Photo 2

### Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

Isn't the work dangerous for the child?

Are necessary protective measures (e.g. outfit) taken?

Is there any risks and hazards?



## Photo 3

Is this “Child Labour”?  
If yes, why do you think so?



### Photo 3

## Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

How heavy is the work according to the child?  
- Weight  
- Distance

Isn't the work dangerous for the child?

Is there any risks and hazards?



### Photo 4

Is this “Child Labour”?  
If yes, why do you think so?



**Photo 4**

**Points for identifying "Child Labour"**

**How old** is the child?

**When** is the child working? Is the children going to **school**?

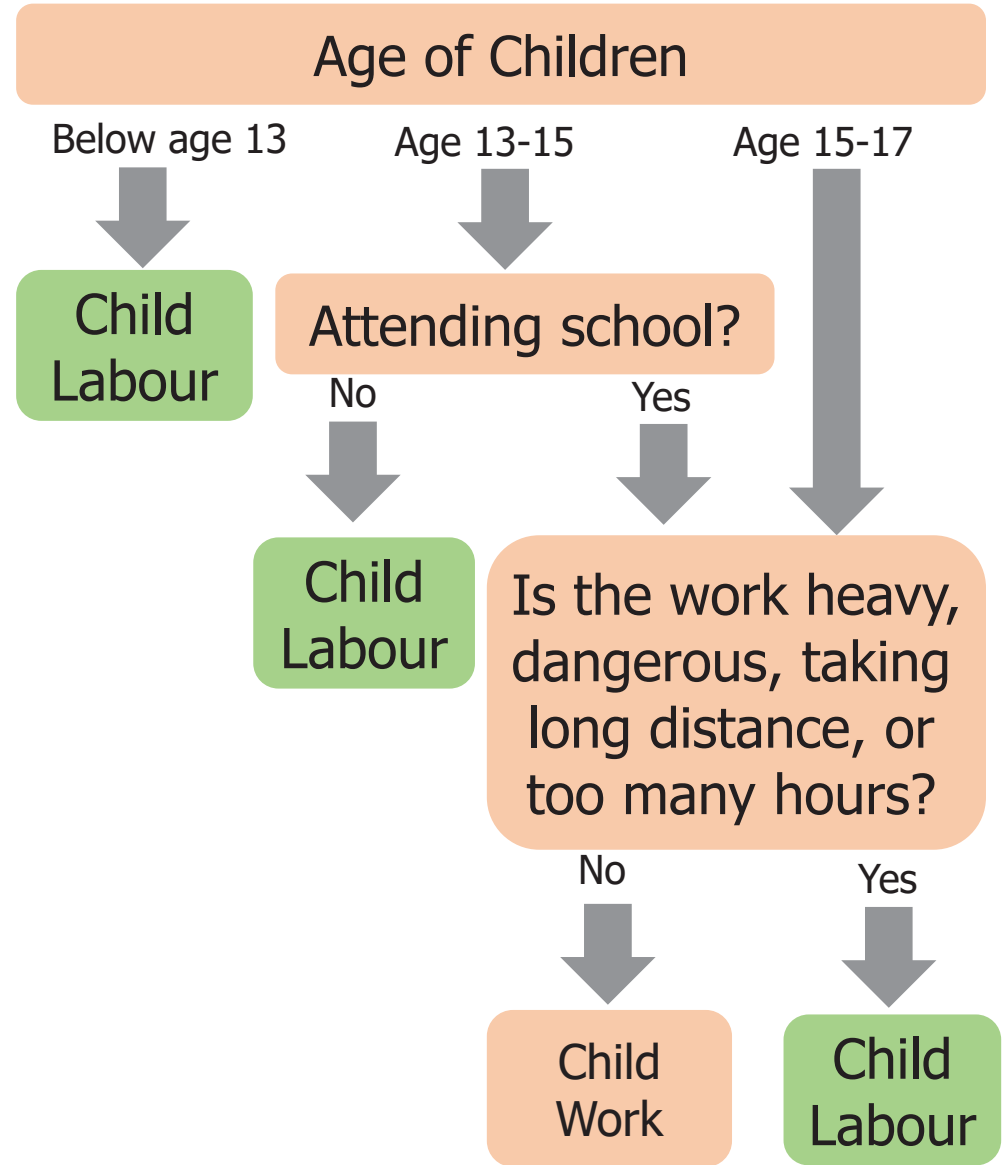
**How heavy** is the work according to the child?  
- Weight  
- Distance

Isn't the work **dangerous** for the child?

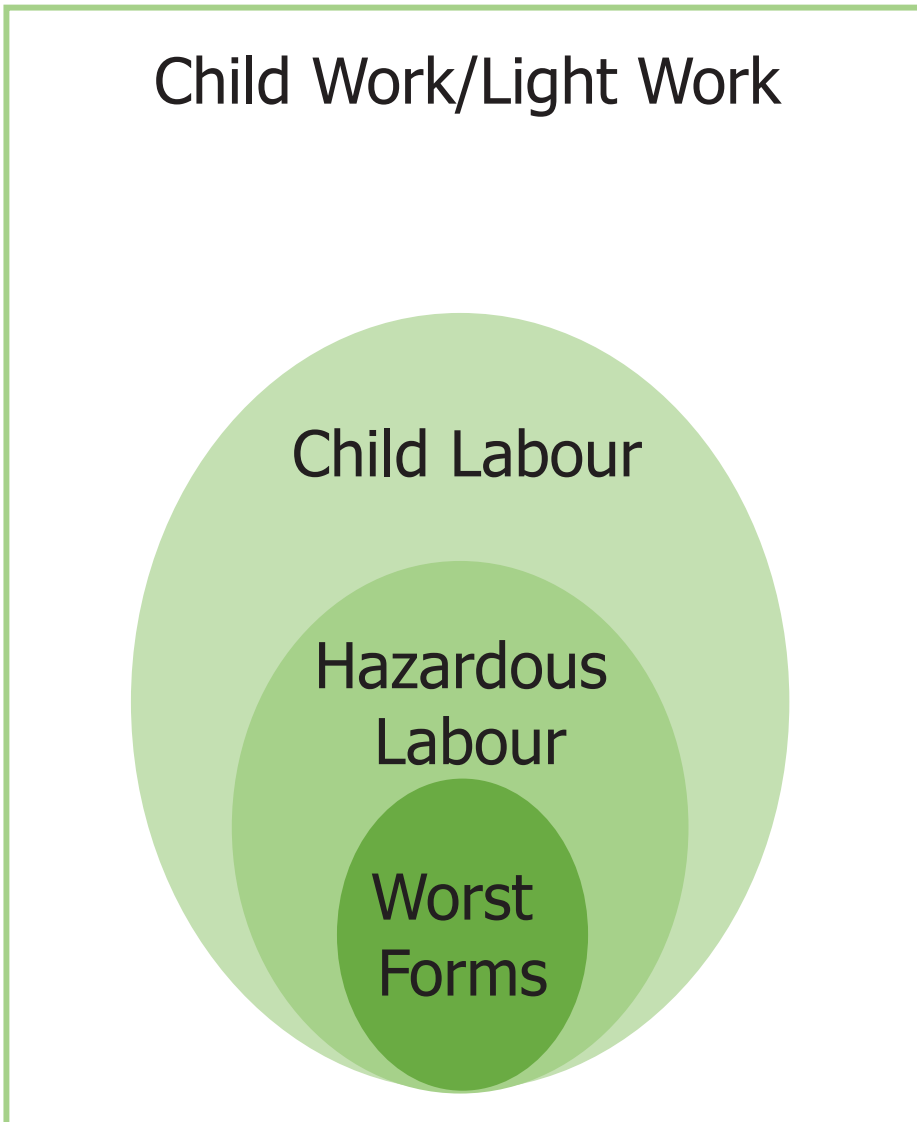
Are necessary **protective measures** (e.g. outfit) taken?



**Points for identifying "Child Labour"**



## Category of Child Labour



## ✗ Hazardous labour

Children's Act, No. 91, 1998

Work is hazardous when it poses a danger to the health, safety, or morals of a person

- a) Going to sea
- b) Mining and quarrying
- c) Porterage of heavy loads
- d) Manufacturing industries where chemicals are produced or used
- e) Work in places where machines are used
- f) Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior

## ✗ **Worst Forms of Child labour** ILO Convention No. 182, 1999

- a) All forms of slavery or practices similar to slavery
- b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties
- d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Hazardous Work)

## Why does child labour matter?

### <Internal Legal Framework>

- **Constitution of Ghana**

"every child has the right to be protected from engaging in work that constitutes a threat to his/her education or development"

- **Children's Act**

- **Hazardous Activity Framework**

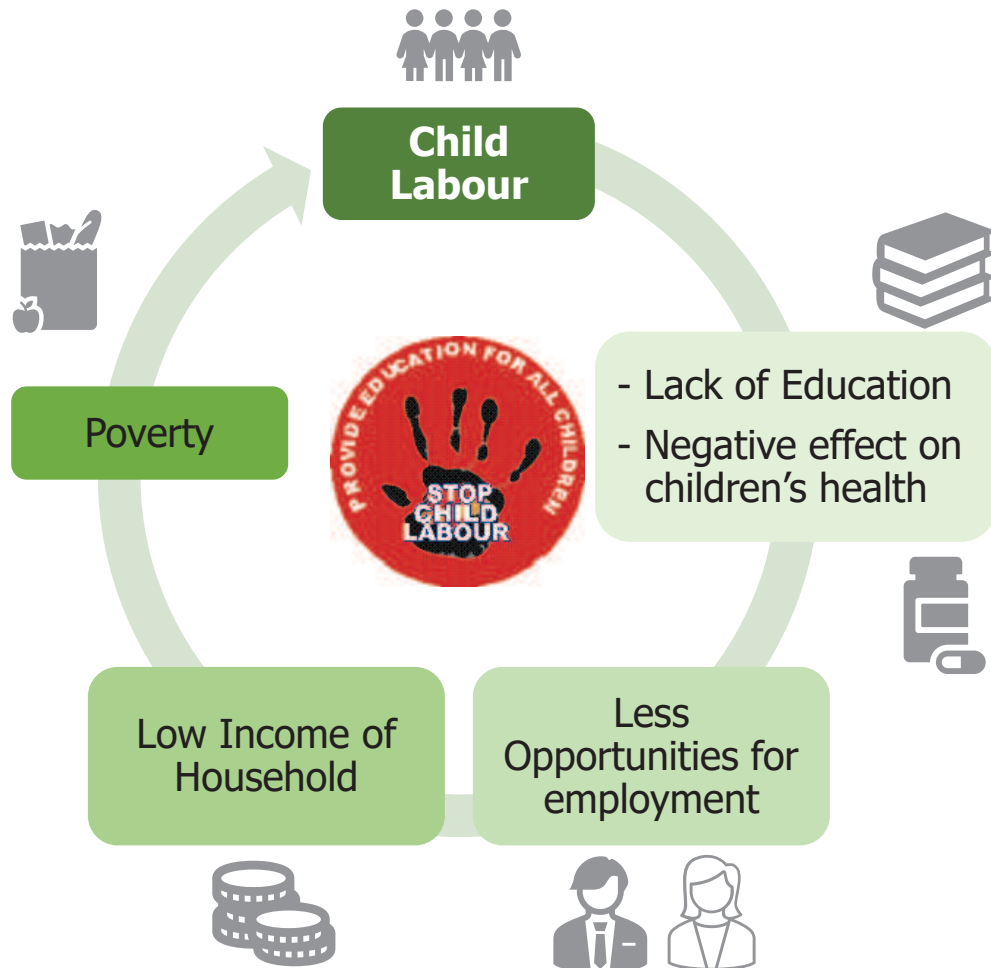
### <International Legal Framework>

- **ILO Conventions (No. 138, 182, 190)**

- **UN Convention on the Rights of Child**



## Vicious Cycle of Child Labour



## Discussion

**Are there children who are involved in child labour in your community?**



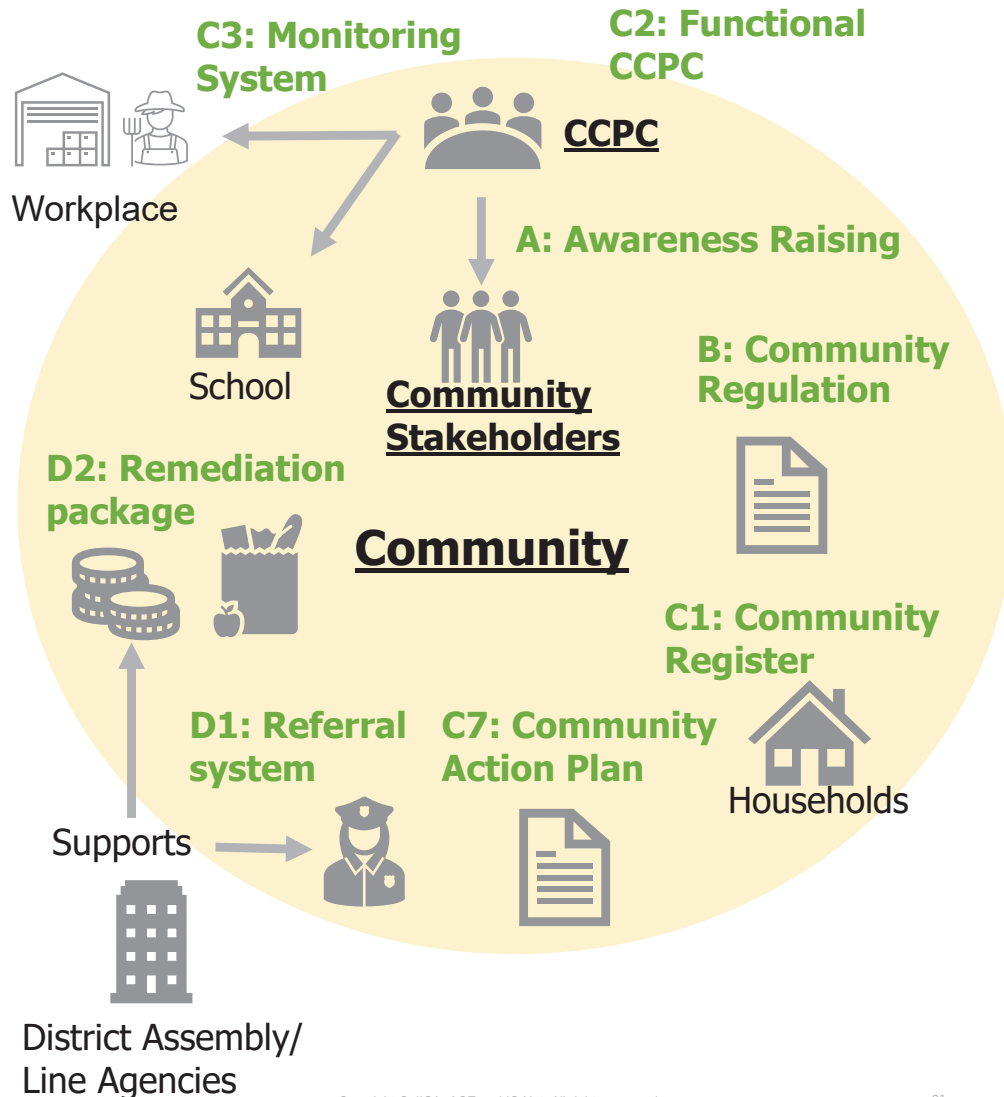
## 2<sup>nd</sup> Session

# Understanding of the concepts of CLFZs

## Definition of CLFZs:

- **Child Labour Free Zone (CLFZ)** is a geographical area (municipality/district) in which incidence of child labour is eradicated.
- For a zone to be declared as child labour free, **certain conditions, measures, structures, support system and facilities** must exist at both municipal/district and community levels.

# Basic Requirements of CLFZ System



# A. Awareness Raising



Regular awareness raising on child labour in the community (at least once in a quarter)

- Community members understand
  - child labour, basic concepts and impacts
  - Ghanaian laws in child labour
- Information Education Communication (IEC) materials (posters, stickers, billboards, banners, videos, documentaries, etc.) are visible in the community

Awareness creation has impacted positively on incidence of child labour

## B. Community Regulation



- Community rule/regulation is set.
- Community members are aware of the regulation and their sanctions.
- The regulation is functional.

## C-1. Community Register



- A community register covering all the households including children
- The register must be continuously updated (at least quarterly)

## C-2. Functional Community Child Protection Committee (CCPC)



Membership of CCPC may include:

- A representative of the Traditional Council, Unit Committee, Opinion Leader
- The queen mother
- Religious leader(s)
- An Assembly Member
- A representative of SMC/PTA, teacher
- A representative of Community Watchdog Committee
- A representative of youth group
- A representative of Women's association
- A representative of trade organization
- A children's representative

## C-3. Monitoring Activities (School and Workplace)

- **School Monitoring:** At least three CCPC members shall monitor enrolments, attendance and punctuality of pupils.
- **Workplace Monitoring:** At least three CCPC members shall monitor workplaces to ensure that children are not on the field during school going hours.

## C-7. Community Action Plan (CAP)



- For effective and sustainable elimination of child labour, the Community Action Plan (CAPs) on child labour is to be developed and implemented.

## D-1. Referral System



- Community should be aware of referral system so that whenever they identify any child labour, child trafficking or any abuse, they can easily follow the laid down procedure.

## D-2. Remediation Packages



- Access to several supports (remediation packages) such as LEAP, school feeding programme, school logistic supports should be ensured for children, their parents or guardians.

## Discussion

**To what extent  
does your  
community  
currently meet  
the  
requirements  
of CLFZ?**

## Results of Baseline Survey

Indicator	Results
A. Awareness raising	
B. Community regulation	
C1. Community register	
C2. Functional CCPC	
C6. CCPC training	
C7. Community Action Plan	
D1. Referral system	
D2. Remediation package	
C3. Functional SMC/PTA	
E2. School condition	
E3. Availability of teachers	

**Thank you!**  
**Me dase!**

**Government of Ghana/  
Government of Japan (JICA)  
Pilot activity for Implementing  
Child Labour Free Zone (CLFZ)**

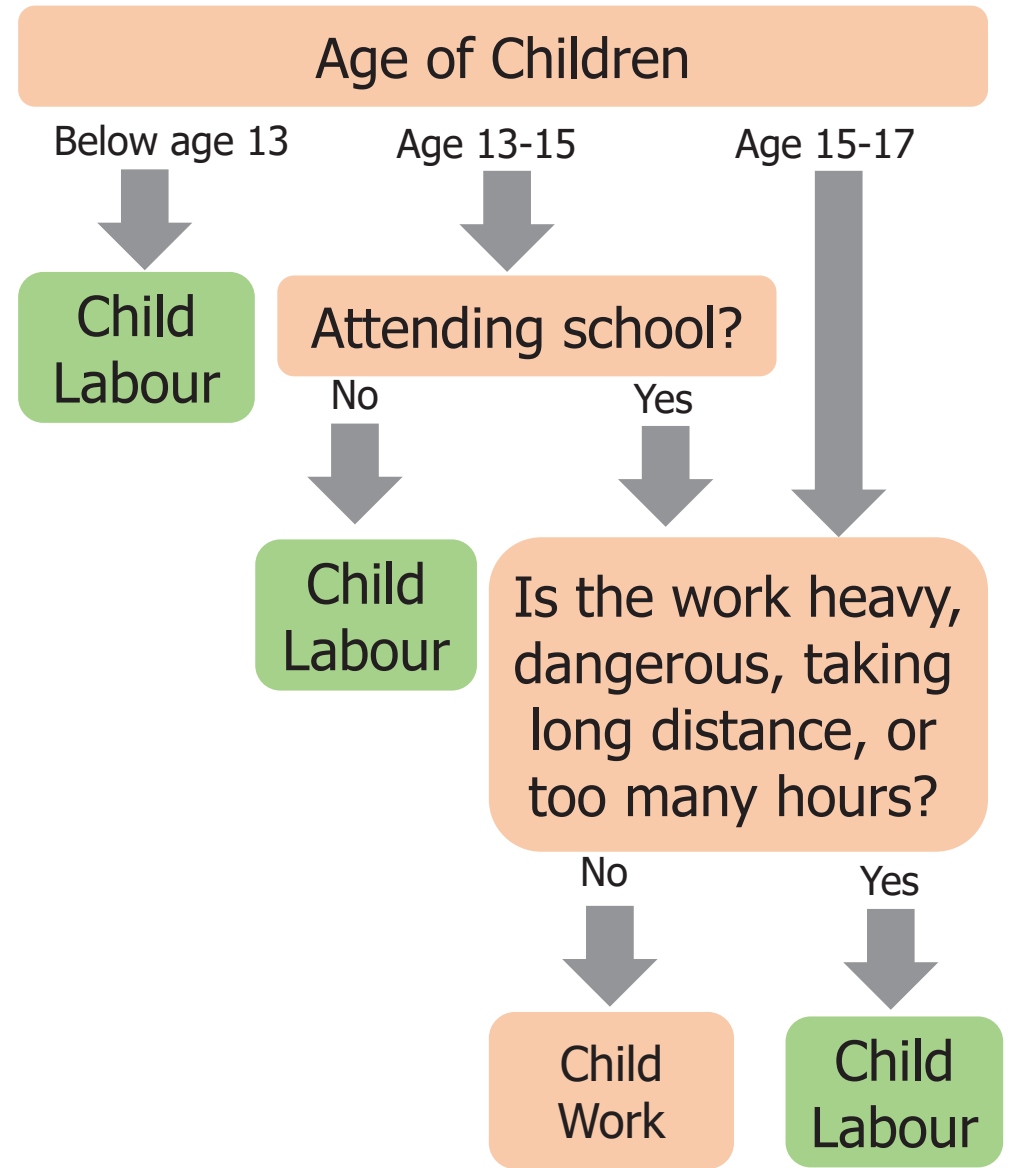
**2<sup>nd</sup> Community  
Workshop  
Day 1**

**Today's Timetable (Day 1)**

Time	Activity
9:30-10:00	Opening Session
10:00-11:15	1 <sup>st</sup> Session: CCPC
11:15-12:00	2 <sup>nd</sup> Session: Workplace Monitoring
12:00-12:30	Break
12:30-13:00	3 <sup>rd</sup> Session: Community Regulation
13:00-14:00	4 <sup>th</sup> Session: Community Action Plan
14:00	Lunch

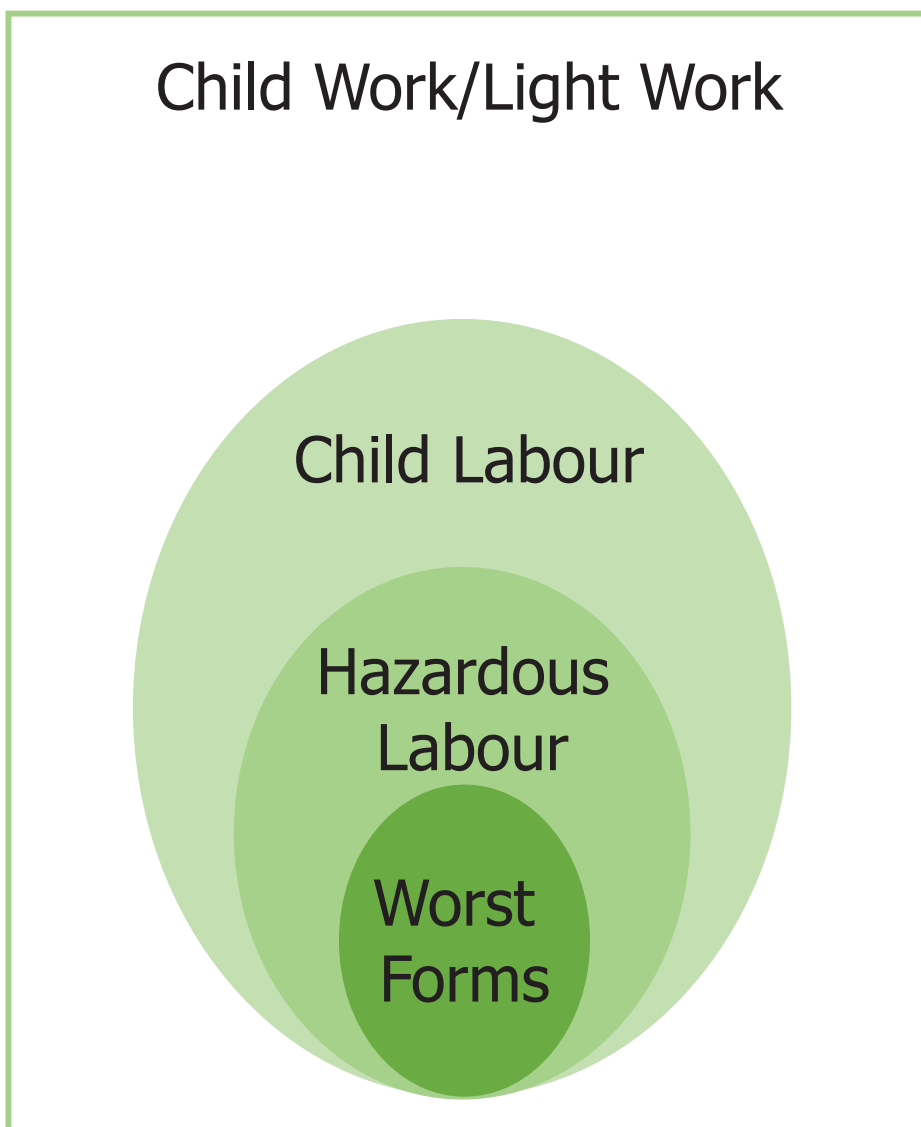
# Review of 1<sup>st</sup> community workshop

## Points for identifying “Child Labour”





## Category of Child Labour



## ✗ Hazardous labour

Children's Act, No. 91, 1998

Work is hazardous when it poses a danger to the health, safety, or morals of a person

- a) Going to sea
- b) Mining and quarrying
- c) Portering of heavy loads
- d) Manufacturing industries where chemicals are produced or used
- e) Work in places where machines are used
- f) Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior

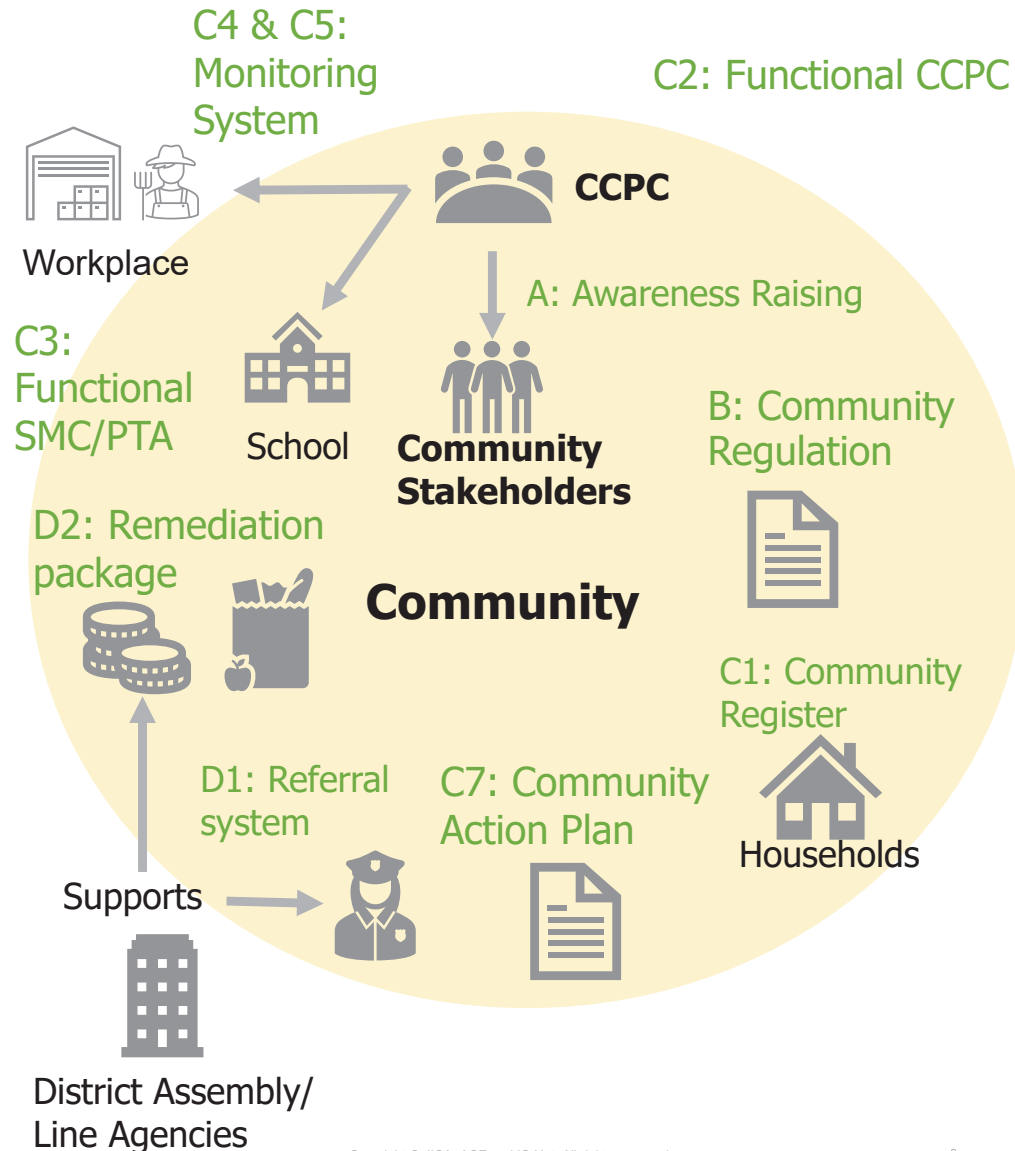
## ✗ **Worst Forms of Child labour** ILO Convention No. 182, 1999

- a) All forms of slavery or practices similar to slavery
- b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties
- d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Hazardous Work)

**Child Labour Free Zone (CLFZ)** is a geographical area (municipality/district) in which incidence of child labour is eradicated.

For a zone to be declared as child labour free, **certain conditions, measures, structures, support system and facilities** must exist at both municipal/district and community levels.

## Basic requirements at the community level



## 1<sup>st</sup> Session

# Community Child Protection Committee (CCPC)



**Is CCPC existing  
in the community?**

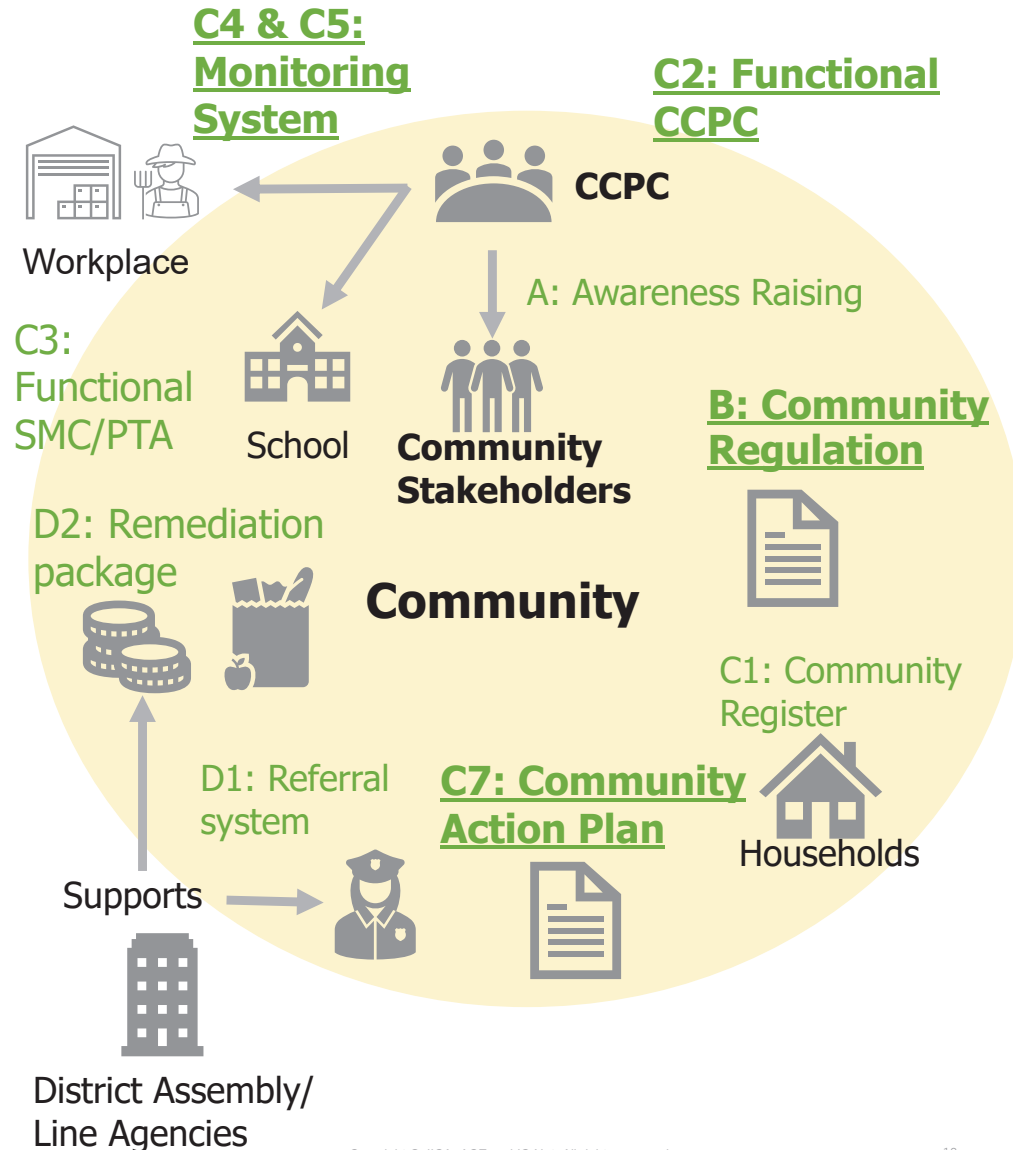
## What is CCPC?



- CCPC is a **community level's monitoring team** to protect children from child labour
- CCPC **leads the implementation** of all interventions in the community



## Required interventions at community level



## Key Role of CCPC (Cont.)



### **A. Awareness Raising**

Create awareness and sensitize community on child labour and the importance of education



### **B. Community Regulation**

Facilitate developing community regulation with sanctions on child protection including child labour



### **C-1. Community Register**

- Collect data of community residents including children to identify initial number and status of children in/at risk of child labour
- Transmit data to the District Assembly through the Labour Officer



## Key Role of CCPC (Cont.)



### **C-4&5: Monitoring Activities**

with the objective of identifying children who are in/at the risk of Child Labour and the Worst Forms of Child Labour (WFCL)



- Undertake **community surveillance** (consistent observation)
- **Workplace monitoring**
- **School monitoring**
- Regularly update the data of community register (C-1: Community Register)

### **C7: Community Action Plan**

Develop and implement a Community Action Plan on child protection including child labour



## Key Role of CCPC (Cont.)



### **D1: Referral system**

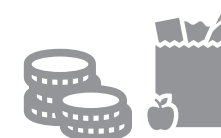
Report child labour/WFCL cases to relevant public institutions for withdrawal and remediation



- **Social Welfare Officers (SWO)** provide the child and family with social services
- SWO's case management is focused on ensuring children are attending school in coordination with Ghana Education Services; and families have opportunities to improve their livelihoods since poverty is an underlying dynamic to child labour

### **D2: Remediation package**

- Link with relevant local government agencies and ensure in/at risk children and their families receive necessary supports
- Tracking children identified to ensure the sustainability of remediation efforts





**How often is the CCPC meeting called? What kind of topic do they usually discussed?**

## Membership of CCPC



- **Membership:** 5-9 or even more (voluntarily)
- **Composed of** Workplace Monitoring Team (WMT) and School Monitoring Team (SMT)
- **Chair**
- **Regular meeting (monthly)**
  - ✓ Discuss and update the information on in/at risk child labour cases
  - ✓ Strategize on how to address child labour related issues in the community

## Membership of CCPC

(cont.)



**Members** of CCPC may include:

- Representative of the Traditional Council, Unit Committee, Opinion Leader
- The queen mother
- Religious leader(s)
- Assembly Member
- Rep. of SMC/PTA, teacher
- Rep. of Community Watchdog Committee
- Rep. of Youth Groups
- Rep. of Women's association
- Rep. of Trade organization
- Children's representative

## Key Role of Community



Community members active participation will contribute to the eradication of child labour and total development of children!

Key Role of Community members:

- **Enact and enforce community regulations** to protect the rights of children in the community including child labour
- **Participate actively** in all the activities of CLFZ process
- **Contribute resources** (times, kind, materials or finances)
- **Support the activities of CCPC** by acting as each other's keeper and reporting any child abuse case to CCPC



# 2<sup>nd</sup> Session

# Workplace Monitoring

## C5: Overview of Workplace Monitoring



- Workplace monitoring is conducted to ensure that:
  - ✓ children are **not working during school going hours**
  - ✓ Children 15-17 year are working **under safe and healthy conditions\***
    - \* not involved in the use of harmful pesticides, sharp cutlasses or dangerous equipment
    - \* not walk longer distances with heavy loads to and from farm
- Frequency: **quarterly**
- **With no advance notice**
- Select at three CCPC members



**Is the workplace monitoring conducted?**

**If yes, how often?  
By whom?**

## Checkpoints



### **Regular community surveillance**

- ✓ Are there any children who are around in the community during school going hours?
- ✓ Are there new families who are migrating from the other places?

### **Workplace monitoring**

- ✓ Are there any children in the workplace during school going hours?
- ✓ Are there any children between 15 and 17 years engaged in hazardous work?
- ✓ Are there any children who are in/at the risk of the WFCL?

## Flow of Workplace Monitoring



Workplace Monitoring includes the following three phases:

### 1. **Identification and assessment:**

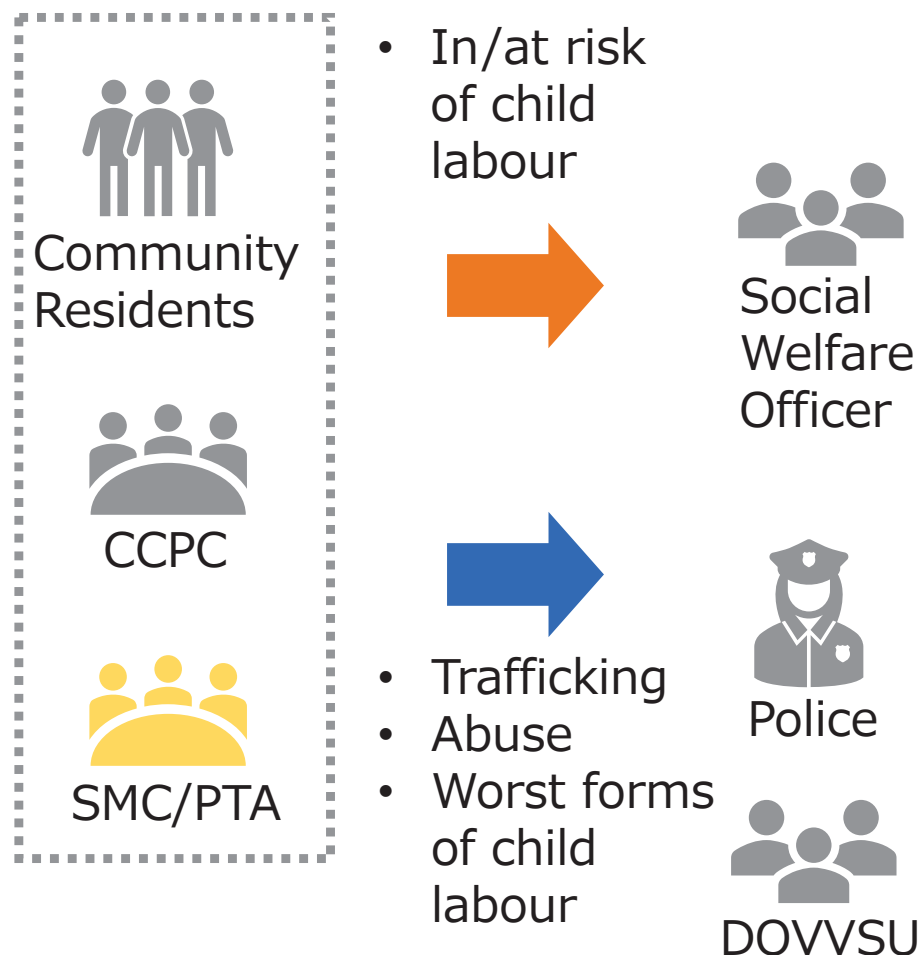
conduct workplace monitoring to identify girls and boys assessed to be in/at risk of child labour and the WFCL

2. **Referral:** Refer children identified to be in/at risk of child labour and the WFCL to **social services** corresponding to their needs through a network of service providers.

### 3. **Protection and prevention:**

Provide protection for legally employed children, and put in place interventions to protect those of them at risk of child labour and the WFCL

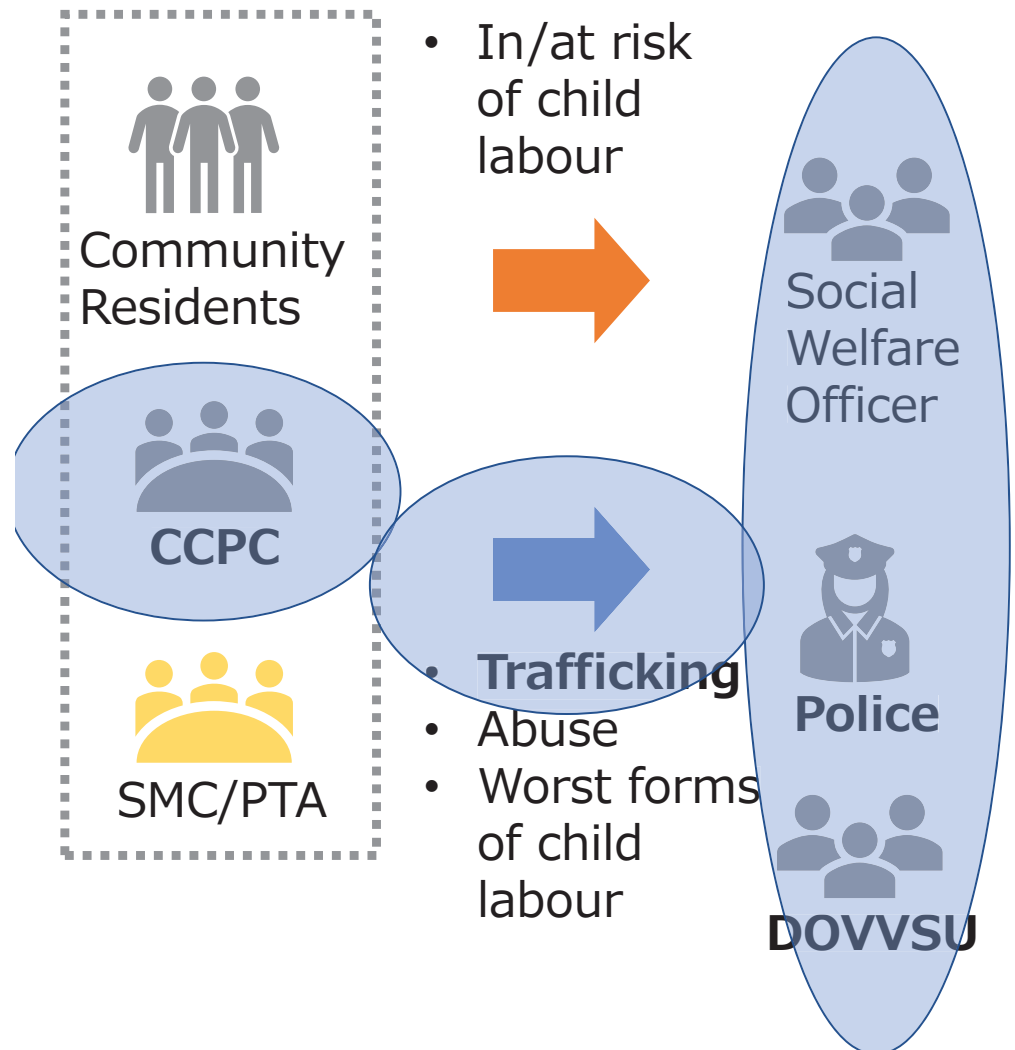
## Flow of referral system (SOP)



## Flow of referral system (SOP) e.g., Trafficking Cases



## Flow of referral system (SOP) e.g., Trafficking Cases (cont.)



## Monitoring book



Date	Members visited	Which work place ? What was found? (Measures taken)

- Monitor should be done regularly (**weekly**)
- Make sure to record and report in the meetings to take necessary measures

## 3<sup>rd</sup> Session

# Community Regulation

## B. Community Regulation



- CCPC facilitates developing community regulation **with sanctions on child protection** including child labour. Regulation can either be documented\* or conventional
  - \* Pros:
    - ✓ easy to access and remind
    - ✓ become a physical evidence of regulation's existence
- Community members are aware of the regulation and their sanctions
- The regulation is functional: perpetrators are sanctioned

## Contents of Community Regulation



(an example, in case of documented)

- Definition of Terms
- Article 1 Parental duty and responsibilities towards child
- Article 2 Child labour/Trafficking/Abuse
- Article 3 Education
- Article 4 Community Development
- Article 5 Community Living
- Commitment



**Do you have  
Community Regulation?**

**If yes, what is written?  
Any sanctioned cases?**

**4<sup>th</sup> Session**

**Community  
Action Plan**



## What should be done by when ?

### Community Action Plan

	Action	Oct	Nov	Dec	Jan
C2	Selecting CCPC members				
-	Conducting weekly community surveillance				
C4	Selecting school monitoring team				
	Conducting school monitoring (weekly)				
C5	Selecting workplace monitoring team				
	Conducting workplace monitoring (weekly)				
B	Setting community regulation				



**Thank you!**  
**Me dase!**

**Government of Ghana/  
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Pilot activity for Implementing  
Child Labour Free Zone (CLFZ)**

**2<sup>nd</sup> Community  
Workshop  
Day 2**

**Today's Timetable (Day 2)**

Time	Activity
9:30-9:45	Opening Session
9:45-10:45	1 <sup>st</sup> Session: Functional SMC/PTA
10:45-11:45	2 <sup>nd</sup> Session: School Monitoring
11:45-12:00	3 <sup>rd</sup> Session: Community Action Plan (continued)
12:00	Closing

# 1<sup>st</sup> Session

## Relationship with SMC/PTA

## Relationship between SMC/PTA and community





**How do community and SMC/PTA work together to improve school and learning of children?**

**What kind of topic do you usually discuss?**

## **2<sup>nd</sup> Session**

# **School Monitoring**

## C4: School Monitoring



- At least **three CCPC members** should be selected with gender sensitivity including
  - representative of teachers
  - representative of traditional authority
- Monitoring team is required to visit the school and check the situation of pupils especially those with poor attendance, truants and latecomers by referring to the following items in the school register book
  - **Enrolment**
  - **Attendance**
  - **Punctuality**

## Checkpoints



### Checking school register book

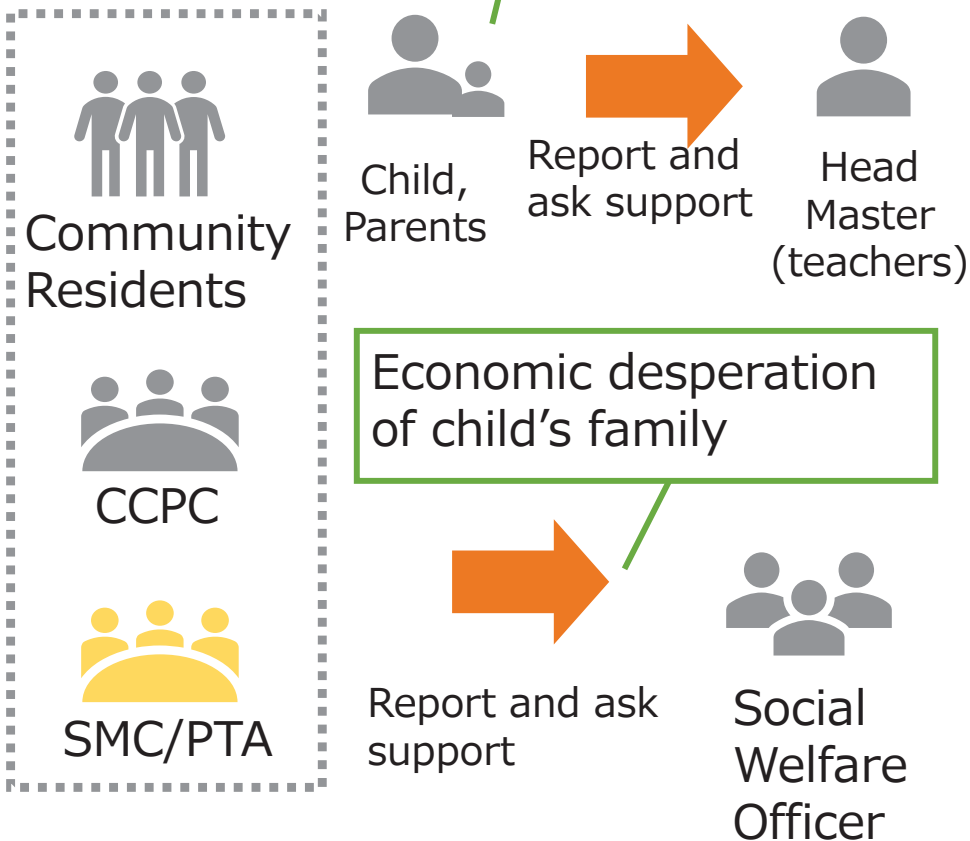
- ✓ How is the attendance and punctuality of pupils who are already identified as poor attendance, truants and latecomers?
- ✓ Are there any children who tend not to come to school or come late recently?

### Communication with teachers

- ✓ Are there any children who need to be followed carefully?

## Flow of referral system (SOP)

Child who doesn't attend school\*  
Child who has a poor attendance record\*  
\* especially child from migrant family



**Are there any other points to be checked in the school monitoring?**

## Monitoring book



Date	Members visited	What was found? (Measures taken)

- Monitor should be done regularly (**weekly**)
- Make sure to record and report in the meetings to take necessary measures

## 3<sup>rd</sup> Session

# Community Action Plan (continued)



# What should be done by when ?

## Community Action Plan

	Action	Oct	Nov	Dec	Jan
C2	Selecting CCPC members				
-	Conducting weekly community surveillance				
C4	Selecting school monitoring team				
	Conducting school monitoring (weekly)				
C5	Selecting workplace monitoring team				
	Conducting workplace monitoring (weekly)				
B	Setting community regulation				



**Thank you!**  
**Me dase!**

**Government of Ghana/  
Government of Japan (JICA)  
Pilot activity for Implementing  
Child Labour Free Zone (CLFZ)**

**3<sup>rd</sup> Community  
Workshop**

**Topic of Workshops**

	Month	Main Topic
1	August -September 2021	<ul style="list-style-type: none"> <li>- What is Child Labour? (Awareness Raising)</li> <li>- What is CLFZ?</li> </ul>
2	September -October 2021	<ul style="list-style-type: none"> <li>- What should be done at the community level?</li> <li>1) Committee (CCPC)</li> <li>2) Workplace Monitoring</li> <li>3) Community Regulation</li> <li>4) Community Action Plan</li> </ul>
		<ul style="list-style-type: none"> <li>5) Functional SMC/PTA</li> <li>6) School Monitoring</li> </ul>
3	December 2021	<ul style="list-style-type: none"> <li>- 7) Concepts of rights of the child and parental duty (for Community Regulation)</li> <li>8) Community Register</li> <li>- Review of monitoring</li> <li>- Instruction of Assessment process</li> </ul>
4	March 2022	<ul style="list-style-type: none"> <li>- Review of assessment</li> <li>- Way forward</li> </ul>

## Purpose of Today's Workshop

- To understand the concepts of rights of the child and parental duty
- To understand how to conduct the Community Register
- To review the findings of community surveillance and monitoring activities which had already done



## Today's Timetable

Time	Activity
9:30-10:00	Opening Session
10:00-11:15	Session 1: Concepts of rights of the child and parental duty (for Community Regulation)
11:15-12:30	Session 2: Community Register
12:30-13:00	Break
13:00-14:00	Review of School Monitoring and Workplace Monitoring
14:00-14:20	Instruction of Assessment
14:20	Lunch



## Session 1

# Concepts of rights of the child and parental duty (for Community Regulation)

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5

## Function of Community Regulation

### Review

- CCPC facilitates developing community regulation **with sanctions on child protection** including child labour.
- Community members are **aware of the regulation and their sanctions.**
- The regulation is **functional.**

- Basic concepts is based on the '**Children's Act**' (1998), which describes how to respect, care, and protect children at national level.
- Community Regulation is a tool to make the concepts of Children's Act come true at community level.



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6

# Basic Contents of Children's Act

PART I – THE RIGHTS OF THE CHILD
Sub-Part I – Rights of the child and parental duty
1. Definition of child (1.)
2. Welfare principle (2.)
3. Right of opinion (11.)
4. Non-discrimination (3.)
5. Right to education and well-being (8.)
6. Protection from exploitative labour (12.)
7. Parental duty and responsibility (6.)
8. Penalty for contravention (15.)
Sub-Part II – Care and protection

( ) = No. of section in Children's Act

## Sub-Part I – Rights of the child and parental duty

### 1. Definition of child

A child is a person below 18 years.

### 2. Welfare principle

The **best interest\*** of the child shall be...

- (a) paramount in any matter concerning a child.
- (b) the **primary consideration** by any court, person, institution or other body in any matter concerned with a child.

\* Considering several factors related to the child's circumstances and deciding what type of services/actions/orders will best serve the child.



Each child's situation and needs are different.  
Listening to and respecting **children's opinions** is essential.

### 3. Right of opinion

- No person shall deprive a child capable of forming views the right to –
  - (a) **express an opinion,**
  - (b) **be listened to** and
  - (c) **participate in decisions** which affect his/her well- being.
- The opinion of the child being given due weight.

Let's listen to **children's opinions** and involve them into the process of decision making when we make a Community Regulation and CAP (Community Action Plan).



### 4. Non-discrimination

**No** person shall **discriminate against a child** on the grounds of gender, race, age, religion, disability, health status, custom, ethnic origin, background, birth, socio-economic status or because the child is a refugee.

### 5. Right to education and well-being

No person shall deprive a child **access to education, immunisation, adequate diet, clothing, shelter, medical attention** or any **other thing required for his/her development.**

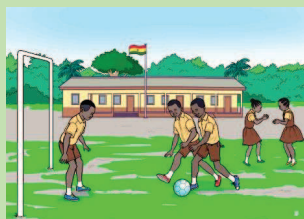
### 6. Protection from exploitative

No person shall **subject a child to exploitative.**



## 7. Parental duty and responsibility

- Every child has **the right to life, dignity, respect, leisure, liberty, health, education and shelter** from his/her parents.



- Every **parent has rights and responsibilities** towards his/her child to –
  - (a) **protect the child** from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression;
  - (b) **provide good guidance, care, assistance** and maintenance for the child and **assurance of the child's survival and development;**
- Each parent shall be responsible for the **registration of the birth** of their child.

## 8. Penalty for contravention

Any person who contravenes a provision of 'Rights of the child and parental duty' is liable to a fine not exceeding ₹5 million or to a term of imprisonment not exceeding one year or to both.

The purpose of setting penalty or sanction is not just for punishing perpetrators but for establishing a system to protect the right of children.



## Sub-Part II – Care and protection

- Let's regulate **how to care and protect children at community level.**
- Role of CCPC:
  - Awareness Raising
  - Monitoring Activities (school & workplace)
  - Developing Community Action Plan etc.
- Procedure of Referral system  
How to deal with an identified child who is in/at risk of Child Labour/ Trafficking/ Sexual Abuse)



- What kind of **parental duty** is considered at your community?
- What kinds of **penalty/sanction** would be adequate for the community to protect the right of a child?
- What kind of **measures** would be needed **to care and protect children** at the community?





## Outline of Community Register

### Review

- CCPC collects data of **all community residents including children** to identify initial number and status of children in/at risk of child labour.
- The register must be continuously **updated (at least quarterly)**.

### Contents of questionnaire


- **PART I Household Information**  
To be provided by the Household head.
  - Q1-Q7 Basic information
  - Q8-Q11 Risk of Child
  - Q12-Q21 Economic status
- **PART II Children Working/at Risk**  
To be provided by children between age 5 to 17 identified to be in/at risk of Child Labour. (This is conducted at a later date.)
  - Q1-Q7 Basic information
  - Q8-Q16 Risk of Trafficking
  - Q17-Q22 Risk of Sexual Abuse
  - Q23-Q40 Risk of Child Labour

## Session 2 Community Register

## How to utilize the data of Community Register?



- Identify **children in/at risk of child labour** so that we can give attention to them.
- Ascertain the **proportion of children of school-going age** in the community so that we can obtain the percentage of enrolment rate.

 **Target value :**  
**at least 97 % enrolment rate.**

- Figure out the **child labour rate** in the community so that we can understand effectivity of the activities at community level for eliminating child labour.



Baseline rate	Target value
More than 10%	Less than 10 %
Less than 10 %	Not be more that 5%.

## Confidentiality



### To questionees

- **Explain the purpose:** the purpose of this interview is to examine the current situation of children & their parents/guardians at the community.
- **Voluntary:** Questionee's participation is entirely voluntary.
- **Confidentiality:** the private information that interviewers have collected will not be used for any other purpose.

### To interviewers

- Questionnaires of Community Register contain a lot of private and sensitive information of questionees.
- Interviewers should **maintain confidentiality of information!**

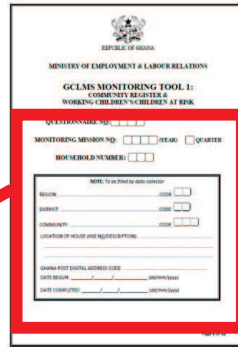


# Let' look over the questionnaire of Community Register

QUESTIONNAIRE NO:

MONITORING MISSION NO:    (YEAR)  QUARTER

HOUSEHOLD NUMBER:



**NOTE: To be filled by data collector**

REGION: ..... CODE:

DISTRICT: ..... CODE:

COMMUNITY: ..... CODE:

LOCATION OF HOUSE (HSE NO./DESCRIPTION): .....

.....

.....

GHANA POST DIGITAL ADDRESS CODE: .....

DATE BEGUN: \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yyyy)

DATE COMPLETED: \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yyyy)

## PART I Q1-Q7 Basic information, Q8-Q11 Risk of Child

### PART I: HOUSEHOLD INFORMATION

(NOTE: This information is to be provided by the Household head)

Serial No.	Q1 Full Name	Q2 Sex 1=M 2=F	Q3 Relationship of (NAME) to the Head of Household 1=Head 2=spouse 3=child 4=Brother/Sister 5=Step child 6=Other Relation 7=House Help 8=No Relation	Q4 Does (NAME) have a birth certificate? 1=Yes 2=No	Q5 Date of Birth (dd/mm/yyyy) (If -Applicable)	Q6 Age	Q7 Has (NAME) ever been registered with the National Health Insurance Scheme (NHIS)? 1=Yes, Active 2=Yes, Inactive 3=No	Q8 School attendance status? 1=Yes, attending 2=Yes, in the past 3=Never (If 3, GO to Q10)	Q9 What is (NAME) highest grade/level completed? 1 = Nursery/KG 1 2 = Nursery/KG 3 3 = Primary 1 4 = Primary 2 5 = Primary 3 6 = Primary 4 7 = Primary 5 8 = Primary 6 9 = JHS 1 10 = JHS 2 11 = JHS 3 12 = SHS 13 = Post-Secondary/ Tertiary	Q10 Has (NAME) done any Economic activity (work) for the past 6 months? 1=Yes 2=No
01					__/__/__					
02					__/__/__					
03					__/__/__					
04					__/__/__					
05					__/__/__					
06					__/__/__					
07					__/__/__					
08					__/__/__					

## PART I Q12-Q21 Economic status

Serial No.	FOR HH MEMBERS ABOVE 12 YEARS	Q12 Does the household own any of the following (include only those in working condition)? Note: <i>multiple tick</i>	Q13 What is the main source of cooking fuel for your dwelling unit?	Q14 What is the main source of drinking water supply of this household?	Q15 What is the main source of lighting for your dwelling unit?	Q16 What are the two main sources of household income? (If 1 <sup>st</sup> and 2 <sup>nd</sup> options are 9 skip to Q18)																																										
01	Q11 What is (NAME) current marital status? 1=Married 2=Cohabitati on 3=Separated 4=Divorced 5=Widowed 6=Never married	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Items</th> <th>1=Yes</th> <th>2=No</th> </tr> </thead> <tbody> <tr><td>Refrigerator</td><td></td><td></td></tr> <tr><td>Television</td><td></td><td></td></tr> <tr><td>Mobile Phone</td><td></td><td></td></tr> <tr><td>Sewing machine</td><td></td><td></td></tr> <tr><td>Kerosene stove</td><td></td><td></td></tr> <tr><td>Canoe/Boat</td><td></td><td></td></tr> <tr><td>Vehicle</td><td></td><td></td></tr> <tr><td>Freezer</td><td></td><td></td></tr> <tr><td>Motor cycle</td><td></td><td></td></tr> <tr><td>Gas or electric stove</td><td></td><td></td></tr> <tr><td>House (current place of residence) if owned</td><td></td><td></td></tr> <tr><td>radio</td><td></td><td></td></tr> <tr><td>Bicycle</td><td></td><td></td></tr> </tbody> </table>	Items	1=Yes	2=No	Refrigerator			Television			Mobile Phone			Sewing machine			Kerosene stove			Canoe/Boat			Vehicle			Freezer			Motor cycle			Gas or electric stove			House (current place of residence) if owned			radio			Bicycle			1=Electricity 2=Firewood 3=Kerosene 4=Charcoal 5=Gas 6=Other (specify)	1=Indoor plumbing inside 2=Borehole 3=Standpipe 4=Protected well 5=Water truck hawkler service 6=Unprotected well 7=Water vendor 8=River/Stream 9=Pipe in neighbouring household 10=Rain water/spring 11=Private outside standpipe/tap 12=Dugout 13=Public standpipe /pond/lake/dam 14=Sachet/Bottled water 15=Other (specify)	1=Electricity (mains) 2=Solar energy 3=Kerosene 4=Generator 5=Gas lamp 6=No light 7=Candles/Torches 8=Flashlights 9=Other (specify)	1=Income from agriculture 2=Wage income 3=Income from non-agricultural 4=self-employment 5=Income from social protection (SSNIT, Gov't transfers, etc) 6=Income from selling assets 7=Income from loan/credit 8=Others (including begging) 9=No income
Items	1=Yes	2=No																																														
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21

## PART I Q12-Q21 Economic status (cont.)

Q17 How often (frequent) is the source of income in Q16	Q18 In what type of dwelling does the household live?	Q19 What is your present occupancy status?	Q20 How many rooms does this household occupy?	Q21 Were you born in this community? <i>Note: Apply only to household head</i>
1=Daily 2=Weekly 3=Monthly 4=Quarterly 5=Bi-annually 6=Annually 7=Other (specify)	1=Separate house 2=Several Huts/Buildings (same compounds) 3=Semi-detached house 4=Several Huts/Buildings (different Compound) 5=Flat/Apartment 6=Tents/Improvised home 7=Rooms (compound house) 8=Room(s) (Other type) 9=Others (specify).....	1=Owning 2=Rent free 3=Renting 4=Perching 5=Squatting		1=Yes 2=No, another community in this district 3=No, another community in this region 4=No, outside the region 5=No, outside Ghana
1 <sup>ST</sup> Option = <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>ND</sup> Option= <input type="checkbox"/>				

22

THANK YOU VERY MUCH

END OF INTERVIEW

\*\*\*\*\*

**PLACE OF CURRENT INTERVIEW:**

1=Around the Farm

2=School

3=Marketplace

4=House

5=Game house

6=Others (specify).....

**ENUMERATED BY:**

NAME OF DATA COLLECTOR: \_\_\_\_\_

TEL. NO.: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yyyy)

**EDITED BY:**

NAME OF DISTRICT OFFICER: \_\_\_\_\_

DESIGNATION: \_\_\_\_\_

TEL. NO.: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yyyy)

# Flow of referral system (SOP)



Child Labour/  
WFCL



Child Trafficking/  
Sexual Abuse



## Let's try to carry out Community Register!



- **All targeted communities except Kakatire in AMDA**
  1. Select 100 households at the community (within a fixed range of area) by the middle of January.
  2. CCPC members visit selected households and collect data in cooperation with Field Consultants and Line Agencies after the middle of January (tentative).
  3. During the Community Survey, CCPC members use tablets to fill in the data into a soft ware\*, in cooperation with Field Consultants and Line Agencies.
- **Kakatire** (which has less than 200 households)  
Follow 2. to 3. mentioned above.

\* EIB is in the process of finalizing the software and data base. The Survey can use them when they are ready.

## Review of Community Surveillance and Monitoring Activities (Workplace & School Monitoring)

## Community Surveillance



### Checkpoints

- ✓ Are there any children who are around in the community during school going hours?
- ✓ Are there new families who are migrating from the other places?

### Results of the Surveillance

Date	What was found?	What kind of measures were taken?

## Workplace Monitoring



### Checkpoints

- ✓ Are there any children in the workplace during school going hours?
- ✓ Are there any children between 15 and 17 years engaged in hazardous work?
- ✓ Are there any children who are in/at the risk of the WFCL?

### Results of Workplace Monitoring

Date	What was found?	What kind of measures were taken?

## School Monitoring



### Checking school register book

- ✓ How is the attendance and punctuality of pupils who are already identified as poor attendance, truants and latecomers?
- ✓ Are there any children who tend not to come to school or come late recently?

### Communication with teachers

- ✓ Are there any children who need to be followed carefully?

## Results of School Monitoring



Date	What was found?	What kind of measures were taken?





**Why are community surveillance and monitoring activities important?**

**Instruction  
of  
Assessment  
process**

# Assessment process



## Main Assessment

- Timing of implementation: **Late February**
- Data collectors from District would visit the community to obtain necessary information for the Assessment

## Pre-Assessment

- **Before** the Main Assessment, carry out a **self-assessment with the CLFZ Pre-Assessment Checklist** (the part of 'community level').
- Checklist ascertains whether the CLFZ conditions have been fulfilled or not.
- Where more than **80%** of the condition have been met, the Main Assessment shall be carried out\*.

\* Main Assessment is implemented at all targeted communities as a trial.

# CLFZ Pre-Assessment Checklist

Item	Situation	Yes	No
<b>Community level</b>			
11.	Is awareness raising and sensitisation ongoing activity?		
12.	Are there community regulations on child labour?		
13.	Is there a Community Child Protection Committee (CCPC)?		
14.	Have the capacities of the CCPC developed (technical and logistics?)		
15.	Are teachers adequate in the school?		
16.	Are TLMs available, sufficient and timely delivered?		
17.	Is the general school environment conducive for teaching and learning?		
18.	Is there a community register that is regularly updated?		
19.	Is there a community action plan (CAP)?		
20.	Is there a school management committee for the community school?		
21.	Are workplaces monitored frequently?		
22.	Are the school and community monitored frequently?		
23.	Is there a community referral system for affected children?		
24.	Is there a community remediation system for affected children?		

Ref. CLFZ Guideline page 16

**Thank you!**  
**Me dase!**

**Government of Ghana/  
Government of Japan (JICA)  
community activities for  
Implementing  
Child Labour Free Zone (CLFZ)**

**4<sup>th</sup> Community  
Workshop**

**Topic of Workshops**

	Month	Main Topic
1	August 2021	- What is Child Labour? - What is CLFZ?
2	September -October 2021	- What should be done at the community level? 1) Committee (CCPC) 2) Workplace Monitoring 3) Community Regulation 4) Community Action Plan 5) Functional SMC/PTA 6) School Monitoring
3	December 2021	7) Concepts of rights of the child and parental duty (for Community Regulation) 8) Community Register
4	April 2022	Review of community activities by each topic (from A to H)

## Purpose of Today's Workshop

- To review the community activities
- To make a self-assessment, and understand the present status of your community activities
- To find the way forward



## Today's Timetable

Time	Activity
9:30-10:00	Opening Session
<b>Review of community activities by each topic (from A to H)</b>	
10:00-10:20	Topic A: 1. Review of community activities 2. Self-Assessment 3. Observation of trial assessment
10:20-10:40	Topic B: Same as above
10:40-11:20	Topic C: Same as above
11:20-11:40	Topic D: Same as above
11:40-12:00	Topic E: Same as above
12:00-12:30	Break
12:30-12:40	Topic F: Same as above
12:40-12:50	Topic G: Same as above
12:50-13:00	Topic H: Same as above
13:00-13:30	4. Overview
13:30	Lunch



## Structure of the Workshop

### Topic (CLFZ Indicators)

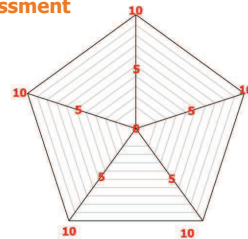
- A. Effective Awareness Raising and Advocacy
- B. Functional Community-level Regulations
- C. Functional Child Labour Monitoring System Exists
- D. Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardians
- E. Conducive Teaching and Learning Environment
- F. Supportive District-level Structures
- G. Integrated Area-based Approach used
- H. Child Labour is Eliminated

### Activities

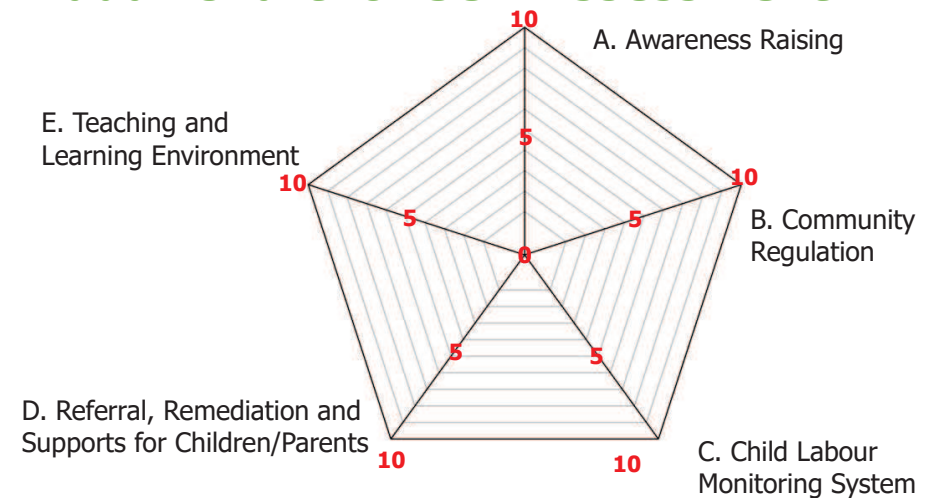
- 1) **Review of community activities**
  - What did you learn?
  - What did you implement?
  - What was changed?

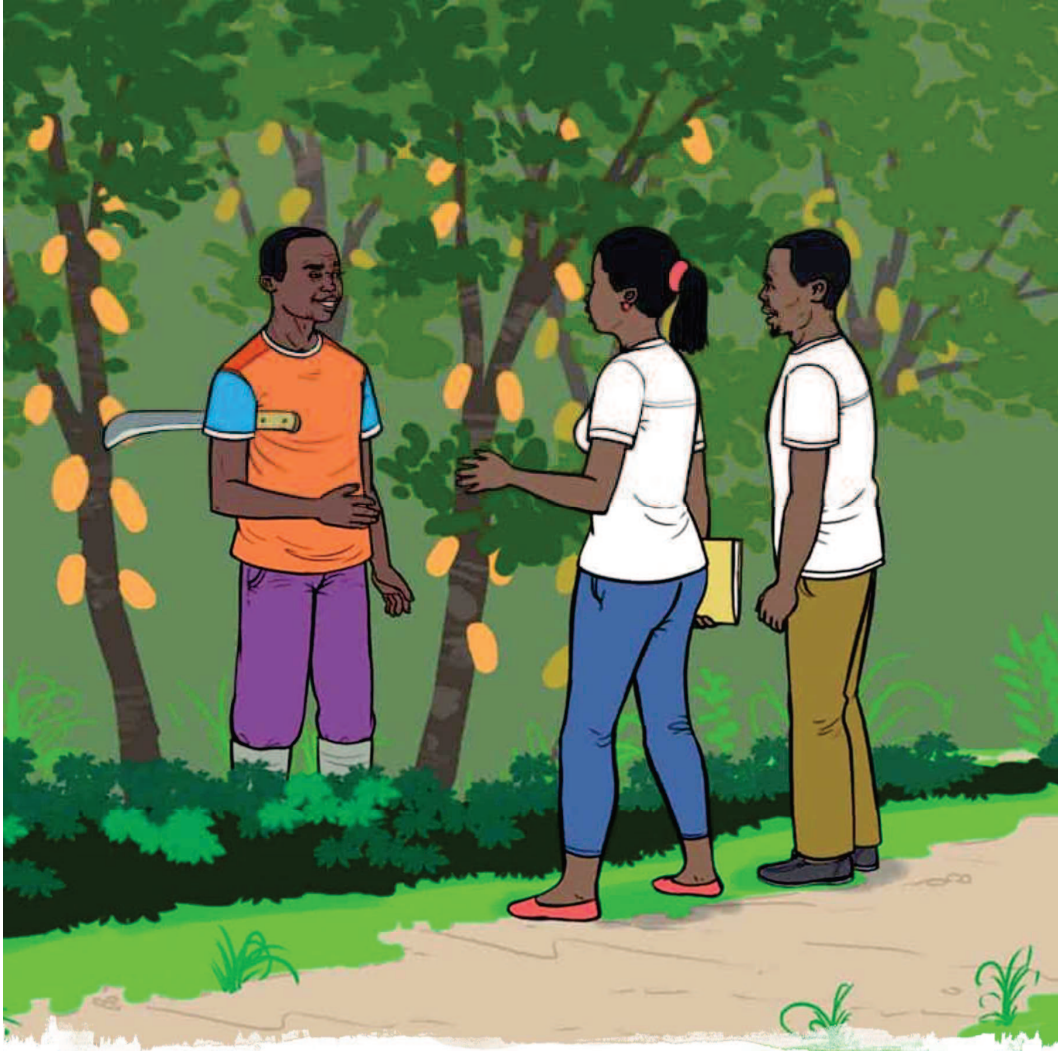
- 2) **Self-Assessment**

- 3) **Observation of trial assessment**



## Radar Chart for Self-Assessment





## Review of community activities by each topic (from A to H)

## Topic A: Effective Awareness Raising and Advocacy


### 1. Review of community activities

- What did you learn?
- What did you implement?
  - Through the awareness raising activities, have members of community understood children's age range and type of work they are allowed to perform?
- What was changed?

### 2. Self-Assessment (Radar Chart )

## Topic A: Effective Awareness Raising and Advocacy

### 3. Observation of Trial Assessment in AMDA

 There is regular awareness raising on Child Labour and it has **much impacted positively** on incidence of Child Labour!


 **Most of members** don't understand about the following items.


- ✓ Child Labour and some **basic concepts and impacts**
- ✓ Ghanaian **Laws on Child Labour**
- ✓ Children's **age range and type of work** they are allowed to perform



## Topic A: Effective Awareness Raising and Advocacy

### 3. Observation of Trial Assessment in BABMA

 There is awareness raising on Child Labour but positive impact on incidence of Child Labour is **not so many**.

 **Some** members don't understand Child Labour and some basic concepts and impacts

 **Most** of members don't understand about the following items.

- ✓ Ghanaian **Laws on Child Labour**
- ✓ Children's **age range and type of work** they are allowed to perform



## Topic B: Functional Community-level Regulations

### 1. Review of community activities

- What did you learn?
- What did you implement?
  - Did you develop Community Regulation on Child Protection including Child Labour?
- What was changed?

### 2. Self-Assessment (Radar Chart )

## Topic B: Functional Community-level Regulations

### 3. Observation of Trial Assessment in AMDA and BABMA

-  There are no **Community Regulation** on Child Labour and Child Protection./ **Most of** members **don't know the existence** of regulation.
-  **Most of** members are **not aware of** the regulation and their **sanctions**.
-  The regulation are **not functional** (perpetrators are not sanctioned accordingly)

## Topic C: Functional Child Labour Monitoring System Exists





### 1. Review of community activities

- What did you learn?
- What did you implement?
  - Functional CCPC exists?
  - Vibrant/Functional SMT and WMT exists?
  - Functional SMC/PTA exists?
  - Community Registers developed and updated regularly?
  - CAP developed and operational?
- What was changed?

### 2. Self-Assessment (Radar Chart )






## Topic C: Functional Child Labour Monitoring System Exists

### 3. Observation of Trial Assessment in AMDA



-  **Very Functional CCPC** (incl. SMT and WMT) exist.
-  **SMC/PTA** exists but members don't know their roles well/ don't meet at least twice a term.
-  CAP has been developed and operational, but **assembly doesn't have copies of CAP**
-  **Community Register** hasn't developed and updated regularly.

## Topic C: Functional Child Labour Monitoring System Exists

### 3. Observation of Trial Assessment in BABMA

-  Functional **CCPC** exist.
-  SMT and WMT monitor schools/ workplaces but not regularly.
-  **SMC/PTA** doesn't exist./ Members don't know their roles or don't meet at least twice a term.
-  **CAP** hasn't developed and operational, but **assembly doesn't have copies of CAP**
-  **Community Register** hasn't been developed and updated regularly.

## Topic C

-  **Best practice:**  
Botrampa in AMDA conducted **Community Register** by themselves!
-  **Tips:**  
**CCPC's** active member moved to another area and CCPC became not active.
  - Better to **replace a member** who moves with a new one.
  - Better to **involve community members** in community activities on regular basis.

## Topic D: Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardians




### 1. Review of community activities

- What did you learn?
- What did you implement?
  - Referral Systems for affected Children exist?
  - Children withdrawn benefit from remediation packages?
- What was changed?

### 2. Self-Assessment (Radar Chart )




## Topic D: Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardians

### 3. Observation of Trial Assessment in AMDA

-  **Referral systems** for affected children exist.
-  Effective and **sustainable remediation packages** available.
-  Children withdrawn **benefit** from remediation packages.

## Topic D: Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardians

### 3. Observation of Trial Assessment in BABMA

-  **Some referral systems** for affected children don't exist/ doesn't work.
-  **Most of remediation packages** are not effective and sustainable /not available.
-  Most of children withdrawn don't **benefit** from remediation packages.

## Topic E: Conducive Teaching and Learning Environment




### 1. Review of community activities

- What did you learn?
- What did you implement?
  - School infrastructure conducive for teaching and learning?
  - Teachers available for all classes/subjects?
  - At least 90% attendance rate?
- What was changed?

### 2. Self-Assessment (Radar Chart )




## Topic E: Conducive Teaching and Learning Environment

### 3. Observation of Trial Assessment in AMDA

-  **School infrastructure** is not conducive for teaching and learning.
-  **Teachers** are not available for all classes/subjects.
-  **Attendance rate** is less than 90% but near 90%.

## Topic E: Conducive Teaching and Learning Environment

### 3. Observation of Trial Assessment in BABMA

-  **School infrastructure** is not conducive for teaching and learning.
-  **Teachers** are not available for most of classes/subjects.
-  **Attendance rate** is less than 90%.

## Topic E



### Room for improvement:

- Information on the **reasons of children's absence** of school is not collected by schools.
  - It would be better to collect the reasons to **follow up** the children who often absent school.
- Are there something community can do for making **school infrastructure** more conducive for teaching and learning?
  - Developing **CAP** which have a contents for improving school infrastructure.
  - Submit a **copy** of CAP to assembly.
  - Send a **letter to assembly to appeal** supports from the assembly.

## Topic F: Supportive District-level Structures

### 1. Review of community activities

- What kind of supports from district were helpful?
- What kind of supports from district are needed for boosting community activities?

### 2. Self-Assessment (No need)

### 3. Observation of Trial Assessment in AMDA and BABMA

- ☹ Functional Line Agencies.
- ☹ District bye-law on child labour is not existing.
- ☹ District annual plan on child labour is not existing.

## Topic G: Integrated Area-based Approach used

### 1. Review of community activities

- Have community activities covered all sectors (not only activities related in cocoa, but also other sectors) ?

### 2. Self-Assessment (No need)

### 3. Observation of Trial Assessment (Not assessed)

## Topic H: Child Labour is Eliminated

### 1. Review of community activities

- Has Child Labour been eliminated in community through the community activities?

### 2. Self-Assessment (No need)

### 3. Observation of Trial Assessment (Not assessed)



## Overview of Self-Assessment: find the way forward

- Which topics' (indicators') scores would you like to improve?
- Which topics (indicators) need supports from District for improvement?
- **Which topics (indicators) can be improved by community?**





**Let's continue  
community  
activities  
and  
make  
our community  
& all of Ghana  
Children-friendly!**



# Facilitator's Manual

## (1)(2)(3)

	<ol style="list-style-type: none"> <li>1) Age of children</li> <li>2) Type of work</li> <li>3) Working condition including risks &amp; hazards</li> <li>4) Interference to healthy development of children (e.g. schooling, health impact)</li> </ol>										
10 min.	 <p><b>[Explanation]</b> Category of child labour</p> <p>✓ Show the figure and explain the difference among child (light) work, child labour, hazardous child labour and worst forms of child labour</p> <p><b>&lt;Children's Act&gt;</b></p> <table border="1"> <tr> <td><b>Section 87</b> Prohibition of exploitative child labour</td> <td>(1) No person shall engage a child in exploitative labour (2) Labour is exploitative of a child if it deprives the child of its health, education and development</td> </tr> <tr> <td><b>Section 88</b> Prohibition of child labour at night</td> <td>(1) No person shall engage a child in night work (2) Night work constitutes work between the hours of eight o'clock in the evening and six o'clock in the morning</td> </tr> <tr> <td><b>Section 89</b> Minimum age for child labour</td> <td>The minimum age for admission of a child to employment shall be <b>fifteen years</b></td> </tr> <tr> <td><b>Section 90</b> Minimum age for light work</td> <td>(1) The minimum age for the engagement of a child in light work shall be <b>thirteen years</b> (2) Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit from school work</td> </tr> <tr> <td><b>Section 91</b> Minimum age for hazardous employment</td> <td>(1) The minimum age for the engagement of a person in hazardous work is <b>eighteen years</b> (2) Work is hazardous when it poses a</td> </tr> </table>	<b>Section 87</b> Prohibition of exploitative child labour	(1) No person shall engage a child in exploitative labour (2) Labour is exploitative of a child if it deprives the child of its health, education and development	<b>Section 88</b> Prohibition of child labour at night	(1) No person shall engage a child in night work (2) Night work constitutes work between the hours of eight o'clock in the evening and six o'clock in the morning	<b>Section 89</b> Minimum age for child labour	The minimum age for admission of a child to employment shall be <b>fifteen years</b>	<b>Section 90</b> Minimum age for light work	(1) The minimum age for the engagement of a child in light work shall be <b>thirteen years</b> (2) Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit from school work	<b>Section 91</b> Minimum age for hazardous employment	(1) The minimum age for the engagement of a person in hazardous work is <b>eighteen years</b> (2) Work is hazardous when it poses a
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<b>Section 91</b> Minimum age for hazardous employment	(1) The minimum age for the engagement of a person in hazardous work is <b>eighteen years</b> (2) Work is hazardous when it poses a										

	<p>danger to the health, safety or morals of a person</p> <p>(3) Hazardous work includes:</p> <ul style="list-style-type: none"> <li>- Going to sea</li> <li>- Mining and quarrying</li> <li>- Porterage of heavy loads</li> <li>- Manufacturing industries where chemicals are produced or used</li> <li>- Work in places where machines are used</li> <li>- Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior</li> </ul>
	<p>✓ Confirm the definition of hazardous labour and worst forms of child labour</p> <p>✓ Make sure the following points:</p> <ul style="list-style-type: none"> <li>- 1.89 million children are involved in child labour in Ghana</li> <li>- Types of child labour in Ghana is cocoa, fishing, mining (76.5 thousands), domestic work, palm oil, marchant in the street, brick making and construction, etc.</li> <li>- Cocoa, mining and fishing are the most prevalent sectors for the worst forms of child labour.</li> </ul>
5 min.	 <p><b>[Explanation]</b> Legal framework of child labour</p> <p>✓ Explain that child labour is clearly prohibited by the Ghanaian Constitution and Children's Act</p> <ul style="list-style-type: none"> <li>- Constitution: Every child has the right to be protected from engaging in work that constitutes a threat to his/her education or development</li> <li>- Children's Act: (Article 8) No person shall deprive a child access to education... and (Article 87) No person shall engage a child</li> </ul>

	<p>in exploitative labour, which deprives the child of its health, education or development</p> <ul style="list-style-type: none"> <li>✓ Explain ILO Conventions and UN Convention on the Rights of the Child that the Ghanaian government ratified <ul style="list-style-type: none"> <li>- UNCRC: Define a child is any person under the age of 18. Explain all their rights, and the responsibilities of governments.</li> <li>- ILO Convention No.138 (Minimum age for employment) and the Recommendation No. 146 (national policies and plans for poverty alleviation and decent work for adult)</li> <li>- ILO Convention No.182 (worst forms of child labour) and the Recommendation 190 (hazardous work)</li> </ul> </li> </ul>
10 min.	<p><b>[Explanation]</b> Vicious Circle of Child Labour</p> <ul style="list-style-type: none"> <li>- Child labour</li> <li>- Lack of education and negative effect on children's health</li> <li>- Less opportunities for employment</li> <li>- Low income of household</li> <li>- Poverty</li> </ul>
20 min.	<p><b>[Discussion]</b> Are there children who are involved in child labour in your community?</p> <ul style="list-style-type: none"> <li>✓ Ask the participants to discuss in divided groups (10 min.)</li> <li>✓ Share what was discussed with the large group (10 min.)</li> </ul>
-	Wrap up

## Session 2: What is Child Labour Free Zone (CLFZ)?

### Key Learning Points



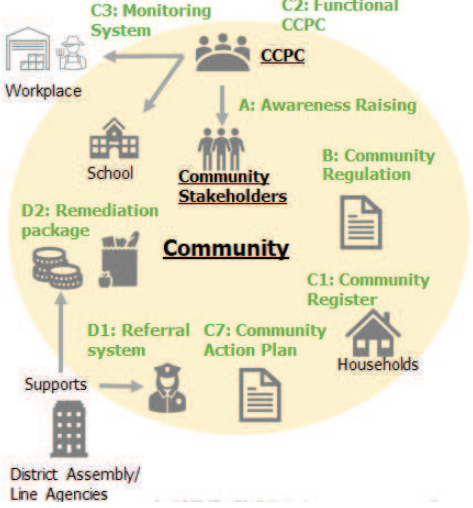

- Child Labour Free Zone (CLFZ) is a geographical area (municipality/district) in which incidence of child labour is eradicated.
- For a zone to be declared as Child labour Free, certain conditions and system must exist at both municipal/district and community levels.
- Community is expected to play a crucial role to set up necessary structure to address child labour and to be declared as CLFZ.
  - a. Awareness on child labour
  - b. Functional mechanism: community register, functional CCPC, workplace monitoring, school monitoring, community regulation
  - c. Access to referral and remediation mechanism




### What is Child Labour Free Zone (CLFZ)?

Overall Time Needed: 120 Minutes

Material Needed: Presentation Materials (Flipchart)  
CLFZ Guideline (Reference)

10 min.	 <p><b>【Introduction】 Definition of CLFZ</b></p> <ul style="list-style-type: none"> <li>✓ <b>Child Labour Free Zone (CLFZ)</b> is a geographical area (municipality/district) in which incidence of child labour is eradicated.</li> <li>✓ For a zone to be declared as child labour free, <b>certain conditions, measures, structures, support system and facilities</b> must exist at both municipal/district and community levels.</li> <li>✓ Make sure that necessary conditions and system, etc. are indicated in the CLFZ guidelines and brief overview of them will be explained in the following session.</li> </ul>
60 min.	 <p><b>【Explanation】 Basic Requirements for CLFZ</b></p>  <p>The diagram illustrates the basic requirements for a Child Labour Free Zone (CLFZ) centered around the 'Community'. At the top, 'C3: Monitoring System' and 'C2: Functional CCPC' are shown. Below them is 'A: Awareness Raising' which connects to 'Workplace' and 'School'. The central 'Community' circle includes 'Community Stakeholders', 'B: Community Regulation', and 'C1: Community Register'. Below the community are 'D1: Referral system' and 'D2: Remediation package'. At the bottom, 'C7: Community Action Plan' and 'Households' are shown, along with 'Supports' and 'District Assembly/Line Agencies'.</p>
30 min.	 <p><b>【Discussion】 To what extent do you think that your community currently meets the requirements of CLFZ?</b></p> <ul style="list-style-type: none"> <li>✓ Ask the participants to discuss in divided groups (10 min.)</li> <li>✓ Share what was discussed with the large group (10 min.)</li> <li>✓ Share the results of baseline survey by JICA Team (10 min.)</li> </ul>

10 min.	 <p><b>【Closing Session】</b></p> <ul style="list-style-type: none"> <li>✓ Get feedback, findings and suggestions from several participants</li> <li>✓ Briefly explain the next workshop (2 days technical workshop) in September</li> <li>✓ Lunch will be served.</li> </ul>
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## Session 1: Community Child Protection Committee (CCPC)

### Key Learning Points





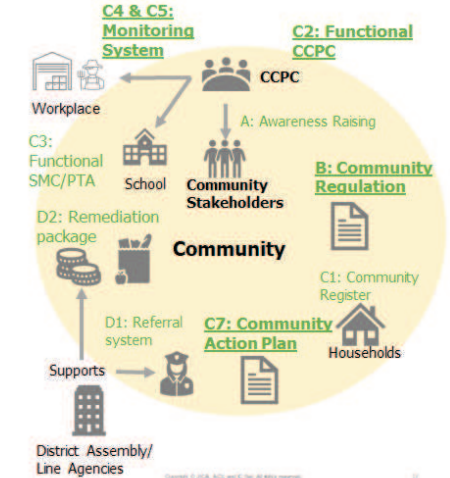
- **Community Child Protection Committee (CCPC)** is monitoring team at the community level which also leads the implementation of all the interventions in order to protect children from child labour.
- **Key role of CCPC** in required interventions are as follows:
  - **Awareness raising:** Create awareness and sensitize community on child labour and the importance of education
  - **Community regulation:** Facilitate developing community regulation with sanctions on child protection including child labour
  - **Community register:** Collect data of community residents including children to identify initial number and status of children in/at risk of child labour
  - **Community surveillance**
  - **Workplace monitoring**
  - **School monitoring**
  - **Community action plan:** Develop and implement a Community Action Plan on child protection including child labour
- Membership of CCPC is 5-9 or even more (voluntarily).
- CCPC meeting should be called monthly.



### Community Child Protection Committee (CCPC)

Overall Time Needed: 75 Minutes

Material Needed: Presentation Materials (Flipchart)

10 min.	 <b>【Review of 1<sup>st</sup> sensitization workshop】</b> <ul style="list-style-type: none"> <li>✓ What is <b>child labour, child work, hazardous labour and the worst form of child labour</b>?</li> <li>✓ What is <b>Child Labour Free Zone (CLFZ)</b>?</li> </ul>
5 min.	 <b>【Introductory Question】</b> <p>Q1: Do you have CCPC in your community?</p> <ul style="list-style-type: none"> <li>✓ Simply ask the existence of PC</li> </ul> <p>Q2: If no, have you ever heard the word CCPC?</p> <ul style="list-style-type: none"> <li>✓ Ask the participants to raise their hands if they have heard it before.</li> </ul> <p>Confirm how many people (or percentage) have heard it before.</p>
5 min.	 <b>【Explanation】</b> What is CCPC? <ul style="list-style-type: none"> <li>✓ Make sure the following 2 functions of CCPC                     <ul style="list-style-type: none"> <li>- a community level's <b>monitoring</b> team to protect children from child labour</li> <li>- leads <b>implementation of all interventions</b> in the community</li> </ul> </li> </ul>
25 min.	 <b>【Explanation】</b> Key role of CCPC <ul style="list-style-type: none"> <li>✓ Explain the figure (slide 13) on the required interventions at the community level</li> </ul> <div style="text-align: center;">  </div>

## Session 1: What is Child Labour?

### Key Learning Points




- **Child labour** is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.
  - Work which is mentally, physically, socially or morally dangerous and harmful to children
  - Work which interferes with their schooling
- Child labour is clearly prohibited in Ghanaian Constitution and Children's Act.
- Not all work done by children should be classified as child labour that is to be targeted for elimination.
- **Worst forms of child labour** should be eliminated without delay.
- **Hazardous child labour**, which is likely harm the health, safety or morals of children by its nature or the circumstances in which it is carried out, is clearly defined in Children's Act and Hazardous Activity Framework prepared by the Ghanaian government.
- It is crucial that community can identify the children who are involved in child labour and take necessary measures to stop.






### What is Child Labour?

Overall Time Needed: 120 Minutes

Material Needed: Presentation Materials (Flipchart)

10 min.	 <b>[Introductory Question]</b> Q1: "What is the definition of child?" <ul style="list-style-type: none"> <li>✓ Ask the participants to share their idea</li> <li>✓ A child is a person below the age of eighteen years (Section 1 of Children's Act, based on the UN Convention on the Rights of the Child)</li> </ul> Q2: "Have you ever heard the word of Child Labour?" <ul style="list-style-type: none"> <li>✓ Ask the participants to raise their hands if they have heard it before.</li> <li>✓ Confirm how many people (or percentage) have heard it before.</li> </ul> Q3: "What do you know about Child Labour?" <ul style="list-style-type: none"> <li>✓ Ask 2-3 participants to share their idea on child labour.</li> <li>✓ Facilitator does NOT judge whether the answers are correct or not. Just for confirming how the community people understand "child labour".</li> </ul>
60 min. (20 min × 3)	 <b>[Exercise]</b> How to identify child labour? <ul style="list-style-type: none"> <li>✓ Show the photos of working children and ask the following questions                         <ul style="list-style-type: none"> <li>- Is this "Child Labour"?</li> <li>- If yes, why do you think so?</li> </ul> </li> <li>✓ Ask the participants to discuss with their neighbors (5 min.)</li> <li>✓ Ask 1-2 participants to share their idea</li> <li>✓ Show the photos with explanation and pick up the points to identify child labour                         <ul style="list-style-type: none"> <li>- Time when the work has been done</li> <li>- Age of the worker</li> <li>- Weight of the bag</li> <li>- Distance to carry</li> <li>- Protective measures</li> <li>- Existence of risks and hazards</li> </ul> </li> </ul>
5 min.	 <b>[Explanation]</b> Points for identifying child labour <ul style="list-style-type: none"> <li>✓ Show the figure and explain the process of identification with 4 factors.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Explain detailed about each intervention which is supposed to be done at the community level <ul style="list-style-type: none"> <li>- Awareness raising which had been done already but it should be continuously provided for keeping awareness of community residents</li> <li>- <b>Community regulation</b>: will be explained in session 3</li> <li>- Community register</li> <li>- Monitoring activities: <b>workplace monitoring</b> (explained in session 2) and <b>school monitoring</b> (explained in Day 2)</li> <li>- Community action plan</li> <li>- Access to referral system</li> <li>- Access to remediation package</li> </ul> </li> </ul>
10 min.	 <p><b>[ Sharing ]</b> (only in case that CCPC is already established in the community) Ask the CCPC members to share the current situation</p> <ul style="list-style-type: none"> <li>✓ <b>How often is the CCPC meeing called?</b></li> <li>✓ <b>What kind of topic do they usualy discussed?</b></li> </ul>
10 min.	 <p><b>[Explanation]</b> Membership of CCPC</p> <ul style="list-style-type: none"> <li>✓ 5-9 or even more (voluntarily)</li> <li>✓ Selecting a chairperson</li> <li>✓ Selecting workplace and school monitoring teams</li> <li>✓ Regular meetings</li> <li>✓ Membership</li> </ul>
10 min.	 <p><b>[Explanation]</b> Role of community</p> <ul style="list-style-type: none"> <li>✓ Enact and enforce community regulation to protect the rights of children in the community</li> <li>✓ Actively participate in all the activities which are required in the CLFZ process</li> <li>✓ Contribute necessary resources to implement required activities</li> <li>✓ Support the activities of CCPC</li> </ul>
-	Wrap up

## Session 2: Workplace monitoring

### Key Learning Points

- **Workplace monitoring** is conducted to ensure that:
  - children are **not working during school going hours**
  - Children 15-17 year are working **under safe and healthy conditions**
- Checkpoints for regular community surveillance are:
  - ✓ Are there any children who are around in the community during school going hours?
  - ✓ Are there new families who are migrating from the other places?
- Checkpoints for workplace monitoring are:
  - ✓ Are there any children in the workplace during school going hours?
  - ✓ Are there any children between 15 and 17 years engaged in hazardous work?
  - ✓ Are there any children who are in/at the risk of the WFCL?
- Flow of referral system
- Workplace monitoring should be conducted regularly (weekly).
- Make sure to record and report in the CCPC meeting in order to take necessary measures.
















### **How to conduct workplace monitoring?**

Overall Time Needed: 45 Minutes

Material Needed: Presentation Materials (Flipchart)  
CLFZ Guideline (Reference) and Ghana Child Labour  
Monitoring System: Main Document (Reference)



10 min.	 <b>[Introduction]</b> <b>Overview of workplace monitoring</b> Workplace monitoring is done <b>quarterly</b> <ul style="list-style-type: none"> <li>✓ Workplace monitoring should be done with no advance notice</li> <li>✓ Selecting <b>at least three CCPC members</b> as workplace monitoring team</li> </ul>
5 min.	 <b>[Discussion]</b> Ask the CCPC members to share the current situation <ul style="list-style-type: none"> <li>✓ <b>Is the workplace monitoring conducted?</b></li> <li>✓ <b>If yes, how often? By whom?</b></li> </ul>
10 min.	 <b>[Explanation]</b> Checkpoint of workplace monitoring Explain the several points to be checked through in both in regular surveillance and workplace monitoring <ul style="list-style-type: none"> <li>✓ Regular community surveillance</li> <li>✓ Workplace monitoring</li> </ul>
10 min.	 <b>[Explanation]</b> Flow of workplace monitoring <ul style="list-style-type: none"> <li>✓ Explain 3 phases; 1) Identification and assessment, 2) Referral, 3) Protection and prevention</li> <li>✓ Flow of referral system</li> </ul> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px dashed gray; padding: 5px; margin-right: 10px;">  Community Residents   CCPC   SMC/PTA         </div> <div style="margin-right: 10px;">    </div> <div> <ul style="list-style-type: none"> <li>• In/at the risk of child labour</li> <li>• Trafficking</li> <li>• Abuse</li> <li>• Worst form of child labour</li> </ul>  Social Welfare Officer   Police   DOVVSU         </div> </div>
10 min.	 <b>[Explanation] Monitoring book</b> <ul style="list-style-type: none"> <li>✓ Monitor should be done weekly</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Make sure to record and report in the CCPC meeting</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Date</th> <th style="width: 25%;">Members visited</th> <th style="width: 50%;">What was found? (Measures taken)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Date	Members visited	What was found? (Measures taken)															
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## Session 3: Community Regulation

### Key Learning Points

- CCPC facilitates developing **community regulation with sanctions on child protection** including child labour. Regulation can either be documented or conventional.
- Community members need to be aware of the regulation and their sanctions.
- Contents of community regulation:
  - Definition of Terms
  - Article 1 Parental duty and responsibilities towards child
  - Article 2 Child labour/Trafficking/Abuse
  - Article 3 Education
  - Article 4 Community Development
  - Article 5 Community Living
  - Commitment






### **How to develop community regulation?**




Overall Time Needed: 60 Minutes

Material Needed: Presentation Materials (Flipchart)

CLFZ Guideline (Reference)

10 min.	 <b>[Introductory Question]</b> Q1: Do you have community regulation? ✓ Simply ask the existence of the regulation Q2: If yes, is it written or conventional? Q3: If yes, do you (community residents) understand the contents of the regulation? ✓ Ask the participants to raise their hands if they know the contents of the regulation. ✓ Confirm how many people (or percentage) know the contents of the regulation.
30 min.	 <b>[Explanation]</b> Community regulation Explain the following points. ✓ CCPC facilitates developing community regulation <b>with sanctions on child protection</b> including child labour. Regulation can either be documented or conventional. ✓ Community members need to be aware of the regulation and their sanctions. ✓ Perpetrators should be sanctioned according to the regulation. ✓ Contents of community regulation <ul style="list-style-type: none"> <li>- Article 1 Parental duty and responsibilities towards child</li> <li>- Article 2 Child labour/Trafficking/Abuse</li> <li>- Article 3 Education</li> <li>- Article 4 Community Development</li> <li>- Article 5 Community Living</li> <li>- Commitment</li> </ul>
20 min.	 <b>[Discussion]</b> Ask the participants to discuss the followings ✓ <b>What is written in your community regulation?</b> ✓ <b>Are there any sanctioned cases according to the regulation?</b>

## Session 4: Community Action Plan

15 min.	 <p><b>[Explanation]</b> Community Action Plan Explain that the following activities should be done by January 2022.</p> <ul style="list-style-type: none"> <li>✓ Selecting CCPC members (in case that the CCPC is not existing)</li> <li>✓ Conducting weekly community surveillance</li> <li>✓ Selecting workplace monitoring team</li> <li>✓ Conducting workplace monitoring (weekly)</li> <li>✓ Setting community regulation</li> </ul>																																																
30 min.	 <p><b>[Discussion]</b> Ask the participants to discuss when the activities would be done</p>																																																
15 min.	 <p><b>[Confirmation]</b> Confirm the result of the discussion among the participants and make a plan according to the format.</p> <table border="1" data-bbox="412 815 860 1273"> <thead> <tr> <th></th> <th>Action</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> </tr> </thead> <tbody> <tr> <td>C2</td> <td>Selecting CCPC members</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>-</td> <td>Conducting weekly community surveillance</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C4</td> <td>Selecting school monitoring team</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Conducting school monitoring (weekly)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C5</td> <td>Selecting workplace monitoring team</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Conducting workplace monitoring (weekly)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B</td> <td>Setting community regulation</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Action	Oct	Nov	Dec	Jan	C2	Selecting CCPC members					-	Conducting weekly community surveillance					C4	Selecting school monitoring team						Conducting school monitoring (weekly)					C5	Selecting workplace monitoring team						Conducting workplace monitoring (weekly)					B	Setting community regulation				
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## Session 1: Relationship with SMC/PTA



### Relationship with SMC/PTA

Overall Time Needed: 60 Minutes

Material Needed: Presentation Materials (Flipchart)

5 min.	 <p><b>[Introductory Question]</b> Q1: Do you have close relationship with SMC/PTA? ✓ Simply ask the current situation</p>
15 min.	 <p><b>[Explanation]</b> Relationship with SMC/PTA</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>School</p>  <p>SMC/PTA</p> <p>Who is not coming to school?</p> </div> <div style="text-align: center;"> <p>← Sharing information →</p> </div> <div style="text-align: center;"> <p>Community</p>  <p>CCPC</p> <p>Who needs support to attend school?</p> </div> </div> <div style="margin-top: 10px;"> <p><b>School register book</b></p> <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Attendance</li> <li>• Punctuality</li> </ul> </div>
40 min.	 <p><b>[Discussion]</b> Ask the participants to discuss the following questions (30 min.) and share the results of discussions (10 min.)</p> <ul style="list-style-type: none"> <li>✓ <b>How do community and SMC/PTA work together to improve school and learning of children?</b></li> <li>✓ <b>What kind of topic do you usually discuss?</b></li> </ul>

## Session 2: School monitoring



### Key Learning Points

- **School monitoring** team is required to visit the school and check the situation of pupils especially those with poor attendance, truants and latecomers by referring to the following items in the school register book
  - Enrolment
  - Attendance
  - Punctuality
- Checkpoints for school monitoring are:
  - ✓ How is the attendance and punctuality of pupils who are already identified as poor attendance, truants and latecomers?
  - ✓ Are there any children who tend not to come to school or come late recently?
  - ✓ Are there any children who need to be followed carefully?
- Flow of referral system
- School monitoring should be conducted regularly (weekly).
- Make sure to record and report in the CCPC meeting in order to take necessary measures.






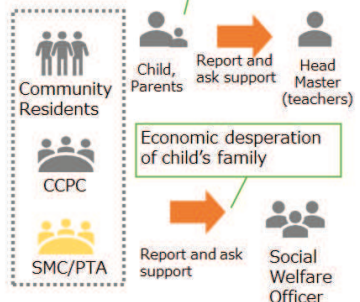
### How to conduct school monitoring?



Overall Time Needed: 60 Minutes

Material Needed: Presentation Materials (Flipchart)



CLFZ Guideline (Reference) and Ghana Child Labour

Monitoring System: Main Document (Reference)

10 min.	 <p><b>[Introduction] Overview of school monitoring</b>  School monitoring is done <b>weekly</b></p> <ul style="list-style-type: none"> <li>✓ School monitoring team is required to visit the school and check the situation of pupils especially those with poor attendance, truants and latecomers by referring to the following items in the school register book.</li> <li>✓ Selecting <b>at least three CCPC members</b> as school monitoring team.</li> </ul>
15 min.	 <p><b>[Explanation] Checkpoint of school monitoring</b>  Explain the several points to be checked</p> <p><u>Checking school register book</u></p> <ul style="list-style-type: none"> <li>- How is the attendance and punctuality of pupils who are already identified as poor attendance, truants and latecomers?</li> <li>- Are there any children who tend not to come to school or come late recently?</li> </ul> <p><u>Communication with teachers</u></p> <ul style="list-style-type: none"> <li>- Are there any children who need to be followed carefully?</li> </ul>
15 min.	 <p><b>[Explanation] Flow of referral system</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Child who doesn't attend school*  Child who has a poor attendance record*  * especially child from migrant family </div>  <pre> graph TD     A[Community Residents CCPC SMC/PTA] --&gt; B[Child, Parents]     B -- "Report and ask support" --&gt; C[Head Master (teachers)]     A --&gt; D[Economic desperation of child's family]     D -- "Report and ask support" --&gt; E[Social Welfare Officer] </pre>

10 min.	 <p><b>[Discussion]</b>  Ask the participants to discuss any other points to be checked in the school monitoring.</p>																		
10 min.	 <p><b>[Explanation] Monitoring book</b></p> <ul style="list-style-type: none"> <li>✓ Monitor should be done weekly</li> <li>✓ Make sure to record and report in the CCPC meeting in order to take necessary measures</li> </ul> <table border="1" data-bbox="1585 464 2007 732"> <thead> <tr> <th>Date</th> <th>Members visited</th> <th>What was found? (Measures taken)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Date	Members visited	What was found? (Measures taken)															
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### Session 3: Community Action Plan (cont.)

10 min.	 <b>[Discussion]</b> Ask the participants to discuss when the school monitoring would be done																																								
5 min.	 <b>[Confirmation]</b> Confirm the result of the discussion and complete the plan according to the format. <table border="1" data-bbox="412 574 860 1027"> <thead> <tr> <th>Action</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> </tr> </thead> <tbody> <tr> <td>C2 Selecting CCPC members</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Conducting weekly community surveillance</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C4 Selecting school monitoring team</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conducting school monitoring (weekly)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C5 Selecting workplace monitoring team</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conducting workplace monitoring (weekly)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B Setting community regulation</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Action	Oct	Nov	Dec	Jan	C2 Selecting CCPC members					- Conducting weekly community surveillance					C4 Selecting school monitoring team					Conducting school monitoring (weekly)					C5 Selecting workplace monitoring team					Conducting workplace monitoring (weekly)					B Setting community regulation				
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**Facilitator's Guide for  
3<sup>rd</sup> Community Sensitization Workshop**

## Session 1: Concepts of rights of the child and parental duty (for Community Regulation)

### Key Learning Points

- **Basic contents of Community Regulation**
  - The Basic contents of Community Regulation is based on the 'Children's Act' (1998).
  - Children's Act describes how to respect, care, and protect children at national level.
  - Community Regulation is a tool to make the concepts of Children's Act come true at community level.
  - It is very significant to understand the importance of each concept for caring and protecting children at community level.
  
- **Sub-Part II – Care and protection:**

When you develop a Community Regulation, it is preferable to regulate how to care and protect children at community level. e.g.,



  - Role of CCPC: Awareness Raising, Monitoring Activities (school & workplace), Developing Community Action Plan, etc.
  - Procedure of Referral system (how to deal with a case of identified child who is in/at risk of Child Labour/Trafficking/Sexual Abuse)




### **Community Regulation**

Overall Time Needed: 75 Minutes


Material Needed: Presentation Materials (Flipchart), Children's Act (1998) (Reference)


5 min.	 <p><b>[Review &amp; Introduction]</b> Function of Community Regulation</p> <p>Explain the three points of Review, and the Basic Contents of Children's Act.</p> <ul style="list-style-type: none"> <li>✓ Basic contents of Community Regulation is based on the concepts of Children's Act (1998). <b>Children's Act describes how to respect, care, and protect children at national level.</b></li> <li>✓ <b>Community Regulation is a tool to make the concepts of Children's Act come true at community level.</b></li> <li>✓ Let's understand the concepts of Children's Act at today's workshop, and try to make the Community Regulation that suits your community for realizing the concepts of Children's Act.</li> </ul>
5 min.	 <p><b>[Explanation]</b> Basic Contents of Children's Act</p> <p>Distribute the <b>Children's Act (printed document)</b> to participants for their information. (We don't refer details of the Act at this workshop.)</p> <ul style="list-style-type: none"> <li>✓ Topics in a following table are from the Children's Act, and vital for Community Regulation on child protection including child labour.</li> <li>✓ It is NOT necessarily to contain all topics in the Community Regulation.</li> <li>✓ It is very significant to understand the importance of each concept for caring and protecting children at community level.</li> </ul>

	<p><b>PART I – THE RIGHTS OF THE CHILD</b></p> <p>Sub-Part I – Rights of the child and parental duty</p> <ol style="list-style-type: none"> <li>1. Definition of child <sup>(1.)</sup></li> <li>2. Welfare principle <sup>(2.)</sup></li> <li>3. Right of opinion <sup>(11.)</sup></li> <li>4. Non-discrimination <sup>(3.)</sup></li> <li>5. Right to education and well-being <sup>(8.)</sup></li> <li>6. Protection from exploitative labour <sup>(12.)</sup></li> <li>7. Parental duty and responsibility <sup>(6.)</sup></li> <li>8. Penalty for contravention <sup>(15.)</sup></li> </ol> <p>Sub-Part II – Care and protection</p> <p>( ) = No. of topics in Children's Act</p> <ul style="list-style-type: none"> <li>✓ Sub-Part I - Rights of the child and parental duty: Let' look at the details of each topic at next slide.</li> <li>✓ Sub-Part II - Care and protection: The details of this section will be explained later (at slide 13).</li> </ul> <p>Let' look over each topic of 'Sub-Part I - Rights of the child and parental duty'.</p>
30 min.	<p> <b>[Explanation]</b> Rights of the child and parental duty Explain the contents of each topic.</p> <ol style="list-style-type: none"> <li><b>1. Definition of child</b></li> <li><b>2. Welfare principle</b></li> </ol> <ul style="list-style-type: none"> <li>✓ Although there is no standard definition of 'best interests' of the child, considering the best interest of the child means, <b>considering several factors related to the child's circumstances and deciding what type of services/actions/orders will best serve the child.</b></li> </ul>

	<ul style="list-style-type: none"> <li>✓ Since each child's situation and needs are different, it is not possible to know their interests without listening to their opinions/intention. <b>Hearing and respecting children's opinions/intention is essential to responding to their thoughts and wishes, and ensuring their best interests.</b></li> </ul> <ol style="list-style-type: none"> <li><b>3. Right of opinion</b></li> </ol> <ul style="list-style-type: none"> <li>✓ Each child has the right to –       <ol style="list-style-type: none"> <li>(a) express an opinion,</li> <li>(b) be listened to and</li> <li>(c) participate in decisions which affect his/her well- being.</li> </ol> </li> <li>✓ <b>Let's listen to children's opinions and involve them into the process of decision making when we make a Community Regulation and CAP</b> (Community Action Plan).</li> </ul> <ol style="list-style-type: none"> <li><b>4. Non-discrimination</b></li> <li><b>5. Right to education and well-being</b></li> <li><b>6. Parental duty and responsibility</b></li> <li><b>7. Protection from exploitative</b></li> </ol> <ol style="list-style-type: none"> <li><b>8. Penalty for contravention</b></li> </ol> <ul style="list-style-type: none"> <li>✓ In Community Regulation, let's regulate the penalty/sanction at community level.</li> <li>✓ Punishing perpetrators is NOT a purpose of penalty/sanction.</li> <li>✓ Penalty/sanction is set for having community members protect the right of a child. When we set a penalty/sanction, it is preferable to <b>consider what kinds of penalty/sanction would have community members protect the right of a child.</b></li> <li>✓ <b>Example at district level:</b></li> </ul>
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	<p>Give an actual example of the contravention (of provision of 'Rights of the child and parental duty') and penalty at district level (if any).</p> <p>✓ <b>Example at community level:</b></p> <p>Give the following examples of penalty at Community Regulation (quoted by a sample of Community Regulation).</p> <p>(a) A fine of not more than 2 penalty units shall be imposed on anyone who contravenes this provision and said amount paid into the community development fund.</p> <p>(b) Anyone who contravenes any provision under this article shall be reported to the District Social Welfare Officers for appropriate sanctions.</p>
5 min.	<p> <b>[Explanation]</b> Care and protection</p> <p>✓ In Children's Act, it is mentioned how to care and protect children at District level. On the other hand, in Community Regulation, it would be better to <b>regulate how to care and protect children at community level.</b></p> <p>e.g.,</p> <ul style="list-style-type: none"> <li>- Role of CCPC: Awareness Raising, Monitoring Activities (school &amp; workplace), Developing Community Action Plan, etc.</li> <li>- Procedure of Referral system (how to deal with a case of identified child who is in/at risk of Child Labour/Trafficking/Sexual Abuse)</li> </ul> <p>✓ Please refer to the following workshop materials for details of care and protection measures at community level.</p> <ul style="list-style-type: none"> <li>- Session 2 'What should be done at the community level?' at 1st Workshop,</li> </ul>

	<ul style="list-style-type: none"> <li>- Session 1 'CCPC', and 2nd Session 2 'Workplace Monitoring' at 2nd Workshop Day 1, and</li> <li>- Session 1 'School Monitoring' at 2nd Workshop Day 2</li> </ul>
30 min.	<p> <b>[Discussion]</b> Have a look at current Community Regulation on child protection including child labour (if the community have), and ask participants to discuss the followings.</p> <ul style="list-style-type: none"> <li>✓ <b>What kind of parental duty is considered at your community?</b></li> <li>✓ <b>What kinds of penalty/sanction would be adequate to have community members protect the right of a child?</b></li> <li>✓ <b>What kind of measures would be needed to care and protect children at the community?</b></li> </ul>

## Session 2: Community Register

### Key Learning Points

- **Questionnaire for the Community Register** (GCLMS MONITORING TOOL 1) consists of two parts:
  - PART I **Household Information**
  - PART II **Children Working/at Risk**
- **Confidentiality of private information:**

The private information that interviewers have collected will not be used for any other purpose.
- Essential points of PART II Children Working/at Risk:
  - PART II is to be provided by a child between 5 to 17 years identified to be in/at risk of Child Labour through the

interview of PART I. (The interview of PART II would be conducted at a later date.)

- **Refer the cases of identified children in/at risk of Child Labour/WFCL /Trafficking/Sexual Abuse to relevant public institutions** corresponding to children’s needs.



### Community Register

Overall Time Needed: 75 Minutes

Material Needed: Presentation Materials (Flipchart)  
CLFZ Guideline (Reference) and Ghana Child Labour Monitoring System: GCLMS MONITORING TOOL 1 (Reference)

10 min.



**[Review & Introduction]** Outline of Community Register

Explain two points of Review, and contents of questionnaire.

#### Contents of questionnaire

Distribute the **questionnaire (GCLMS MONITORING TOOL 1)** to participants.

- ✓ There is the prescribed questionnaire for Community Register.
- ✓ The questionnaire consists of two parts: PART I Household Information, and PART II Children Working/at Risk.
- ✓ **PART I is to be provided by the household head.**
- ✓ **PART II is to be provided by a child between 5 to 17 years identified to be in/at risk of Child Labour** through the interview of PART I.
- ✓ PART II is conducted at a later date.

5 min.



**[Explanation]** How to utilize the data of Community Register?

Explain the several points of how to utilize the data of Community Register, and target values.

- ✓ Ascertain the **proportion of children of school-going age, who are indeed enrolled in schools either in the community or adjoining communities.**

- **Target value:** at least 97 % enrolment rate\* is required for declaration of CLFZ.

\* Enrolment rate = The number of children who are currently attending school / The total number of children of school-going age.

- **Ref.:** Appendix 2, Main Assessment Criteria - E4 in CLFZ Guideline

- ✓ Figure out the **child labour rate** in the community.

- **Target value:** If the baseline rate was more than 10%, it is expected that the rate at the point of assessment should be less than 10%.

- **Ref.:** Appendix 2, Main Assessment Criteria – H1 in CLFZ Guideline

Baseline rate	Target value
More than 10%	Less than 10 %
Less than 10 %	Not be more that 5%.

5 min.



**[Explanation]** Confidentiality

Explain the several points of confidentiality for questionees and interviewers of the community regulation.

40 min.



**[Explanation]** Let’ look over the questionnaire of Community Register

Explain how to fill out the form of questionnaire, and

the following points of main questions. Pick some participants and ask them to read out a question.

**Front page:**

Fill out the parts highlighted in yellow.

**PART I**

**a. Q1-Q7 Basic information**

**b. Q8-Q11 Risk of Child:**

✓ **Q8 and Q10:**

**If a child who is school going age (between 5 to 17) gives the following answers, the child would be in/at risk of child labour/Hazardous Work** (there are also some possibilities of trafficking or sexual abuse) and need to carry out PART II of the questionnaire at a later date.

- **Q8.** School attendance status?

**Answer:** option 2=Yes, in the past or option 3=Never

and/or

- **Q10.** Has (NAME) done any Economic activity (work) for the past 6 months?

**Answer:** option 1=Yes

✓ **Q11:**

**If a child who is below age 18, answer option 1=Yes, it would be the Child Marriage\*.** Please listen to the child's situation and his/her feeling and consult the case with District Social Welfare Officers for taking appropriate measures.

\* **Ref.:** Children's Act, 14. (2) the minimum age of marriage of whatever kind shall be eighteen years.

**c. Q12-Q21 Economic status**

**The last page (the page of END OF INTERVIEW)**

- ✓ 'PLACE OF CURRENT INTERVIEW' and 'ENUMERATED BY' (the parts highlighted in yellow): Interviewer fills out there.
- ✓ 'EDITED BY': Officer from Line Agency (who cooperated with the Community Register) fills out there.

5 min.



**[Explanation]** Flow of referral system (SOP)

- ✓ **Identified children in/at risk of Child Labour/WFCL /Trafficking/Sexual Abuse** (through the Community Register): Refer the cases to relevant public institutions corresponding to children's needs.



10 min.





**[Explanation]** Let's try to carry out Community Register!

Explain the procedure of implementation of Community Register.

- ✓ **All targeted communities except Kakatire in AMDA:**



	<p>This Community Register is a trial. Therefore, we don't carry out the Community Register for all households at the community.</p> <p>If there are more than 200 households at the community, please <b>select 100 households (within a fixed range of area) by the middle of January.</b></p> <p>(Only Kakatire in AMDA has less than 200 households and collect data from all households in the community.)</p> <p>✓ <b>Data base:</b> EIB (Employment Information Branch) of the Labour Department is in the process of finalizing a software and data base of Community Register. The Survey can use them when they are ready.</p>
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## **Review: Community Surveillance & Monitoring**

15 min.	<p><b>[Review: Community Surveillance]</b></p> <p> <ul style="list-style-type: none"> <li>● Confirm the checkpoints</li> <li>● Sharing the results <ul style="list-style-type: none"> <li>✓ Date of surveillance</li> <li>✓ What was found?</li> <li>✓ What kind of measures were taken?</li> </ul> </li> </ul> </p>
15 min.	<p><b>[Review: Workplace Monitoring]</b></p> <p> <ul style="list-style-type: none"> <li>● Confirm the checkpoints</li> <li>● Sharing the results <ul style="list-style-type: none"> <li>✓ Date of surveillance</li> <li>✓ What was found?</li> <li>✓ What kind of measures were taken?</li> </ul> </li> </ul> </p>

15 min.	<p><b>[Review: Workplace Monitoring]</b></p> <p> <ul style="list-style-type: none"> <li>● Confirm the checkpoints</li> <li>● Sharing the results <ul style="list-style-type: none"> <li>✓ Date of surveillance</li> <li>✓ What was found?</li> <li>✓ What kind of measures were taken?</li> </ul> </li> </ul> </p>
15 min.	<p><b>[Discussion]</b></p> <p> Ask the participants to discuss</p> <p>✓ <b>Why are community surveillance and monitoring activities important?</b></p>

## **Instruction of Assessment process**

5 min.	<p><b>[introduction]</b> Assessment process</p> <p> Explain the main points of Main Assessment and Pre-Assessment.</p> <p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>● The Pre-Assessment Checklist ascertains whether the CLFZ conditions have been fulfilled or not.</li> <li>● Where more than 80% of the condition have been met, the Main Assessment shall be carried out otherwise the community shall be advised to operationalize the conditions.</li> <li>● At this time (in this Survey), the Main Assessment is implemented at all targeted communities as a trial even though more than 80% of the condition won't be met in the Pre-Assessment Checklist.</li> </ul>
15 min.	<p><b>[Explanation]</b> CLFZ Pre-Assessment Checklist</p> <p> Explain each topic in the checklist. (Ref. CLFZ Pre-Assessment Checklist, page 16.)</p>

Item	Situation	Yes	No
<b>Community level</b>			
11.	Is awareness raising and sensitisation ongoing activity?		
12.	Are there community regulations on child labour?		
13.	Is there a Community Child Protection Committee (CCPC)?		
14.	Have the capacities of the CCPC developed (technical and logistics)?		
15.	Are teachers adequate in the school?		
16.	Are TLMs available, sufficient and timely delivered?		
17.	Is the general school environment conducive for teaching and learning?		
18.	Is there a community register that is regularly updated?		
19.	Is there a community action plan (CAP)?		
20.	Is there a school management committee for the community school?		
21.	Are workplaces monitored frequently?		
22.	Are the school and community monitored frequently?		
23.	Is there a community referral system for affected children?		
24.	Is there a community remediation system for affected children?		

# Flipchart Materials (Short version)

**Government of Ghana/  
Government of Japan (JICA)**

**Pilot activity for Implementing  
Child Labour Free Zone (CLFZ)**

**Community  
Sensitisation  
Workshop  
on  
Child Labour**

**1<sup>st</sup> Session**

**What is  
Child Labour?**



## Who is “child”?

A “child” is a person below the age of eighteen (18) years

The Children’s Act (1998)

## Who is “child”?





## Risks for the children (target of Child Protection)

- Domestic and Gender based Violence
- Adolescent Pregnancy and Child Marriage
- Children in Conflict and in Contact with the Law
- Children in Outside of Parental Care
- Online Child Abuses
- **Child Labour**
- **Child Trafficking**



**Is this  
“Child Labour”?**



@UNICEF



@UNICEF



## **Exercise**

**How to identify  
“Child Labour”?**

**What is  
“Child Labour”?**

## Case 1

Is this “Child Labour”?  
If yes, why do you think so?



## Case 1

### Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

How heavy is the work according to the child?  
- Weight  
- Distance

Isn't the work dangerous for the child?

Are necessary protective measures (e.g. outfit) taken?



## Case 2

Is this “Child Labour”?  
If yes, why do you think so?



## Case 2

Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

Isn't the work dangerous for the child?

Are necessary protective measures (e.g. outfit) taken?

Is there any risks and hazards?



### Case 3

Is this “Child Labour”?  
If yes, why do you think so?



### Case 3

Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

How heavy is the work according to the child?  
- Weight  
- Distance

Isn't the work dangerous for the child?

Is there any risks and hazards?



## Case 4

Is this “Child Labour”?  
If yes, why do you think so?



## Case 4

Points for identifying “Child Labour”

How old is the child?

When is the child working? Is the children going to school?

How heavy is the work according to the child?  
- Weight  
- Distance

Isn't the work dangerous for the child?

Are necessary protective measures (e.g. outfit) taken?



## Case 5

Is this “Child Labour”?  
If yes, why do you think so?



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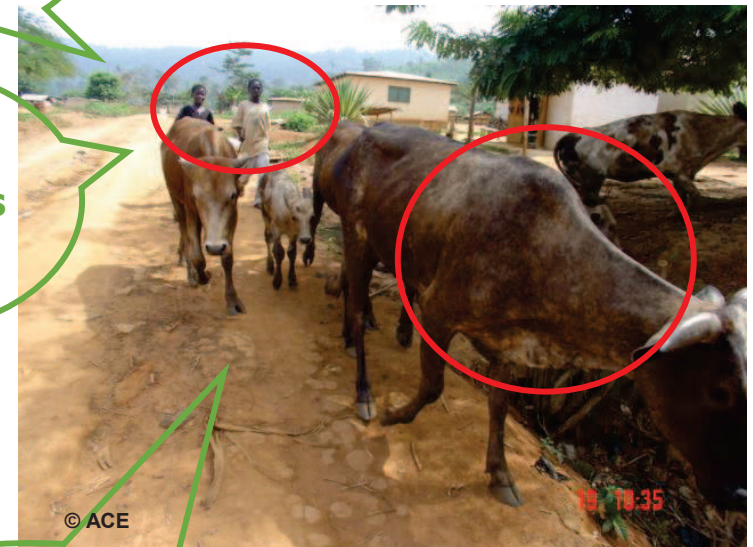
## Case 5

### Points for identifying “Child Labour”

How old is the child?

Isn't the work dangerous for the child?

When is the child working? Is the children going to school?



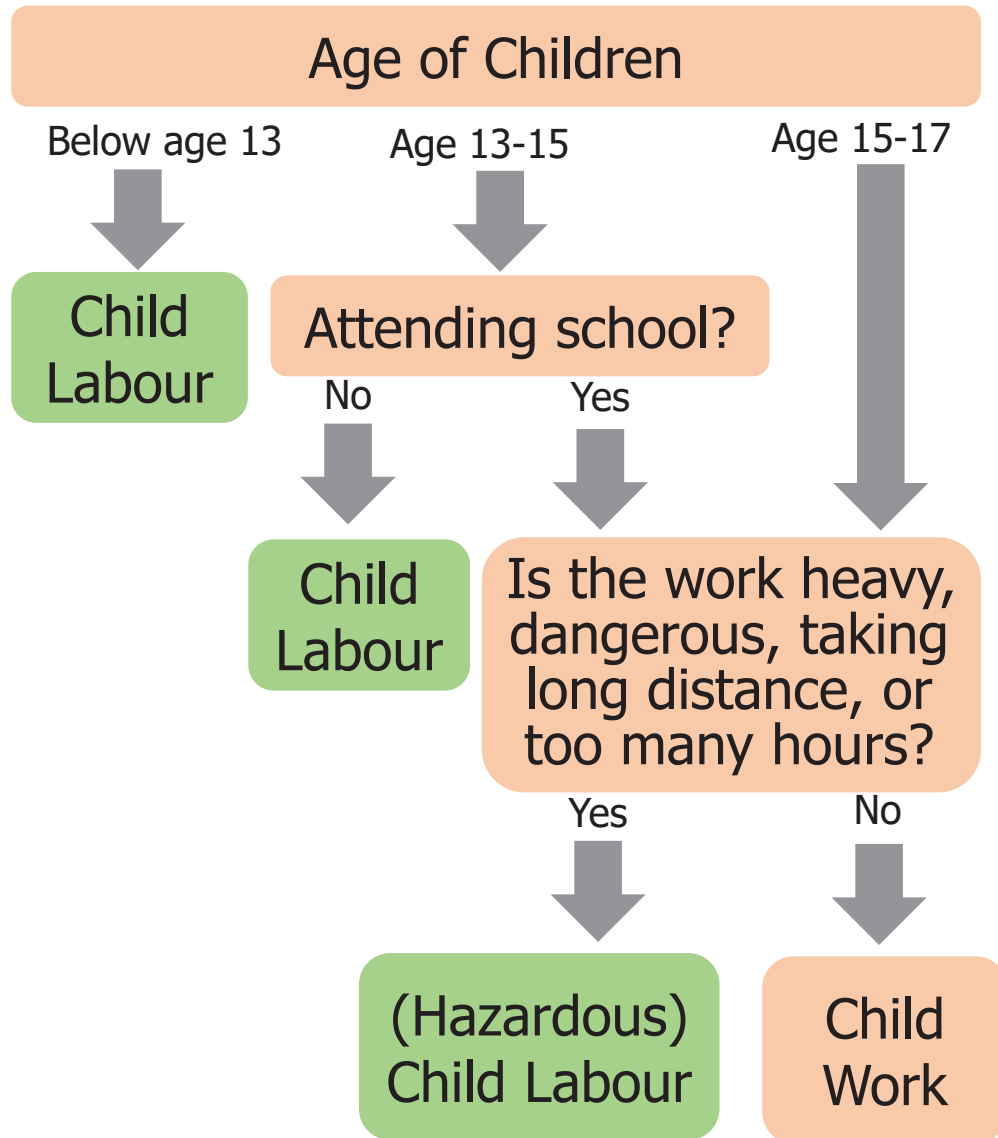
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Do they look familiar in the community? Aren't they migrated or trafficked from other area?

In fact, this is the case of child trafficking.



## Points for identifying “Child Labour”



## What is “child labour”?

### ✗ Child Labour:

No person shall engage a child in **exploitative labour** which **deprives the child of its health, education or development.** The Children’s Act (1998)

### ✓ Child Work/Light Work:

Labour which is **not harmful** (encourage) **to health or development of child** and does not affect the child's attendance at school.

It is important to support and take good care of children’s healthy development by all community members!



## Category of Child Labour

### Child Work/Light Work

(Minimum age: 13 years)

### Child Labour

(Prohibited below 15 years)

### Hazardous Work

(Prohibited below 18 years)

### Worst Forms

(Prohibited below 18 years)

## ✗ Worst Forms of Child labour

**All children below 18 years must be withdrawn**

(ILO Convention No. 182)

### Slavery (Forced labour)

Child trafficking, debt bondage, armed conflict

### Sexual Exploitation

Prostitution, production of pornography, pornographic performance

### Criminal Activities

Use of children in illicit activities; drug trafficking, theft, etc.

### Hazardous work

Work harmful to the health, safety and moral of children

**Unconditional Worst Forms**

**Defined by national laws**

## ✗ Hazardous labour

Children's Act, No. 91, 1998

Work is hazardous when it poses a danger to the health, safety, or morals of a person

- a) Going to sea
- b) Mining and quarrying
- c) Porterage of heavy loads
- d) Manufacturing industries where chemicals are produced or used
- e) Work in places where machines are used
- f) Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior

## ✗ Hazardous labour

### 4 harmful Impacts

- 1. Harm to Safety: cause rapid physical injuries due to work accident**
- 2. Harm to Physical Health Disease and growth problems**
- 3. 3. Moral harm: Social effects**
- 4. Harm to mental health: Psychological effect,**

## ✗ Hazardous labour in Cocoa Sector



- Clearing of forest
- Felling of trees
- Removing tree stumps
- Bush burning
- Using chemicals
- Using big cutlass for weeding or pruning
- Climbing higher trees with using sharp tools
- Working with motorized farm machinery
- Harvesting overhead cocoa pods with dangerous tools
- Breaking cocoa pods with sharp breaking knives or cutlass
- Carrying heavy load **beyond permissible carrying weight.**
- Working without adequate basic protective clothing
- A child working alone on the farm in isolation

\* Hazardous Child labour Activities Framework: For the Cocoa Sector in Ghana: Ministry of Manpower Youth and Employment, 2008

## ✗ Hazardous labour in Cocoa Sector (Some examples)

- For children on weekends, holidays and /or have completed school, **working on the farm more than 3 hours per day or more than 18 hours per week**
- For children in school, **working more than 2 hours per day on a school day**
- **Carrying Heavy Loads (cocoa pods or beans) more than 30 % of the weight for more than 2 miles (If the child weight is 30 kg, more than 9 kg load is hazardous)**
- **Climbing Cocoa trees Higher than 2.5 meters**
- **Picking cocoa fruits and breaking Cocoa pods with using long cutlass, malayan knife and axes**

\* Hazardous Child labour Activities Framework for Ghana: Child labour Unit of the Labour Department, Ministry of Employment and Social Welfare 2016

# ✗ Hazardous labour in Mining Sector

- Undertaking any activity in underground mines or mine pits deeper than 6 meters
- Underwater ore mining (all processes)
- Clearing vegetation for mining
- Excavating various layers of earth
- Blasting rocks with explosives
- Removing mineral-bearing gravels from mine
- Carrying heavy weight above 30kg
- Milling, Pounding/crushing gold rocks using metal mortars and pestles
- Operating mining machines
- Jigging for diamond under water and picking materials for more than 4 hours per day
- Engaging in age-acceptable work without adequate foot, body and finger protective clothing

\* Hazardous Child labour Activities Framework for Ghana: Child labour Unit of the Labour Department, Ministry of Employment and Social Welfare 2016



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## Why does child labour matter?

### <International Legal Framework>

- **UN Convention on the Rights of Child**
- **ILO Conventions (No. 138, 182, 190)**

### <National Legal Framework>

- **Constitution of Ghana**

"every child has the right to be protected from engaging in work that constitutes a threat to his/her education or development"

- **Children's Act**
- **Hazardous Activity Framework**

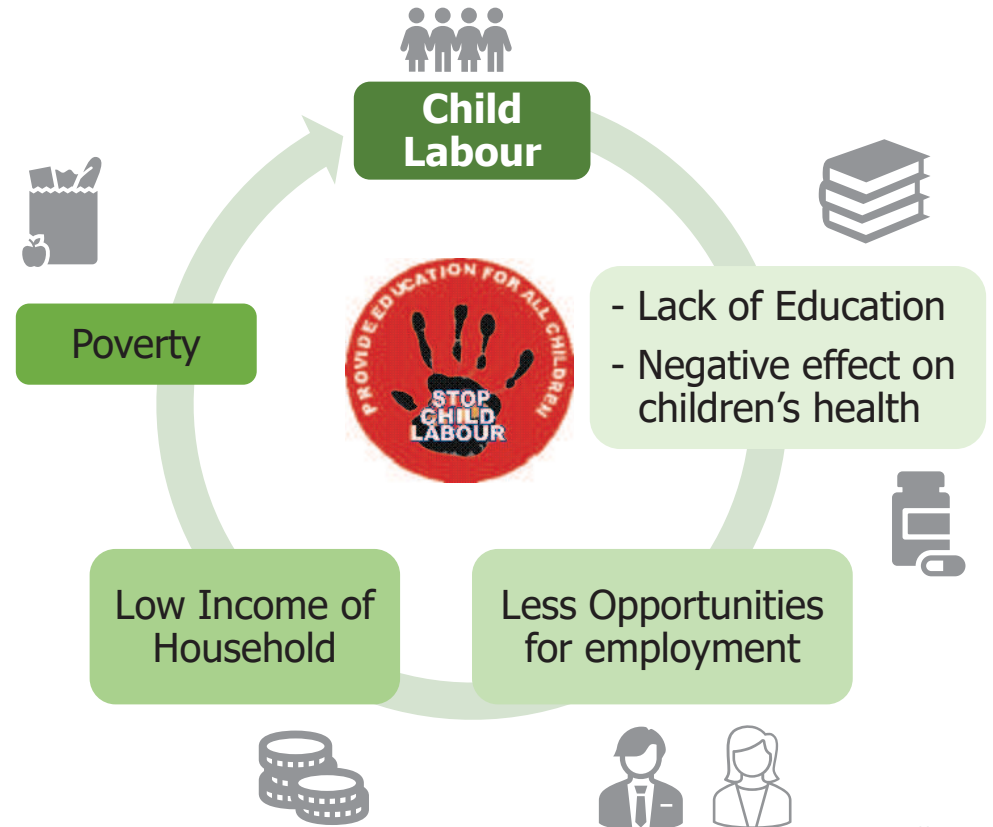




# How does “Child Labour” affect children?

## Vicious Cycle of Child Labour

Child labour deprives education and healthy development of the child as individual. It also negatively affect and **causes economic loss for family, community, and nationwide.**





**Are there  
“Child Labour” in  
the community?**

## **2<sup>nd</sup> Session**

**What should be  
done by the  
community to  
stop “child  
labour”?**

## What is done at the community?



## 9 Steps to be taken

Step 1: Establishing CCPC

Step 2: Awareness Raising

Step 3: Community Register

Step 4: Community Regulation

Step 5: Surveillance & Monitoring

Step 6: Responding to the issues

Step 7: Reporting (Referral)

Step 8: Supporting children/families

Step 9: Community Action Plan



# Step 1: Establishing Community Child Protection Committee (CCPC)



## What is CCPC?

- CCPC is a **monitoring team in the community** to protect children from child labour
- CCPC **leads to implement** all the relevant activities in the community
- **Regular (monthly) meeting**
  - ✓ Discuss and update information on in/at risk child labour cases
  - ✓ Strategize on how to address and solve child labour issues in the community

## Membership of CCPC



- Membership: 5-9 or even more
- Voluntary base (not been paid)
- A chair should be selected
- Gender balance should be considered

### Membership of CCPC may include:

- A representative of the Traditional Council, Unit Committee, Opinion Leader
- The queen mother
- Religious leader(s)
- An Assembly Member
- A representative of SMC/PTA, teacher
- A representative of Community Watchdog Committee
- A representative of youth group
- A representative of Women's association
- A representative of trade organization
- A children's representative

## Step 2: Awareness Raising



**Regular awareness raising**  
on child labour in the community  
(at least once in a quarter)

- Community members understand
  - child labour, basic concepts and impacts
  - Ghanaian laws in child labour
- Information Education Communication (IEC) materials such as posters, stickers, etc.) are visible in the community

Awareness creation has impacted positively on incidence of child labour

## Step 3: Community Register



- Household information (Name, possession of birth certificate, school attendance status, main sources of income, etc.)
- A community register covering all the households including children
- The register must be continuously updated (at least quarterly)

## Step 4: Community Regulation



- CCPC facilitates developing community regulation **with sanctions on child protection** including child labour.
- Regulation can either be documented or conventional
- Community members are aware of the regulation and their sanctions.

## Step 5: Surveillance & Monitoring



### Checkpoints

#### **Regular community surveillance**

- ✓ Are there any children who are around in the community during school going hours?
- ✓ Are there new families who are migrating from the other places?

#### **Workplace monitoring**

- ✓ Are there any children in the workplace during school going hours?
- ✓ Are there any children between 15 and 17 years engaged in hazardous work?
- ✓ Are there any children who are in/at the risk of the WFCL?

## Checkpoints



#### **School monitoring**

##### ◆ **Checking school register book**

- ✓ How is the attendance and punctuality of pupils who are already identified as poor attendance, truants and latecomers?
- ✓ Are there any children who tend not to come to school or come late recently?

##### ◆ **Communication with teachers**

- ✓ Are there any children who need to be followed carefully?

## a. Workplace Monitoring



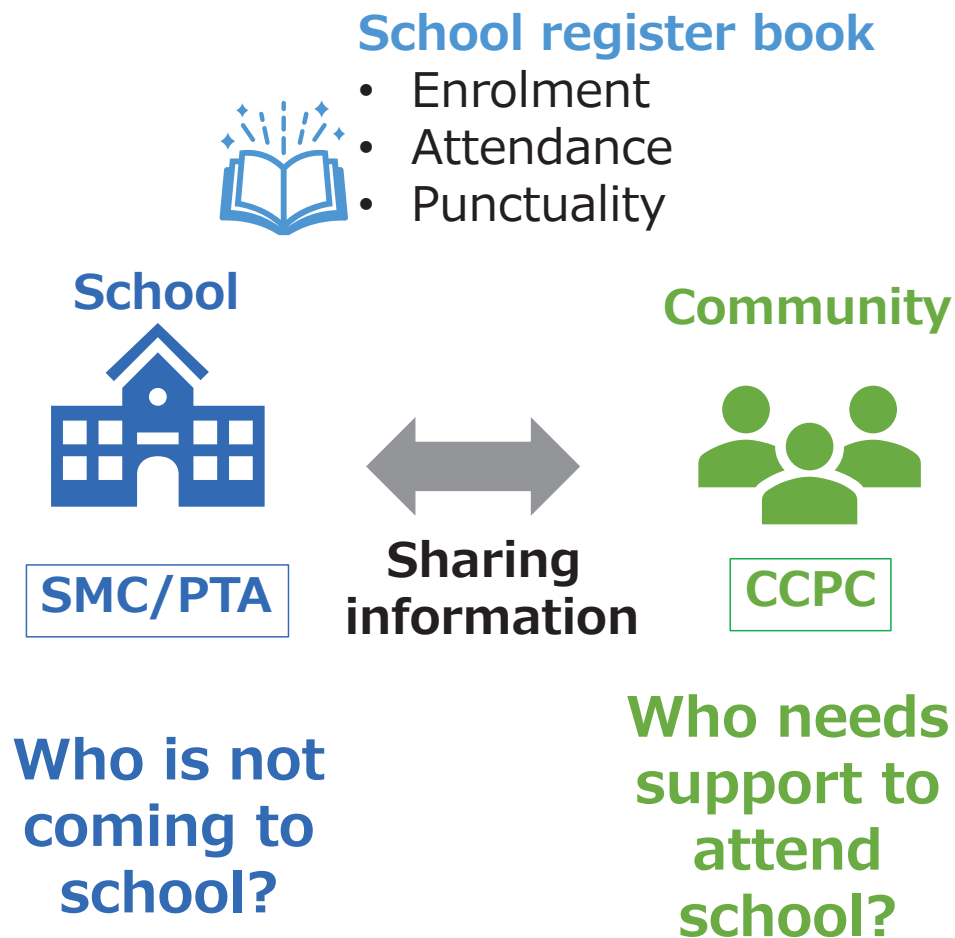
- Workplace monitoring is conducted to ensure that:
  - ✓ children are **not working during school going hours**
  - ✓ Children 15-17 year are working **under safe and healthy conditions\***
    - \* not involved in the use of harmful pesticides, sharp cutlasses or dangerous equipment
    - \* not walk longer distances with heavy loads to and from farm
- Frequency: **quarterly**
- **With no advance notice**
- Select at three CCPC members

## b. School Monitoring



- At least **three CCPC members** should be selected with gender sensitivity including
  - representative of teachers
  - representative of traditional authority
- Monitoring team is required to visit the school and check the situation of pupils especially those with poor attendance, truants and latecomers by referring to the following items in the school register book
  - **Enrolment**
  - **Attendance**
  - **Punctuality**

## Relationship between SMC/PTA and community



## Step 6: Responding to the issues (by CCPC and community people)

### **Which children are on in/at risk of child labour?**

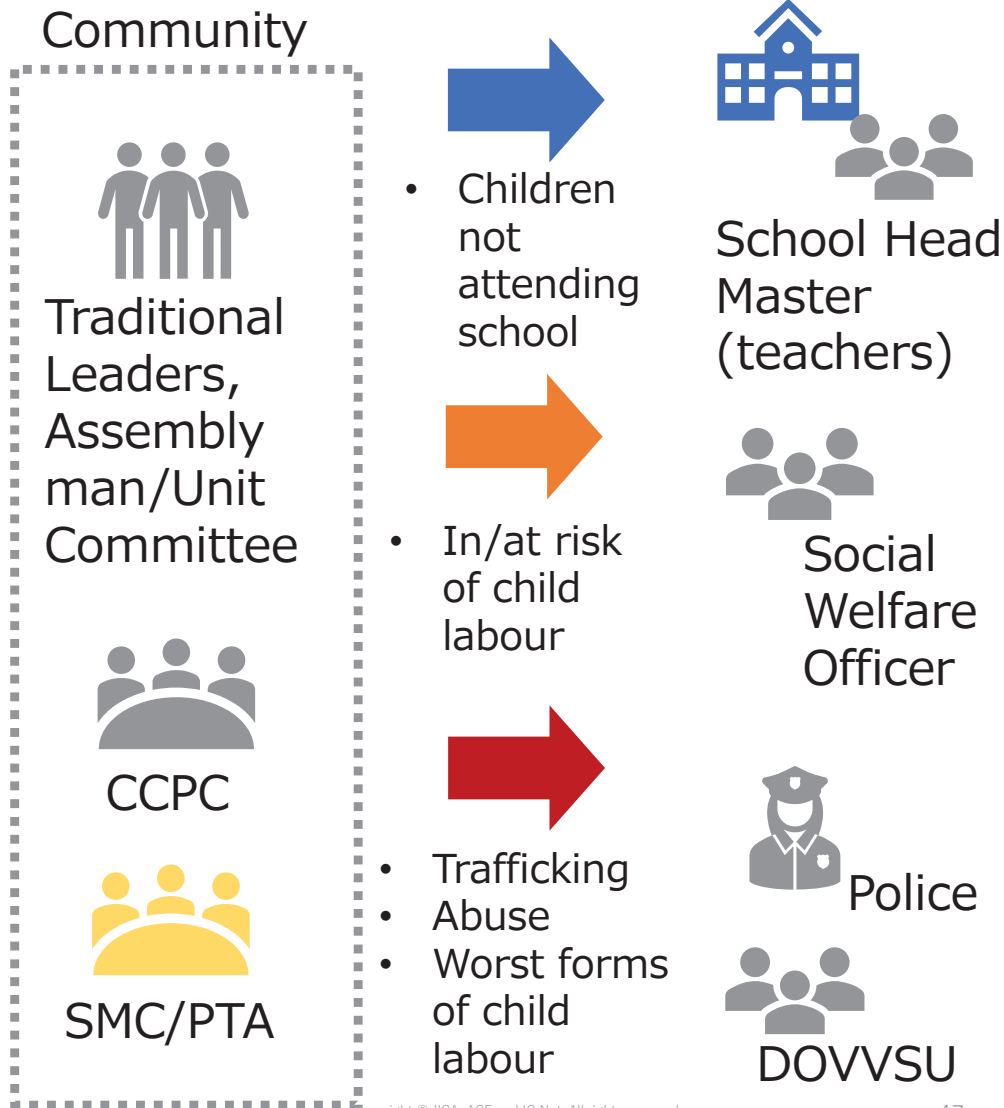
- Children staying at home/farm during school hours
- Children help parents on market days, etc..

### **How to address and solve the issue?**

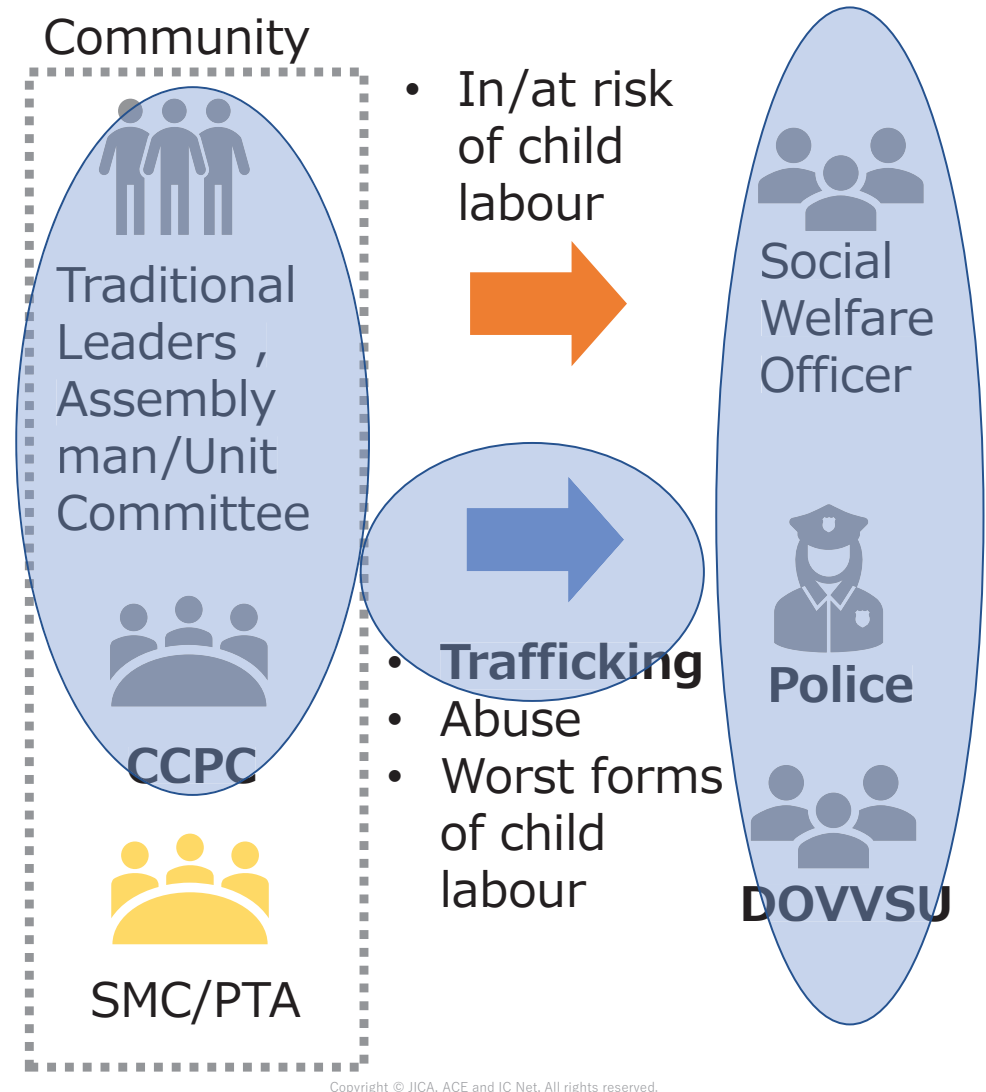
- Visit children's homes together with opinion leaders and talk with parents and children
- Raise issues in the community meetings



## Step 7: Reporting (Referral system)



## Worst Forms including Trafficking



## Step 8: Supporting Affected Children/Families



- Access to several supports (remediation packages) such as LEAP, school feeding programme, school logistic supports should be ensured for children, their parents or guardians.

## Step 9: Community Action Plan (CAP)



- For effective and sustainable elimination of child labour, the Community Action Plan (CAPs) on child labour is to be developed and implemented.

**If necessary structure is set at all communities in the district, we can declare as a Child Labour Free Zone!**



**Thank you!**  
**Me dase!**



# Facilitator's Manual (Short version)

## Session 1: What is Child Labour?

### Key Learning Points



- Understand why the child labour should be prevented or remediate with understanding the definition of Child and risks for the child.
- **Child labour** is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.
  - Work which is mentally, physically, socially or morally dangerous and harmful to children
  - Work which interferes with their schooling
- Child labour is clearly prohibited in Ghanaian Constitution and Children's Act.
- Not all work done by children should be classified as child labour that is to be targeted for elimination.
- **Worst forms of child labour** should be eliminated without delay.
- **Hazardous child labour**, which is likely harm the health, safety or morals of children by its nature or the circumstances in which it is carried out, is clearly defined in Children's Act and Hazardous Activity Framework prepared by the Ghanaian government.
- It is crucial that community can identify the children who are involved in child labour and take necessary measures to stop.






### What is Child Labour?


Overall Time Needed: 130 Minutes


Material Needed: Presentation Materials (Flipchart)

10 min.	<p> <b>[Introductory Question]</b></p> <p>Q1: "What is the definition of child?" (2min)</p> <ul style="list-style-type: none"> <li>✓ Ask the participants to share their ideas.</li> <li>✓ A child is a person below the age of eighteen years. (Section 1 of Children's Act, based on the UN Convention on the Rights of the Child)</li> </ul> <p>Show the Risks for the Children with examples (3min)</p> <ul style="list-style-type: none"> <li>✓ Domestic Gender Violence: Beating, Sexual abuses, Oral damages, etc</li> <li>✓ Adolescent Pregnancy and Child Marriages: Marriage or pregnancy under than 18, This affects girls badly for their education and career.</li> <li>✓ Children in Conflict and in contact with the law: Affection of Divorces, Neglect cases</li> <li>✓ Children in Outside of Parental care; Street Children, etc</li> <li>✓ Online Child Abuses: Sexual abuses and exploitation via SNS or Internet tools (PC or Smartphone), etc</li> <li>✓ Child Labour and Child Trafficking: Explain later</li> </ul> <p>Q2: "Is this Child Labour?" (5min)</p> <ul style="list-style-type: none"> <li>✓ Show the 2 drawings.</li> <li>✓ Let participants make their own comments and observe how many people are aware of the child labour.</li> <li>✓ Facilitator does NOT judge whether the answers are correct or not. Just for confirming how the community people understand "child labour".</li> </ul>
60 min. (12 min × 5)	<p> <b>[Exercise]</b> How to identify child labour?</p> <ul style="list-style-type: none"> <li>✓ Show the photos of working children and ask the following questions                     <ul style="list-style-type: none"> <li>- Is this "Child Labour"?</li> <li>- If yes, why do you think so?</li> </ul> </li> <li>✓ Ask the participants to discuss with their neighbors (5 min.)</li> <li>✓ Ask 1-2 participants to share their ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Show the photos with explanation and pick up the points to identify child labour. <ul style="list-style-type: none"> <li>- Time when the work has been done (make sure that time does not interfere with school hours)</li> <li>- Age of the worker</li> <li>- Weight of the bag</li> <li>- Distance to carry</li> <li>- Protective measures</li> <li>- Existence of risks and hazards</li> <li>- Possibility of Child Trafficking (Referring in Case 5)</li> </ul> </li> </ul>								
	<p>Remarks</p> <p><b>&lt;Children's Act&gt;</b></p> <table border="1" data-bbox="322 715 947 1396"> <tr> <td data-bbox="322 715 510 879"><b>Section 87</b> Prohibition of exploitative child labour</td> <td data-bbox="510 715 947 879">(1) No person shall engage a child in exploitative labour (2) Labour is exploitative of a child if it deprives the child of its health, education and development</td> </tr> <tr> <td data-bbox="322 879 510 1043"><b>Section 88</b> Prohibition of child labour at night</td> <td data-bbox="510 879 947 1043">(1) No person shall engage a child in night work (2) Night work constitutes work between the hours of eight o'clock in the evening and six o'clock in the morning</td> </tr> <tr> <td data-bbox="322 1043 510 1137"><b>Section 89</b> Minimum age for child labour</td> <td data-bbox="510 1043 947 1137">The minimum age for admission of a child to employment shall be <b>fifteen years</b></td> </tr> <tr> <td data-bbox="322 1137 510 1396"><b>Section 90</b> Minimum age for light work</td> <td data-bbox="510 1137 947 1396">(1) The minimum age for the engagement of a child in light work shall be <b>thirteen years</b> (2) Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit</td> </tr> </table>	<b>Section 87</b> Prohibition of exploitative child labour	(1) No person shall engage a child in exploitative labour (2) Labour is exploitative of a child if it deprives the child of its health, education and development	<b>Section 88</b> Prohibition of child labour at night	(1) No person shall engage a child in night work (2) Night work constitutes work between the hours of eight o'clock in the evening and six o'clock in the morning	<b>Section 89</b> Minimum age for child labour	The minimum age for admission of a child to employment shall be <b>fifteen years</b>	<b>Section 90</b> Minimum age for light work	(1) The minimum age for the engagement of a child in light work shall be <b>thirteen years</b> (2) Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit
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	<p>from school work</p> <p><b>Section 91</b> Minimum age for hazardous employment</p>	<p>(1) The minimum age for the engagement of a person in hazardous work is <b>eighteen years</b></p> <p>(2) Work is hazardous when it poses a danger to the health, safety or morals of a person</p> <p>(3) Hazardous work includes:</p> <ul style="list-style-type: none"> <li>- Going to sea</li> <li>- Mining and quarrying</li> <li>- Portorage of heavy loads</li> <li>- Manufacturing industries where chemicals are produced or used</li> <li>- Work in places where machines are used</li> <li>- Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behavior</li> </ul>
3min		<p><b>[Explanation]</b> Difference between Child Labour and Child Work/ Light Work</p> <ul style="list-style-type: none"> <li>✓ Show the figure and explain the difference between child (light) work and child labour.</li> </ul>
5min		<p><b>[Explanation]</b> Category of Child Labour</p> <ul style="list-style-type: none"> <li>✓ Show the figure and explain the difference among child Labour, Hazardous Child labour and worst form of child labour</li> <li>✓ Make sure the point that 1.89 million children are involved in child labour in Ghana.</li> </ul>
5 min		<p><b>[Explanation]</b> Worst Forms of Child Labour</p> <ul style="list-style-type: none"> <li>✓ Confirm the definition of worst forms of child labour <ul style="list-style-type: none"> <li>- Slavery (Child Trafficking; example, if the parents send the children for working is a kind of this)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Sexual Exploitation: (Child Marggie is included this category)</li> <li>- Criminal Activities</li> </ul> <p>Above three are categorized in the unconditional worst forms of child labour</p> <ul style="list-style-type: none"> <li>- Hazardous work is defined by national laws.</li> </ul>
10min	 <p><b>[Explanation]</b> Types of Hazardous Work</p> <ul style="list-style-type: none"> <li>✓ Confirm the types of hazardous work done by children stated in the Children's Act.</li> <li>✓ Show the slides explaining the examples of hazardous child labour in cocoa and mining sector. So please explain them with 4 aspects of harmful impacts.             <ol style="list-style-type: none"> <li>1. Harm to Safety Example: cuts or lacerations, amputation, back injury, fracture, pain in the neck or back, spinal deformities, slips and falls, eye injuries, getting caught by traps set for game, disability and death.</li> <li>2. Harm to Physical Health: Example: poor physical development, stunting, suboptimal growth, physical disabilities and impairment - respiratory problems, general ill health such as malaria, typhoid fever, diarrhea, skin rashes etc</li> <li>3. Moral harm: Social effects Example: violence, social misfit &amp; deviant behaviour, sexual promiscuity, prostitution, indulgence in drug peddling, drug addiction, lack of (functional) education, low income earning ability &amp; poor living standards.</li> <li>4. Harm to mental health: Psychological effect,</li> </ol> </li> </ul>

	<p>Example: low intelligent quotient of children, poor performance in school, high school dropout rate, poor outlook to life, depression, low self-confidence.</p> <ul style="list-style-type: none"> <li>✓ Explain the detail of hazardous example of Cocoa and Mining, Other example of Hazardous work is as bellows             <ul style="list-style-type: none"> <li>- Fishing</li> <li>- Animal Heading</li> <li>- Domestic Work</li> <li>- Sand winding</li> <li>- Street Begging (Street Children)</li> </ul> </li> </ul>
5 min.	 <p><b>[Explanation]</b> Why does the child labour matter?</p> <ul style="list-style-type: none"> <li>✓ Explain that child labour is clearly prohibited by the Ghanaian Constitution and Children's Act             <ul style="list-style-type: none"> <li>- Constitution: Every child has the right to be protected from engaging in work that constitutes a threat to his/her education or development</li> <li>- Children's Act: (Article 8) No person shall deprive a child access to education... and (Article 87) No person shall engage a child in exploitative labour, which deprives the child of its health, education or development</li> </ul> </li> <li>✓ Explain ILO Conventions and UN Convention on the Rights of the Child that the Ghanaian government ratified             <ul style="list-style-type: none"> <li>- UNCRC: Define a child is any person under the age of 18. Explain all their rights, and the responsibilities of governments.</li> <li>- ILO Convention No.138 (Minimum age for employment) and the Recommendation No. 146 (national policies and plans for poverty alleviation and decent work for adult)</li> <li>- ILO Convention No.182 (worst forms of child</li> </ul> </li> </ul>

	labour) and the Recommendation 190 (hazardous work)
5 min.	<p><b>[Explanation]</b> Vicious Circle of Child Labour</p> <ul style="list-style-type: none"> <li>- Child labour</li> <li>- Lack of education and negative effect on children's health</li> <li>- Less opportunities for employment</li> <li>- Low income of household</li> <li>- Poverty</li> </ul>
20 min.	<p><b>[Discussion]</b> Are there children who are involved in child labour in your community?</p> <ul style="list-style-type: none"> <li>✓ Ask the participants to discuss in divided groups (10 min.)</li> <li>✓ Share what was discussed with the large group (10 min.)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>✓ Free discussion with all participants (20 min)</li> </ul>
2min	Wrap up

## Session 2: What should be done by the community for eliminating "child labour"?

### Key Learning Points

- Understanding how can community people respond to and take actions to the issue of child labour
- Understanding the 9 steps for community people to play a crucial role to set up necessary structure for eliminating child labour.
  - a. Awareness on child labour
  - b. Functional mechanism: community register, functional CCPC, workplace monitoring, school monitoring, community regulation
  - c. Access to referral and remediation mechanism
- ✓ **Child Labour Free Zone** is the government scheme to ensure the functioning of necessary structures to protect children from child labour at the community and the district levels.


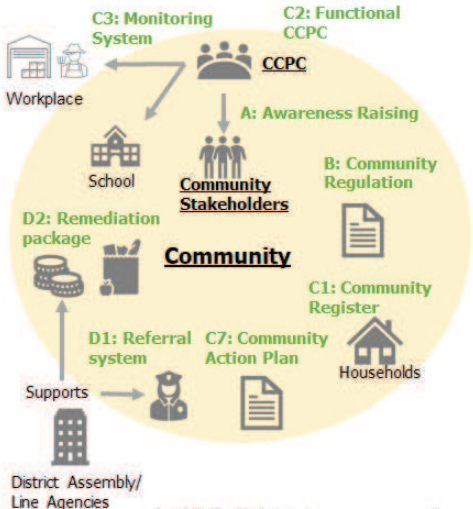






### What should be done by the community to stop "child labour"?

Overall Time Needed: 110 Minutes

Material Needed: Presentation Materials (Flipchart)

CLFZ Guideline (Reference)

5 min.	 <p><b>【Introduction】</b> What is done at the community? Explaining the 9 steps to set up necessary structure for eliminating child labour in the community</p> 
60 min	 <p><b>【Explanation and discussion】</b> 9 steps to be taken</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Step 1: Establishing CCPC</p> <p>Step 2: Awareness Raising</p> <p>Step 3: Community Register</p> <p>Step 4: Community Regulation</p> <p>Step 5: Surveillance &amp; Monitoring</p> <p>Step 6: Responding to the issues</p> <p>Step 7: Reporting (Referral)</p> <p>Step 8: Supporting children/families</p> <p>Step 9: Community Action Plan</p> </div>

	<p>Ask participants if they have any experiences of taking these steps (the functional CCPC, Community Regulation, Community Register, or Community Action Plan) and ask them to share their experiences and learnings.</p>
5 min	 <p><b>【Explanation】</b> If necessary structure is set at all communities in the district, we can declare as a Child Labour Free Zone</p> <ul style="list-style-type: none"> <li>✓ <b>Child Labour Free Zone (CLFZ)</b> is a geographical area (municipality/district) in which incidence of child labour is eradicated.</li> <li>✓ For a zone to be declared as child labour free, <b>certain conditions, measures, structures, support system and facilities</b> must exist at both municipal/district and community levels.</li> <li>✓ Make sure that necessary conditions and system, etc. are indicated in the CLFZ guidelines.</li> </ul>
30 min.	 <p><b>【Discussion】</b> How does the community make progress for these Steps?</p> <ul style="list-style-type: none"> <li>✓ Ask the participants to discuss in divided groups (10 min.)</li> <li>✓ Share what was discussed with the large group (10 min.)</li> <li>✓ Share the results of baseline survey by JICA Team (10 min.)</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>✓ Free Discussion with all participants (20 min)</li> <li>✓ Share the results of baseline survey by JICA Team (10 min.)</li> </ul>
10 min.	 <p><b>【Closing Session】</b></p> <ul style="list-style-type: none"> <li>✓ Get feedback, findings and suggestions from several participants</li> <li>✓ Lunch will be served.</li> </ul>

# Posters

# Our Community is Child Labour Free Zone!



Let's understand the hazardous nature of child labour through **Awareness Raising** by CCPC and MMDA (Metropolitan, Municipal, and District Assembly) Line Agencies



Let's make **Community Regulation** and **CAP** (Community Action Plan) to protect the rights of children including child labour



**Workplace and School Monitoring** is conducted by CCPC to ensure that children are not working during school going hours





# If you see the following children, inform **CCPC**



Child Labour



Child Trafficking



SMC/PTA



School Headmaster  
(teachers)



**CCPC**



Traditional Leaders  
Assembly man  
Unit Committee



School  
Improvement  
Support Officer



Social Welfare  
Officer,  
Labour Officer



Medical  
Services



Police/DOVVSU



For Access to Social Supports...

Call Helpline Toll Free

**0800 800 800**

**0800 900 900**

(Managed by Ministry of Gender, Children  
and Social Protection)





**Heavy load more than 30% of body weight**



**Working in mining areas (Galamsey sites)**

# **STOP CHILD LABOUR and TRAFFICKING !!**



**Working at market during school hours**



**Slavery (Forced labour)**

For Access to Social Supports, Call Helpline Toll Free

**0800 800 800**

**0800 900 900**

(Managed by Ministry of Gender, Children and Social Protection)



# STOP CHILD LABOUR !!



- X Heavy load** more than 30% of body weight
- X Carrying** more than 2 miles
- X Working** more than 3 hours in a day



Appendix 6  
Child Labour Free Zone  
National Assessment Report



CHILD  
LABOUR FREE  
ZONE  
ASSESSMENT  
REPORT

MAY, 2022

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## **1.0 BACKGROUND**

Ghana's efforts towards the elimination of child labour is demonstrated in the promulgation of national level legislations, ratification of international Instruments on the protection of children, and the development and implementation of policies and programmes. One of the key policies on the elimination of child labour in the country is the National Plan of Actions (NPAs) for the elimination of the Worst Forms of Child Labour (WFCL). The First National Plan of Action (NPA) was developed and implemented from 2009 to 2015. Based on the lessons learnt and gaps identified from the implementation, and in order to consolidate the gains made, a second National Plan of Action (NPA2) was developed to be implemented from 2018 to 2021.

Action 1.4.1.2. of NPA2 required the National Steering Committee on Child Labour (NSCCL) in collaboration with the tripartite (social partners) to design, draft and present to Government, Protocols and Guidelines on Child Labour Free Zones (CLFZs) with a view to pilot the policy and programmes in selected localities as models of interventions which if successful will be replicated and scaled up across the country.

Based on the dictates of NPA2, a Technical Team constituted by the Child Labour Unit developed a Protocol and Guideline (P&G) for the declaration of Child Labour Free Zones in collaboration with the Action Against Child Exploitation (ACE-Japan) in 2020. The P&G was subsequently launched in Kwabena Akwa in the Atwima Mponua District.

## **2.0 The CLFZ Assessment Process**

Two sets of assessments are recommended by the Child Labour Free Zone Protocols and Guidelines: The pre-assessment and the main assessment. Pre-assessment is conducted to ascertain whether the CLFZ conditions have been fulfilled or not. A full assessment is conducted where more than 80% of the pre-assessment conditions in the checklist are met, otherwise the zone is advised to operationalise the conditions and call for the assessment later.

The Child Labour Free Zone main assessment process requires the application of scientific methods to evaluate a set of agreed indicators. Different set of data collection instruments including individual interviews, focus group discussions, observations and evidence check are

administered to obtain the information on the indicators. In all, there are eight main indicators and thirty-six (36) sub-indicators to assess. Based on the answers provided by the respondents on the various tools mentioned in 3.3.1 below, the sub-indicators are scored and aggregated to estimate the final assessment.

### **3.0 TESTING OF THE CLFZ ASSESSMENT TOOLS**

#### **3.1 Aim of the Assessment**

The testing process aimed at testing the assessment tools (Data Collection Instruments) and the whole CLFZ assessment process.

#### **3.2 Coverage of the Test**

The testing was conducted in four (4) communities from the Atwima Mponua District and Bibiani Anhwiaso-Bekwai Municipality (two communities from each District). The Districts and Communities selections were informed by the objectives of the exercise (To test the Data Collection Instruments and the assessment process) and the ongoing interventions under the JICA study project being implemented by ACE and Child Research and Advocacy Development Agency (CRADA). The test was not to assess the performance of the Communities but rather to assess whether the data collection tools can solicit the requisite information for analysis and for declaration of Zones. Bearing this in mind and couple with resource constraints, the four communities were purposefully selected for the exercise.

#### **3.3 Test Process**

The testing process involved the development of data collection tools, training of data collectors on the instruments, field data collection exercise, scoring and assessment, and report writing.

##### **3.3.1 Tools Developed and Administered**

Five (5) different data collection instruments were developed and administered in the four communities. These includes General Community Questionnaire, Specific Questionnaire for beneficiary children and or parents, Focused Grouped Discussion for Community Child Protection Communities (CCPCs), Focused Grouped Discussion with Teachers and School Management Committees (SMC) and Focused Group Discussion for District Line Agencies.

### **3.3.2 Training of Data Collectors**

A one-day training was organized for eight (8) Data collectors from CRADA where all the five (5) tools were introduced to them. The aim of the training was to enable them to acquaint themselves with the data collection tools and their application process.

### **3.3.3 Field Data Collection Exercise**

In all, thirty (30) data collection instruments were administered in the four (4) communities: sixteen (16) of the General Community Questionnaire, Eight (8) of the Specific Questionnaires, four (4) each of the CCPC/Community Leaders and SMC/PTA questionnaires and two (2) of the District Line Agencies. Two days were used for the Data Collection exercise which was closely monitored by the Technical Working Group.

### **3.3.4 Analysis, Scoring and Assessment, and Report Writing**

Microsoft Excel was used to analyse the data collected. This was done after the data has been compiled and cleaned. All the questions in the questionnaires were scored based on the developed scoring scheme. Averages of the responses by the respondents to questions relating to each indicator were used to estimate the total scores for each of the indicators which were subsequently aggregated to generate the scores for each of the main indicators and the overall scores.

In putting up a report on the test process, the test assessment team depended on the reporting template developed by the TWG.

## **4.0 FINDINGS, CHALLENGES, RECOMMENDATIONS AND OPPORTUNITIES**

### **4.1 Findings**

The Finding from the testing exercise is attached in appendix I. This may not represent the actual performance of each of the communities or the districts. It is however a demonstration of the form of the actual assessment result.

The tools were able to collect the needed information required to carry out a full-scale assessment of a zone. As such, the assessment tools (questionnaires) are adequate in terms of rollout of the assessment process.



## **4.2 Challenges**

### **4.2.1 Process:**

Both resource and time constraints could not allow for testing the full assessment process. That is, administering the data collection instruments to all the sampled population. The team therefore used a convenient sampling to test the process and the data collection instruments.

### **4.2.2 Definition of a Zone:**

By using the sampling technique, the sample size to administer the data collection instruments for the declaration of a Zone (MMDAs) is likely to face resistance from some stakeholders considering the reservations people have about the whole CLFZ process. For example, only 383 persons from sampled communities will be sampled for interview from a District which will raise questions. Considering the number of communities in some of the districts (over 100), some people are likely to raise questions on the representativeness of the exercise. Even though other sampling methods can be used, the challenge will still emerge.

### **4.2.3 Indicators:**

The analysis also revealed that some of the sub-indicators should be merged or subsumed under other indicators. Specifically, sub-indicators on awareness raising, District level bye-laws and Indicator on Integrated Area Based Approach (IABA) be revised accordingly.

## **4.3 RECOMMENDATIONS**

### **4.3.1 Main Recommendations**

- Definition of a Zone: Per the current definition of a Zone, a sample may not be a true reflection of the assessment. It is therefore suggested that a Zone should be redefined to cover a smaller jurisdiction rather. Specifically, a Zone should be Zonal or Area Council. This can promote healthy competition among the Zonal or Area Councils.
- Indicator on Integrated Area Based Approach (IABA) should be made inherent in the sampling. If the sampling is structured to take into consideration the different strata in the communities of the zones, the assessment will confirm IABA or otherwise. There will therefore be no need for having a separate indicator.

### **4.3.2 Other Recommendations**

- The guidelines should provide the description of the roles and responsibilities of relevant line agencies at the MMDA level and the relevant ministries and institutions at the national level in achieving CLFZs.
- The assessment method (from data collection to scoring and grading) needs further experiments and improvements based on the modification of the unit of zoning/assessment. The CLFZ Guidelines is the document that provides a set of requirements that MMDAs and communities need to satisfy to be declared as CLFZs. Therefore, and the detailed description of how to conduct assessment should be prepared in the separate document, such as the assessment handbook that was in the process of drafting under this study project.
- The purpose of the assessment and the possibility of using CLFZ indicators: The results of community data collection revealed that it would be still too early to conduct assessment at MMDA basis since the community with satisfactory level of CLFZ indicators are still limited in numbers. Therefore, rather than conducting assessment for declaring the CLFZs, it is better to understand the current status of each community against the indicators provided by the CLFZ guideline and facilitate and maximize the necessary actions to fulfill the required conditions at this moment. For this purpose, it is desirable to add a step to grasp and analyze the current state of the community using indicators within the assessment cycle.
- Questionnaire for NGOs/Development Partners: Some NGOs and development partners are actively implementing child labour interventions in their respective project districts and communities and work closely with MMDAs and soliciting information or their views would help the assessment process.

### **4.4 Opportunities**

- Provides information for upgrading of guidelines and protocol
- Serves as a motivation to help districts attain or work towards CLFZ
- To help districts and communities to know their status for improvement

## **Appendix: I Findings from the testing of CLFZ assessment**

- When implemented on a district-by-district basis, the sample size becomes enormous, and it requires a huge amount of time, personnel, and cost for collecting data. From the perspective of feasibility and sustainability of the conduct of the assessment activities, it is necessary to consider reducing the unit of zoning and assessment to a slightly smaller scale.
- When extracting samples on a district-by-district basis, only small numbers of samples will be selected from each community. In this way, it is not possible to grasp the achievement status of the CLFZ indicators for each community. In order to fulfill CLFZ indicators to the required level to be declared on a district-by-district, it is necessary to first satisfy the required level on a community-by-community basis, and it is important for each community to know their own status of each indicator through assessment. It is necessary to review the unit of zoning of the assessment and sampling methods to enable collecting necessary data by community.
- The requirement to proceed to a main assessment is supposed to fulfill more than 80% of the conditions in the pre-assessment that will be conducted by each district. Given the current state of communities in each district, this requirement level seems to be too high. Since it is unclear how to conduct pre-assessments, it is also necessary to provide a guide on how to conduct pre-assessments by MMDAs and communities.
- Some of the sub-indicators were not appropriate to capture the important essence. It is necessary to review all the sub-indicators with their initial intentions, reduce the number of sub-indicators or restructure their order, if necessary. In addition, since the number of samples would increase for the community questionnaires, it is necessary to change the questionnaire format to be answered by correct/wrong answers for scoring easier.
- It was difficult to find the appropriate respondents for the beneficiary interviews. This is thought to be due to the lack of a system to grasp the target children and families in the districts and/or communities. As a procedure for conducting data collection, before the beneficiary interview, the community leader, CCPC, or other district social welfare officers (or NGO and other development partners working on child labor within the relevant district/community) should obtain a list of the person or interview them to identify the person.

- In order to conduct a district-level assessment, it is difficult to obtain the necessary information only by conducting an FGD that brings together the major district line agencies. It is necessary to conduct individual interviews with Coordinating Director and the Social Welfare officer to grasp the current situation of SSsC and each line agency first. Based on that information, FGDs with the SSsC members and the officers of the line agencies are set separately. The District Education Office must be included as a part of FGDs.
- One of the district-level FGDs should be conducted by inviting NGO and other development partners that are actively conducting child labor interventions in the respective district.
- There are discrepancies between the indicator grading (page 9) and the final grading (page 10). It is necessary to integrate the grading system.
- When combined with the results and the findings from the pilot activities, it was found that there were indicators that were relatively easy to achieve at the community level and indicators that were difficult to achieve with community effort alone.

With a certain amount of support, community can achieve:	A1、 C2、 C4、 C5
A certain guide and guidance are required to achieve:	A3、 A5、 B1~3、 C1、 C3、 C7、 D1
Public services and support by MMDA line agencies and interventions by other development partners are necessary to achieve:	C6、 D2、 D3、 D4、 E1、 E2、 E3

<Findings about Indicators>

- With regard to the awareness-raising activities of the main indicator A, it is important to evaluate if residents understand the concept of child labor, activities that may be/may not be engaged according to the age of children, and how to distinguish child labour and child work. Sub-indicators A2, A4, and A6 seems to be less important in this sense. A7 overlaps with the part evaluated by the main index H if it is to confirm whether the number of child workers is decreasing as a result.
- It seems more appropriate to evaluate the SMC/PTA of sub-indicator C3 as a function to improve the school environment, not as part of the function of monitoring child labor. It is better to re-position it as a sub-indicator of the main indicator E, not the main indicator C.
- For sub-indicator C7, it seems that the number of community actually formulate the CAP is quite limited. Since a CAP might have broad perspective in terms of the development of the community as a whole rather than focusing on child labour alone, it would be more realistic and appropriate to develop the plan to ensure the total school enrollment of all r children in the community. It seems more appropriate to set the development of School Improvement Plan (SIP) as part of sub-indicator, rather than putting a CAP for the sub-indicator of CLFZ.
- The sub-indicators under D regarding the referral and remediation system are only set to understand whether they are functioning at the community level. The indicators do not require the functioning of referral system the district-level nor asks the availability of the access by the community people. It is desirable to set up indicators that can grasp and assess the status of community access and service provision from the district.
- Unlike the school enrolment rate as presented by normal EMIS data, it became clear that the enrollment rate set for the sub-indicator E4 is not the enrolment rate calculated by school bases. To calculate the enrolment rate by community bases as intended in the CLFZ guidelines, the information of child population to be collected through the community register (sub-indicator C1) is necessary. However, since the number of communities where community registers have been conducted is quite limited. If C1 is not met, the data of E4 cannot be calculated. The same applies to the sub-indicator H1 (incidence of child labour). It is necessary to reconsider how to ensure the collection of the necessary data and the assessment of all indicators set by the guidelines.
- In the definition of sub-indicator E5, regular attendance means "the child is not absent himself/herself from school for more than three times in a term except for sickness or

extreme situation". However, in reality, there is no description of the reason for absence in the attendance book, and teachers do not necessarily follow the reason for absence. So it was found that it is not possible to evaluate as expected in the guidelines.

- Since the sub-indicator F3 includes two aspects: whether individual district line agencies play their own roles and functions, and whether those line agencies are collaborating among one another, questions were mixed during the conduct of FGD and was confusing to the respondents. Each aspect needs to be set as separate indicators.
- As for the sub-indicators F4 and F5, there are no district-level plans and budgets limited to child protection and child labour. It is often the case that activities and budgets that contribute to child protection including child labour are incorporated into the activities and budgets of each line agency. It is necessary to modify the interpretation of the sub-indicators and questions in the questionnaire.
- As a perspective on evaluating indicator G that is about the Integrated Area-Based Approach (IABA), there are two aspects. One is if the approach covers all sectors and all types of child labour, not limited to specific sectors or hazardous child labour. The other aspect is if all types of stakeholders are working together on a wide range of child labor activities. It is also a good idea to incorporate these two perspectives into the sub-indicators of indicator G.
- Indicator H can be positioned as a result indicator to be achieved as a result of satisfying the indicators A to G. The results can be a decrease in the actual number of child labourers, an increase in the number of children who were enrolled and continue to attend school. Therefore, the sub-indicators E4 and E5 can be located under the main indicator H.

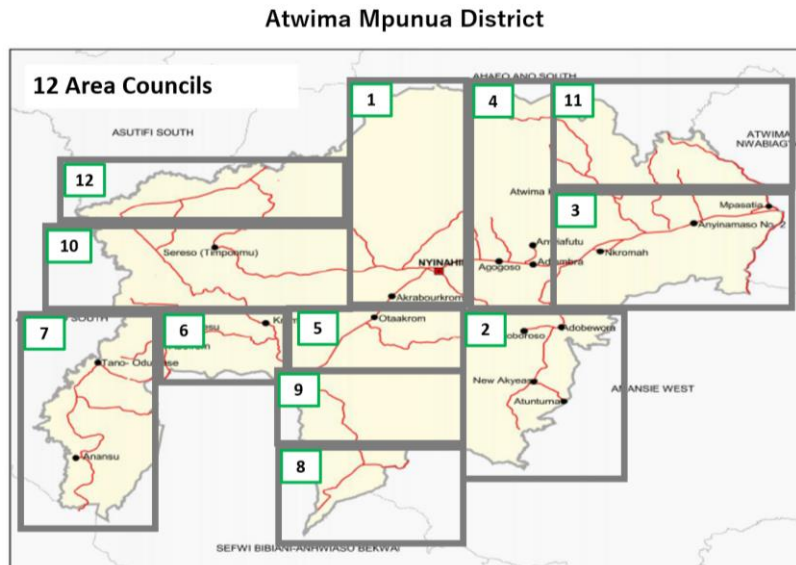
## **5.5 Recommendations**

### **5.5.1 Recommendations for improving CLFZ Protocols and Guidelines**

- 1) Change the setting of the minimum unit of assessing a zone: The unit that can be declared as CLFZ may remain district basis. However, the minimum unit for conducting assessments within a zone should be reconsidered in the perspective of feasibility of rolling out CLFZs. It is necessary to have more realistic view to reduce the time and cost of conducting

assessments. Using the area/zonal councils is one of the options.

## 2. Unit of the CLFZ Assessment

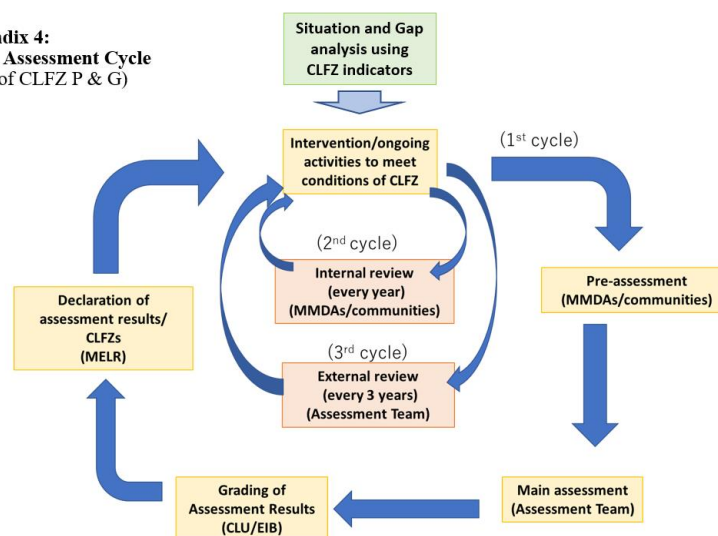


- 2) Review and modify some indicators: In view of rolling out, it would be better to make the number of indicators to be more limited and simplified for people to remember easily. Since some of the indicators were not easily met when the community register of the GCLMS were not conducted in the relevant zone, creating different requirement levels/categories is one of the options. Those indicators that can be fulfilled relatively easier by the effort of the community people themselves could be categorized as minimum requirement and those are relatively difficult to be satisfied could be categorized as additional requirement. The goal is to meet 100% of the all required indicators, but this can provide steps to achieve CLFZs.
- 3) The guidelines should provide the description of the roles and responsibilities of relevant line agencies at the MMDA level and the relevant ministries and institutions at the national level in achieving CLFZs.
- 4) The assessment method (from data collection to scoring and grading) needs further experiments and improvements based on the modification of the unit of zoning/assessment.

The CLFZ Guidelines is the document that provides a set of requirements that MMDAs and communities need to satisfy to be declared as CLFZs. Therefore, and the detailed description of how to conduct assessment should be prepared in the separate document, such as the assessment handbook that was in the process of drafting under this study project.

- 5) It is not enough to issue an Annual National Assessment Report to provide overall information about the result of assessment. It is important that the information about the level of achievement for each indicator to be provided by community basis for the community people themselves can understand the areas to be improved by their additional effort. The reporting method should be reconsidered also.
  
- 6) The purpose of the assessment and the possibility of using CLFZ indicators: The results of community data collection revealed that it would be still too early to conduct assessment at MMDA basis since the community with satisfactory level of CLFZ indicators are still limited in numbers. Therefore, rather than conducting assessment for declaring the CLFZs, it is better to understand the current status of each community against the indicators provided by the CLFZ guideline and facilitate and maximize the necessary actions to fulfill the required conditions at this moment. For this purpose, it is desirable to add a step to grasp and analyze the current state of the community using indicators within the assessment cycle.

**Appendix 4:**  
**CLFZ Assessment Cycle**  
 (p.30 of CLFZ P & G)





## CLFZ National Assessment Report

### Section A: Zone Particulars

Name of MMDA: Atwima Mponua District Assembly _____ GPS Location: AI-0005-9679	
Region: Ashanti Region_Email: _atwimamponuadistrict@gmail.com Phone: 0322190034/0322190029	
Name of MMDCE: Isaac Kofi Marfo	Name of MMDCD: Louisa Benon
Name of CLFZ Focal Person (chairman of SSsC/DSW Director/Labour Officer): Abdul Malik/ Owusu Ansah Collins/ Carlton Mawulom_	
Website: _____	
CLFZ Code ID: _____	Date: ___04/03/2022

### Section B: Summary of Assessment Activities

Date	Activity	Place
N/A	Pre-Assessment	N/A
28/02/22 - 01/03/22	Data Collection	Atwima-Mponua District
02/03/22	Data Cleaning5	Miklin Hotel
03/03/22	Data Scoring and Entry	Miklin Hotel
04/03/22	Data Analysis, Grading and Reporting	Miklin Hotel

### Assessment Team

No.	Data Collectors	Data Analyst	Scoring and Grading Team
1	Andrews Asabree	Elizabeth Akanbombire	Elizabeth Akanbombire
2	Richard Anane	Issah Mushin	Issah Mushin
3	Prosper Rockson	Yuki Akahori	Yuki Akahori
4	Yakubu Issaka	Daniel Nyarko Asare	Daniel Nyarko Asare
5	Collins Owusu Ansah		Tomoko
6	Elizabeth Akanbombire		Mawuli Avutor
7	Issah Mushin		Evelyn Wiredu
8	Yuki Akahori		Charlotte Hanson
9			Peter Antwi

## Section C: Pre-Assessment

### B1: Pre-Assessment: Results (was not applied in this assessment)

Item	Situation	Status	
		Yes	No
1.	Is awareness creation and sensitisation on child labour ongoing activity in the zone? [A1 & A2]		
2.	Are there community regulations on child labour in all the communities? [B1, B2 & B3]		
3.	Do all the Communities have a community register that is periodically updated? [C1]		
4.	Are there Community Child Protection Committees (CCPCs) in all the communities? [C2]		
5.	Are workplaces monitored frequently? [C5]		
6.	Do the CCPCs have the capacity (technical and logistics?) to undertake their duties? [C6]		
7.	Do all the communities have action plan that include child labour (CAP)? [C7]		
8.	Is there a community referral system for affected children? [D1]		
9.	Are there remediation packages for child labour victims and their parents or guardians [D2, D3&D4]		
10.	Is average Distance to school in the zone within the national average 3.5 – 4 km? [E1]		
11.	Is the general school environment conducive for teaching and learning in the Zone (the school building, TLMS, Tables and Chairs)? [E2]		
12.	Are there adequate teachers for all the school in the zone? [E3]		
13.	Is there a PTA and SMC for all the schools in the zone? [E?]		
14.	Are the schools and community monitored frequently? [E?]		
15.	Is there a regular district report on education inspection, including district records on enrolment, retention and performance? [E4, E5]		
16.	Is there a district bye-law on child labour? [F1]		
17.	Is there a functional district social service sub-committee? [F2]		
18.	Are all the relevant line agencies that have the mandate to protect children present in the district? (Labour Dept., Department of Social Welfare and Community Development, CHRAJ, NCCE, ISD) [F3]		
19.	Does the district annual plan include child labour activities with budgetary allocation? [F4]		
20.	Has there been any reported case on child labour? [H]		
21.	Are there statistics on child labour in the district [G]		

### Section D: Main Assessment Score

Item	Main Assessment Indicator	Category Score (weighted)	Remarks
A (A1-A7)	Effective Awareness Raising and Advocacy	6.16	<p>The overall performance for indicator A, indicates 61.63 out of 100. The result indicate that the district performed very good in Awareness creation on the impact on the incidence of child labour representing a score of 95.8.</p> <p>Again, there was also good performance in the area of regular awareness raising on child labour in the community representing a score of 76.25.</p> <p>However, indicators A2, A3, A4, A5 and A6 performed below 69%, representing a score of A2 (39.74), A3, (65.17), A4 (25.83), A5 (55.25) and A6 (42.50) respectively.</p> <p>It is recommended that the district maintain the performance of indicator A7 and improve on indicators A1 to A6.</p>
B (B1-B3)	Functional Community-level Regulations	3.68	<p>The overall performance of this indicator is 36.83 out of 100. The result indicates that the district performed below 69% and cut across all the three sub-indicators. This shows that the performance is poor. It is recommended that the district takes steps to improve on the development of community regulations, awareness raising on the regulations and enforcement of the regulations.</p>
C	Functional Child Labour Monitoring System (CLMS) Exists	13.44	<p>The overall performance of this indicator is 67.19 out of 100. The result indicate that the district performed very good in establishing functional CCPCs and functional school monitoring teams, representing C2 (100) and C4 (92.50) respectively. The district performance was also good in the area of workplace monitoring representing 89.00.</p>

			<p>There was a marginal performance in the setting up of functional SMC/PTA, building capacities of CCPCs and the development and operations of CAPs by CCPCs, represented by C3 (70.00), C6 (77.50) and C7 (75.00) respectively. However, the district performed poorly on relation to the assembly having copies of the CAPs represented by C8 (45.00).</p> <p>It is recommended that the district maintain the performance in C2 and C4. However, more effort should be made to improve the performance of indicators C3, C5, C6, C7 and C8.</p>
D	Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardian	8.91	<p>In overall, the district performed marginally good, representing 59.40 out of 100.</p> <p>Referral systems for affected children, effective and sustainable remediation packages and withdrawing children benefit from remediation packages was represented by D1 (86.00), D2 (85.00) and D3 (84.00) respectively. However, sub-indicator D4 which is identifying parents/guardians of affected children who benefitted from the remediations packages could not be measured because of lack of information.</p> <p>It is recommended that the district take step to develop and improve on the efficient and effective referral system and remediations packages for affected children and parents/guardian.</p>
E	Conducive Teaching and Learning Environment	8.15	<p>In overall, the district performance was 67.95 out of 100.</p> <p>Sub-indicators E1 (average distance to school) and E5 (school attendance rate) performed averagely, representing 85.00 each.</p> <p>However, sub-indicators E2 and E3 performed poorly, representing 66.00 and 49.50 respectively.</p> <p>Sub-indicator E4 was not measured because there was no community register available.</p> <p>It is recommended that the district should continue improving on the distribution of educational facilities</p>

			and encourage parents to send their wards to school
F	Supportive District-level Structures	3.58	This main indicator performed below average representing 44.80 out of 100. Sub-indicator F3 performed fairly which was represented by 78.00. Sub-indicators F1, F2, F4 and F5 performed poorly, representing 45.00, 61.00, 40.00 and 0.00 respectively. It is recommended the district take a critical look to effectively integrate issues of child labour in its operations including budgetary allocation.
G	Integrated Area-Based Approach (IABA) used	5.00	
H	Child Labour is Eliminated	20.00	

### Section E: Grading

C1: Overall Score	<b>68.93</b>	C2: CLFZ Grading	Towards Child labour Free Zones
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### Section F: Remarks from Assessment Team

#### Summary of Assessment Result

- The overall performance for indicator A (Effective Awareness Raising and Advocacy), is 61.63. This means that the district on average have undertaken some awareness raising advocacy in the communities.
- The overall performance of indicator B (Functional Community-level Regulations) is 36.83. This indicates that the district has no functional documented community regulations on child labour.
- The overall performance of indicator C (Functional Child Labour Monitoring System Exists) is 67.19. This shows that there is a functional child labour monitoring system at the district level.
- In overall, the district performed marginally good in indicator D which is Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardian, representing 59.40.
- In overall, the district performance was 67.95 in indicator E (Conducive Teaching and Learning Environment). This shows that there is some level of conducive teaching and learning environment within the district
- This main indicator F (Supportive District-level Structures) performed below average representing 44.80. This indicates that the district is not effectively integrating child labour issues in its operations.

#### Recommendations

- It is recommended that the district maintain the performance of indicator A7 and improve on indicators A1 to A6.

- It is recommended that the district takes steps to improve on the development of community regulations, awareness raising on the regulations and enforcement of the regulations.
- It is recommended that the district maintain the performance in C2 and C4. However, more effort should be made to improve the performance of indicators C3, C5, C6, C7 and C8.
- It is recommended that the district take step to develop and improve on the efficient and effective referral system and remediations packages for affected children and parents/guardian.
- It is recommended that the district should continue improving on the distribution of educational facilities and encourage parents to send their wards to school
- It is recommended the district take a critical look to effectively integrate issues of child labour in its operations including budgetary allocation.

NB: This section would include brief conclusion of the assessment by the Assessment Team and their recommendations on the MMDA. The final recommendation will be submitted to the Sub-committee

## CLFZ National Assessment Report

### Section A: Zone Particulars

Name of MMDA: <u>Bibiani-Anhwiaso-Bekwai Municipal Assembly (BABMA)</u>	
GPS Location: WB-0001-9505	Region: <u>Western North</u>
Email: <a href="mailto:clientservice@babma.gov.gh">clientservice@babma.gov.gh</a>	Phone: <u>_0592900164 (George Ahasu)</u>
Name of MMDCE: Hon. Alfred Amoah	
Name of MMDCD: Mohammed Yahaya Abudu	
Name of CLFZ Focal Person (Maxwell Nkessah- Chairman of SSsC, Ellis Mensah - DSW Director, <u>George Ahasu - Labour Officer</u> :	
Website: <u>babma.gov.gh</u>	
CLFZ Code ID: _____	Date: <u>4<sup>th</sup> March 2022</u>

### Section B: Summary of Assessment Activities

Date	Activity	Place
N/A	Pre-Assessment	N/A
28 <sup>th</sup> February-1 <sup>st</sup> March 2022	Data Collection	Awaso, Ntakam
2 <sup>nd</sup> March 2022	Data Cleaning	Kumasi
3 <sup>rd</sup> March 2022	Scoring and Data Entry	Kumasi
4 <sup>th</sup> March 2022	Data Analysis, Grading and Reporting	Kumasi

### Assessment Team

No.	Data Collectors	Data Analyst	Scoring and Grading Team
1	Inusah Mohamed	Peter Antwi	Peter Antwi
2	Yaw Anakwah	Mawuli Avutor	Mawuli Avutor
3	Adu Sharon Amankwa Mildred	Charlotte Hanson	Charlotte Hanson
4	Ishmael Kwame Akrugu	Tomoko Shiroki	Elizabeth Akanbombire
5	George Ahasu (District Focal Person)		Issah Mushin
6	Peter Antwi (Monitor)		Daniel Asare Nyarko
7	Mawuli Avutor (Monitor)		Evelyn Wiredu
8	Evelyn Wiredu (Monitor)		Tomoko Shiroki
9	Tomoko Shiroki (Monitor)		

### Section C: Pre-Assessment

#### B1: Pre-Assessment: Results (was not applied in this assessment)

Item	Situation	Status	
		Yes	No
1.	Is awareness creation and sensitisation on child labour ongoing activity in the zone? <span style="background-color: yellow;">[A1 &amp; A2]</span>		

Item	Situation	Status	
2.	Are there community regulations on child labour in all the communities? [B1, B2 & B3]		
3.	Do all the Communities have a community register that is periodically updated? [C1]		
4.	Are there Community Child Protection Committees (CCPCs) in all the communities? [C2]		
5.	Are workplaces monitored frequently? [C5]		
6.	Do the CCPCs have the capacity (technical and logistics?) to undertake their duties? [C6]		
7.	Do all the communities have action plan that include child labour (CAP)? [C7]		
8.	Is there a community referral system for affected children? [D1]		
9.	Are there remediation packages for child labour victims and their parents or guardians [D2, D3&D4]		
10.	Is average Distance to school in the zone within the national average 3.5 – 4 km? [E1]		
11.	Is the general school environment conducive for teaching and learning in the Zone (the school building, TLMs, Tables and Chairs)? [E2]		
12.	Are there adequate teachers for all the school in the zone? [E3]		
13.	Is there a PTA and SMC for all the schools in the zone? [E?]		
14.	Are the schools and community monitored frequently? [E?]		
15.	Is there a regular district report on education inspection, including district records on enrolment, retention and performance? [E4, E5]		
16.	Is there a district bye-law on child labour? [F1]		
17.	Is there a functional district social service sub-committee? [F2]		
18.	Are all the relevant line agencies that have the mandate to protect children present in the district? (Labour Dept., Department of Social Welfare and Community		



Item	Situation	Status
	Development, CHRAJ, NCCE, ISD) [F3]	
19.	Does the district annual plan include child labour activities with budgetary allocation? [F4]	
20.	Has there been any reported case on child labour? [H]	
21.	Are there statistics on child labour in the district [G]	

### Section D: Main Assessment Score

Item	Main Assessment Indicator	Original Score (out of 100)	Category Score (weighted)	Remarks
A	Effective Awareness Raising and Advocacy	56.41	5.64	<b>Performance:</b> below average <b>Observation:</b> The performance cuts across almost all the sub-indicators with the exception of A3 and A7 that had an average performance. <b>Recommendation:</b> Much attention should be giving to Indicator A6 on the usage of IEC materials for sensitization. Visual materials such as posters are known to communicate effectively comparatively.
B	Functional Community-level Regulations	46.56	4.66	<b>Performance:</b> below average. <b>Observation:</b> This runs through all the three sub-indicators though B1 was marginally above the rest. <b>Recommendation:</b> Should intensify efforts to disseminate and apply appropriate sanctions to offenders.
C	Functional Child Labour Monitoring System (CLMS) Exists	45.81	9.16	<b>Performance:</b> below average. <b>Observation:</b> However, indicators C1 on functional CCPCs, C4 on school monitoring and C6 on building capacities of CCPC had average performances. Indicators on C1, Community Register, C7 and C8 on Community Action Plans were not fulfilled at all. <b>Recommendation:</b> There is the need to take immediate actions to develop community registers and Action Plans and make them available to the Assembly for incorporation.
D	Efficient and Effective Referral, Remediation and Support for Affected Children and	45.05	6.76	<b>Performance:</b> below average. <b>Observation:</b> No information was obtained for indicator D4 on support for parents/guardians of affected children and this probably affected the performance of the indicator. <b>Recommendation:</b> This notwithstanding, there

Item	Main Assessment Indicator	Original Score (out of 100)	Category Score (weighted)	Remarks
	Parents/Guardian			is the need to intensify efforts to reach out to more affected children and or their parents.
E	Conducive Teaching and Learning Environment	62.25	7.47	<b>Performance:</b> average. <b>Observation:</b> Generally, all the indicators had an average performance except E4 which relates to school enrolment on which there was no information due to the absence of community registers. <b>Recommendation:</b> MMDAs and partners should support communities to develop community Registers.
F	Supportive District-level Structures	43.00	3.44	<b>Performance:</b> Below average. <b>Observation:</b> However, performance of F3 that relates to the functionality of MMDA line agencies scored high. The low performance could be attributed to the absence of the SSsC to carry out its mandate. <b>Recommendation:</b> The Assembly should take immediate step address the issue relating to the absence of a presiding member for the assembly.
G	Integrated Area-Based Approach (IABA) used	100	5.00	Convenient sampling was used for the data collection instead of stratified sampling. This did not allow for the computation of this indicator.
H	Child Labour is Eliminated	100	20.00	The essence was to test the data collection instruments and the indicators. Data collection instrument on child labour are tested and can be easily administered and analysed.

### Section E: Grading

C1: Overall Score	<b>62.13 (37.13)</b>	C2: CLFZ Grading	<b>Towards CLFZ</b>
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### Section F: Remarks from Assessment Team

<p><b>Summary of Assessment Result:</b></p> <ul style="list-style-type: none"> <li>The Zone's commitment towards the establishment of CLFZ is commendable though it could not perform well on most of the indicators.</li> <li>This is a good start considering the setting up of CCPC, the Child Labour Monitoring by the CCPC and the collaborative efforts among the Community leaders, teachers, SMC/ PTA and CCPC.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>It is recommended that the MMDA intensifies efforts on all the indicators as follows:</li> </ul>
---

- Intensify effective collaboration to sustain the indicators that performed well while it takes steps to improve on those with average and below average performance particularly community register, community regulations, CAPs, District Bye-laws.
- The Zone should also expand its sensitisation and other child labour related activities to cover all the communities in the zone.

NB: This section would include brief conclusion of the assessment by the Assessment Team and their recommendations on the MMDA. The final recommendation will be submitted to the Sub-committee

# Appendix 7

## Draft Revised Version of the CLFZ Guidelines



REPUBLIC OF GHANA

# ESTABLISHING CHILD LABOUR FREE ZONES (CLFZs) IN GHANA

*PROTOCOLS AND GUIDELINES*

“Towards achieving Sustainable Development Goal Target 8.7”



International  
Labour  
Organization



GAWU OF TUC - GHANA





# MINISTRY OF EMPLOYMENT AND LABOUR RELATIONS

## **ESTABLISHING CHILD LABOUR FREE ZONES (CLFZs) IN GHANA**

*PROTOCOLS AND GUIDELINES*

“Towards achieving Sustainable Development Goal Target 8.7”

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	ii
LIST OF ABBREVIATIONS .....	iv
FOREWORD .....	vi
ACKNOWLEDGEMENT .....	viii
EXECUTIVE SUMMARY .....	ix
<b>1. BACKGROUND AND CONTEXT .....</b>	<b>1</b>
<b>1.1 Introduction .....</b>	<b>1</b>
<b>1.2 Background.....</b>	<b>1</b>
<b>1.3 Incidence of Child Labour Ghana.....</b>	<b>2</b>
<b>1.3.1 Age Distribution of Child Labour in Ghana .....</b>	<b>3</b>
<b>1.3.2 Regional Distribution of Child Labour in Ghana .....</b>	<b>3</b>
<b>2. THE CLFZ FRAMEWORK .....</b>	<b>3</b>
<b>2.1 Introduction.....</b>	<b>3</b>
<b>2.2 Rationale .....</b>	<b>4</b>
<b>2.3 Goal .....</b>	<b>4</b>
<b>2.4 Objectives of CLFZ .....</b>	<b>4</b>
<b>2.5 Definition and Description of a Child Labour Free Zone (CLFZ) .....</b>	<b>5</b>
<b>2.6 CLFZ Conditions.....</b>	<b>5</b>
<b>2.6.1 Community Level.....</b>	<b>5</b>
<b>2.6.2 District Level .....</b>	<b>6</b>
<b>2.7 Possible measures and interventions to achieve CLFZ conditions .....</b>	<b>6</b>
<b>3. ASSESSMENT MODALITIES AND PROCEDURES FOR ESTABLISHING CLFZs .....</b>	<b>8</b>
<b>3.1 Pre-Assessment .....</b>	<b>8</b>
<b>3.2 Main Assessment Criteria.....</b>	<b>8</b>
<b>3.3 Grading of Assessment Results.....</b>	<b>9</b>
<b>3.3.1 Weights.....</b>	<b>9</b>
<b>3.3.2 Overall Score and Grading .....</b>	<b>10</b>
<b>3.4 Declaration.....</b>	<b>10</b>
<b>3.5 Review .....</b>	<b>10</b>
<b>3.5.1 Internal Review .....</b>	<b>10</b>
<b>3.5.2 External Review .....</b>	<b>10</b>
<b>4. INSTITUTIONAL/IMPLEMENTATION ARRANGEMENTS.....</b>	<b>11</b>
<b>A. Implementing Agencies and Implementing Partners.....</b>	<b>11</b>
<b>B. Government.....</b>	<b>11</b>
<b>(i) Metropolitan, Municipal and District Assemblies (MMDAs) .....</b>	<b>11</b>
<b>(ii) Ministries, Departments and Agencies (MDAs) .....</b>	<b>12</b>
<b>(iii) Ministry of Employment and Labour Relations (MELR)/NSCCL.....</b>	<b>12</b>
<b>C. Employer Organisations/Trade Unions and Civil Society Organisations.....</b>	<b>13</b>





<b>D.</b>	<b>International Organisations and Development Partners .....</b>	<b>13</b>
<b>E.</b>	<b>Communities .....</b>	<b>13</b>
<b>(i)</b>	<b>Community Child Protection Committee (CCPC) .....</b>	<b>13</b>
<b>(ii)</b>	<b>Chiefs and Opinion Leaders.....</b>	<b>14</b>
<b>(iii)</b>	<b>SMC/PTA .....</b>	<b>14</b>
<b>F.</b>	<b>Media.....</b>	<b>14</b>
<b>G.</b>	<b>Assessment Team .....</b>	<b>14</b>
<b>H.</b>	<b>Funding Arrangements for the CLFZ .....</b>	<b>15</b>
<b>5.</b>	<b>APPENDICES .....</b>	<b>16</b>
	<b>Appendix 1: CLFZ Pre-Assessment Checklist.....</b>	<b>16</b>
	<b>Appendix 2: Main Assessment Criteria .....</b>	<b>17</b>
	<b>Appendix 3: Glossary .....</b>	<b>29</b>
	<b>Appendix 4: CLFZ Assessment Cycle.....</b>	<b>30</b>
	<b>Appendix 5: Institutional Arrangements for Implementation of CLFZ.....</b>	<b>31</b>
	<b>Appendix 6: Members of the Technical Working Group.....</b>	<b>32</b>

## LIST OF ABBREVIATIONS

ACE:	Action against Child Exploitation
AU:	African Union
CAP:	Community Action Plan
CAPs:	Community Action Plans
CBOs:	Community Based Organisations
CCPC:	Community Child Protection Committee
CHRAJ:	Commission on Human Rights and Administrative Justice
CL:	Child Labour
CLF:	Child Labour Free
CLFZs:	Child Labour Free Zones
CLMS:	Child Labour Monitoring System
CLU:	Child Labour Unit
CQ:	Community Questionnaire
CR:	Community Register
CRADA:	Child Research for Action and Development Agency
CSOs:	Civil Society Organisations
DSD:	Department of Social Development
EIB:	Employment Information Branch
FCUBE:	Free Compulsory Universal Basic Education
FGD:	Focus Group Discussion
FPRW:	Fundamental Principles and Rights at Work
GAWU:	General Agricultural Workers Union
GEA:	Ghana Employers' Association
GCLMS:	Ghana Child Labour Monitoring System
GLSS6:	Ghana Living Standard Survey Round Sixth
GPS:	Ghana Police Service
GSS:	Ghana Statistical Service
IABA:	Integrated Area-Based Approach
IAs:	Implementing Agencies
ICI:	International Cocoa Initiative
ILO:	International Labour Organisation
IPs:	Implementing Partners
ISD:	Information Services Department



LD:	Labour Department
LEAP:	Livelihood Empowerment Against Poverty
LGAs:	Local Government Authorities
MDAs:	Ministries, Departments and Agencies
MELR:	Ministry of Employment and Labour Relations
MMD:	Metropolitan, Municipal or District
MMDAs:	Metropolitan, Municipal and District Assemblies
NCCE:	National Commission for Civic Education
NGOs:	Non-Governmental Organisations
NPA1:	First Phase of the National Plan of Action
NPA2:	Second Phase of the National Plan of Action
NSCCL:	National Steering Committee on Child Labour
PTA:	Parent Teachers Association
SDGs:	Sustainable Development Goals
SFP:	School Feeding Programme
SHS:	Senior High School
SMC:	School Management Committee
SMT:	School Monitoring Team
SOP:	Standard Operating Procedure
SQ:	Specific Questionnaire
SSsC:	Social Services Sub-Committee
TBP:	Time-Bound Project
TLMs:	Teaching and Learning Materials
TUC:	Trades Union Congress
TWG:	Technical Working Group
UN:	United Nations
UNICEF:	United Nations International Children's Fund
WACAP:	West Africa Cocoa and Commercial Agriculture Project
WFCL:	Worst Forms of Child Labour
WMT:	Workplace Monitoring Team

## FOREWORD

Ghana's efforts to eliminate child labour have been hinged on policies, as well as international and local laws and actions that uphold the fundamental rights of children.

The Government of Ghana— through the Ministry of Employment and Labour Relations in collaboration with other national agencies and development partners— has made strenuous efforts to eliminate child labour. This is evident in the National Plan of Action Phase II (NPA 2) for the Elimination of the Worst Forms of Child Labour in Ghana (2017-2021) currently in operation.

The idea is to give attention to the need to mobilise resources, focus action in local communities and strengthen educational outcomes so that children are enrolled and retained in school, thereby keeping them out of child labour. Thus to achieve this objective, the NPA 2 seeks effective collaboration and coordination among all partners, in the context of effective monitoring and accountability.

The NPA 2 under its upstream interventions recognises the need to reinforce public awareness and strengthen advocacy for improved policy programme and implementation of child development interventions.

Against this background, one key expected outcome of this intervention is that policies and programmes on strengthening the rural economy and promoting the fundamental principles and rights at work, using the Integrated Area-Based Approach Towards Child Labour Free Zones (CLFZs) will be designed, implemented and promoted.

The Ministry of Employment and Labour Relations through the National Steering Committee on Child Labour (NSCCL) has taken conscious efforts and steps in the realisation of this concept by building on existing principles and standards available, hence, coming up with the Protocols and Guidelines for establishing Child Labour Free Zones (CLFZs) in Ghana.

The CLFZ concept is designed to enhance national efforts to achieve SDGs by reducing to insignificant levels, all forms of child labour in a given locality over a specific period of time. The whole idea behind this concept is to systematically remove children away from child labour and reintegrate them into formal, full time schools. In creating CLFZs, the focus is therefore not only on children who work in a specific sector or the Worst Forms of Child Labour (WFCL), but on all children within that area who do not attend school. Thus, certain parameters must be attained by setting in place conditions, measures, structures, support systems and child development facilities in a particular area to facilitate the monitoring, prevention, identification, removal, referral as well as provision of needed social services support to affected children and or their parents/guardians to ensure that the incidence of child labour in the area is progressively eradicated before a given area can be declared CLFZ.

The Government of Ghana and all stakeholders involved in the elimination of child labour dream of eliminating child labour completely or reducing it to the barest minimum but their efforts are thwarted by the high prevalence of child labour everywhere they go. The development of the Protocols and Guidelines in Establishing Child Labour Free Zones (CLFZs) will not only strengthen government's and other partners' efforts to uphold the constitutional provision on the fundamental rights of children in Ghana to be protected from work that constitute a threat to their health, education and development, but it will encourage communities (where all stakeholders including teachers, parents, children themselves, community groups, religious leaders) and local government authorities among others,



consciously commit resources and accelerate efforts to eradicate all forms of child labour from their areas of jurisdiction.

I am confident that all stakeholders, including government institutions, social partners, Civil Society Organisation (CSOs), and development partners will contribute their best to make this happen and make Ghana a beacon to other countries to replicate this robust concept towards the elimination of child labour globally.

.....  
**HON. IGNATIUS BAFFOUR AWUAH, MP**  
**MINISTER OF EMPLOYMENT AND LABOUR RELATIONS**

## ACKNOWLEDGEMENT

The development of the Protocols and Guidelines for establishing Child Labour Free Zones (CLFZ) in the country demonstrates the tenacious national efforts to address the challenge. Many organisations and individuals made vast contributions to the development of the document. The government and the people of Ghana really appreciate them and are grateful for all the support and hard work.

The Government of Ghana recognises the high sense of duty exhibited by the Ministry of Employment and Labour Relations (MELR) in leading the process for the timely development of the Protocols and Guidelines. The commitment and the leadership of the sector Minister, Hon. Ignatius Baffour Awuah (MP) and the Deputy Minister, Hon. Bright Wireko Brobby (MP) are highly appreciated. Gratitude is given to the Chief Director of the MELR, Mr. Kizito Ballans for his supervision. Ms. Emma Ofori Agyemang, Director for Policy Planning, Monitoring and Evaluation (PPME) is acknowledged for her keen contributions.

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We acknowledge also our major partners from International Labour Organisation (ILO), Action against Child Exploitation (ACE), Deloitte (Japan), Child Research for Action and Development Agency (CRADA), General Agricultural Workers Union (GAWU) of the Trades Union Congress Ghana (TUC-GH), who provided technical expertise and guidance to the Technical Working Group by providing CLFZ models required for the development of Ghana's own model of the Protocols and Guidelines for establishing Child Labour Free Zones. We are grateful to ACE and Deloitte (Japan) for their financial support.

We further appreciate the warm reception and contributions of implementing partners and other stakeholders in the districts and communities visited by the TWG for their immeasurable contributions towards the development of the tools.

The Government of Ghana appreciates all the Ministries, Departments, and Agencies (MDAs) Metropolitan/Municipal/District Assemblies (MMDAs), Social Partners, and Civil Society Organisations (CSOs) which ensured that the views of all stakeholders are reflected in this Protocols and Guidelines Assessment Tools for declaring child labour free zones in Ghana.

## EXECUTIVE SUMMARY

Article 28 (2) of the 1992 Constitution of Ghana provides that –“Every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development”. Other international instruments which Ghana has ratified, including International Labour Organisation (ILO) Minimum Age Convention, 1973 (No. 138), Worst Forms of Child Labour Convention, 1999 (No. 182), the Sustainable Development Goals, among others proscribe child labour.

Target 8.7 of the Sustainable Development Goals (SDGs) requires countries to “take immediate and effective measures to eradicate forced labour, end modern day slavery and human trafficking and secure the prohibition and elimination of the Worst Forms of Child Labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.”

In efforts to uphold the provisions of the Constitution and other international instruments, Government of Ghana and other partners have, since 2000, developed and implemented various interventions in this regard. In spite of the afore-mentioned, legal and institutional framework and the numerous interventions, available data indicates that SDG Target 8.7 will not be met at the current pace of action. The sixth round of Ghana Living Standard Survey (GLSS6) conducted by the Ghana Statistical Service (GSS) in 2014, estimated child labour (persons 5-17 years) at 21.8 per cent. There is therefore the need for intensified commitment, accelerated efforts and willingness to try new approaches.

It is against this background that the Child Labour Free Zone (CLFZ) strategy is being adopted to ensure that Local Government Authorities (LGAs) and relevant stakeholders eliminate all forms of child labour in their areas of jurisdiction through accelerated and sustainable efforts.

CLFZ is a geographical area (town council, zonal and area council) in which incidence of child labour is reduced to the barest minimum (10%) as against the baseline figure. The overall goal of the CLFZ is to develop and implement holistic, well- integrated, consistent and impactful interventions that will lead to the eradication of child labour and total development of children in Ghana by 2025.

A detailed but straight-forward scoring procedure has been developed to scientifically assess and determine the status of a zone in the CLFZ process. Based on the overall score, a zone shall be declared as –Towards CLFZ, CLFZ Grade –A, –B or –C. Prior to the full assessment, a set of checklists shall be administered to determine whether a full assessment shall be carried out or not.

The journey to the CLFZ requires a concerted effort by all relevant stakeholders, such as Government at the national and local levels, as well as partners. At the national level, Government through the Ministry of Employment and Labour Relations in collaboration with other relevant ministries and agencies, is expected to create the necessary legal and institutional environment for the effective implementation of the CLFZ process. At the local

level, Metropolitan, Municipal and District Assemblies (MMDAs) are expected to own the process, establish and maintain functional structures and institutions and provide the needed direction to attract partners to contribute to this worthy course. Communities are expected to maintain relevant structures to facilitate the identification, withdrawal as well as referral systems.

MMDAs are expected to devise innovative ways of raising resources (financial, technical, human, and logistical) for the implementation of the CLFZ process in their areas of jurisdiction. The Resource Mobilisation Sub-Committee of the National Steering Committee on Child Labour (NSCCL) shall be tasked to raise some resources to support the work of the Child Labour Unit



(CLU), the assessment team and possibly some well- performing MMDAs in the CLFZ process.

The Protocols and Guidelines seek to provide a set of standardised conditions, structures, support systems and child development facilities that must be put in place in a zone (both at the district and community levels) to facilitate the monitoring, prevention, identification, removal, referral as well as provision of needed social services support to affected children and or their parents/guardians to ensure that incidence of child labour in the area is progressively reduced to its barest minimum. The Protocols and Guidelines also provide criteria for assessing the conditions of the zone.



## 1.0. INTRODUCTION

International efforts to promote decent work and economic growth recognise the need to effectively address the issue of child labour. Target 8.7 of the Sustainable Development Goals (SDGs) is for countries to “take immediate and effective measures to eradicate forced labour, end modern day slavery and human trafficking and secure the prohibition and elimination of the Worst Forms of Child Labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms”.

There are One Hundred and Sixty (160) million children in child labour all over the world, according to ILO/UNICEF 2019 report. In Sub-Saharan Africa Eighty Six million Six hundred thousand (86.6 million) children, making 54.13%, suffer from the menace. In Ghana, 21.8% of children are estimated to be in child labour (child labour report of GLSS6, 2014).

### 1.1 Background

Article 28 (2) of the 1992 Constitution of Ghana provides that “every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development. This provision has been translated into the Children’s Act, 1998 (Act 560) which guarantees the protection of the fundamental rights of children as enshrined in the 1992 Constitution”. Its guiding principle is, –the best interest of the child.

The Government of Ghana has ratified many United Nations (UN), International Labour Organisation (ILO) and African Union (AU) conventions, treaties and protocols on the care and protection of children and the elimination of Worst Forms of Child Labour. Ghana ratified the UN Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. This required Ghana to develop policies and legislations to facilitate the full development of every child in the country. The ILO Conventions ratified include C138, which sets the minimum age for employment in Ghana at 15 years, C182 on the elimination of the Worst Forms of Child Labour (WFCL) and C29 which abolishes forced labour. In addition, the country has ratified the Palermo Protocol that seeks to prohibit trafficking in persons.

Since 2000, ILO’s International Programme for the Elimination of Child Labour (IPEC) has given Ghana both technical and financial support to undertake several programmes such as:

- The country programme on child labour from 2000 to 2002,
- The Ghana component of the West Africa Cocoa and Commercial Agriculture Project (WACAP) from 2003 to 2006,
- Ghana Time-Bound Project (TBP) in 2004 and implemented in twenty (20) districts covering nine (9) out of the ten (10) administrative regions in the country etc.

These projects contributed to the development of the National Plan of Action for the Elimination of Child Labour, phase 1 (2009-2015), which made important gains in the fight against child labour and received significant support from the ILO projects especially the West Africa ECOWAS I&II, Cocoa Communities Projects and the Public Private Partnership project (WA ECOWAS I&II, CCP and PPP). It also facilitated the harmonisation of some tracking systems that were used by the various projects, establishing the Ghana Child Labour Monitoring System (GCLMS). Subsequent to the establishment of the GCLMS, the projects also contributed to the development of key elements that facilitated the establishment of an institutional framework for the elimination of WFCL.

The National Steering Committee on Child Labour (NSCCL) established in 2007, is a multi-stakeholder national level institution, with responsibility to oversee and provide overall coordination of the implementation of child labour related programmes in the country and

facilitate effective cooperation between all ministries and government institutions whose mandate is relevant to the elimination of child labour. The NSCCL with the Child Labour Unit as its secretariat, has over the years led the implementation of several interventions including the implementation of the NPA1.

Since 2010, there has been increased attention from Government and Development Partners such as the ILO, United Nations Education Fund (UNICEF), International Cocoa Initiative (ICI) and others, leading to the review of the first National Plan of Action (NPA1) where Cabinet approved the National Plan of Action Phase II (NPA 2) for the elimination of child labour in 2018 which is currently being implemented. Other Government policies and programmes such as the Livelihood Empowerment Against Poverty (LEAP), School Feeding Programme (SFP), Capitation Grant (CG), Free Compulsory Universal Basic Education (FCUBE) and the present free Senior High School (SHS) have contributed significantly towards the elimination of child labour in Ghana.

The National Plan of Action (NPA 2: 2017-2021) identifies the need to work towards achieving communities where child labour interventions are holistic, well-integrated, consistent and impactful over a given period. Thus, the NPA 2 assigns the National Steering Committee on Child Labour (NSCCL) to -design, draft and present to Government, Protocols and Guidelines on Child Labour Free Zones (CLFZs), with a view to piloting the policy and programmes in selected localities as models of interventions which if successful, will be replicated and scaled up across the country.<sup>1</sup>

In Ghana, the efforts to address child labour through an Integrated Area-Based Approach (IABA) is to establish a demarcated geographical area where there are sufficient conditions to ensure that no child is in any form of child labour within a given period set and regulated by a mandated and competent national agency<sup>2</sup>. Such areas may be considered a Child Labour Free Zone (CLFZ).

It is highly probable that an initiative towards declaring a given area as -free of child labour may be too audacious, risking the possibility of poor credibility. This may be so because of a perceived difficulty over how to control and always ensure that there is truly no form of child labour occurring at any point in time in the designated area; including unforeseen cases. This challenge can be addressed by proper clarification of the concept of CLFZs, including the standards and conditions set out by Government. In this regard, -child labour free does not necessarily express the area with the condition of -zero child labour, but rather demonstrates the area which has an effective mechanism to address and solve the child labour situation at community level as this guideline states.

Government should have the sole mandate and be accountable for the declaration of any area in Ghana as a CLFZ. All other stakeholders act as collaborating partners, without the right to, by themselves, declare any area in the country as a CLFZ.

## **1.2 Incidence of Child Labour Ghana<sup>3</sup>**

In spite of the afore-mentioned legal and institutional framework and the numerous interventions, the sixth round of Ghana Living Standard Survey (GLSS6) conducted by the Ghana Statistical Service (GSS) estimated child labour (persons 5-17 years) at 21.8 per cent.

<sup>1</sup> See Action 1.4.1.2. on p42 of NPA2 document

<sup>2</sup> Such as the National Steering Committee on Child Labour (NSCCL) under the Ministry of Employment and Labour Relations (MELR)

<sup>3</sup> Data Source: GSS, GLSS Round 6; 2014

The proportion of male children in child labour was slightly higher (22.7%) than female (20.8%). The proportion of rural children engaged in child labour (30.2%) was about two and a half times the proportion in urban areas (12.4%). The rural savannah (34.6%) had the highest proportion of children in child labour compared to the other ecological zones.

#### 1.2.1. Age Distribution of Child Labour in Ghana

Item	Age Group	Number in Child Labour (CL)	% of Age Population	% of CL Population	No. in Hazardous Work (WFCL)	% of Age Population in Hazardous Work	% of Population in Hazardous Work
1	5-7	212,278	10.0	11.2	9,465	4.5	7.7
2	8-11	704,212	25.6	37.2	330,161	12.0	26.8
3	12-14	564,500	26.9	29.8	394,908	18.8	32.1
4	15-17	411,562	23.9	21.7	411,562	23.9	33.4

Data source: GSS, GLSS Round 6; 2014

#### 1.2.2. Regional Distribution of Child Labour in Ghana

Item	Region	No. in CL	% of Region	% of CL	No. in Hz. Wk	% of Region	% of Hz. Wk
1	Western	171,626	20.5	9.1	113,134	13.5	9.2
2	Central	70,535	8.9	3.7	33,164	4.2	2.7
3	Greater Accra	62,562	5.2	3.3	23,312	1.9	1.9
4	Volta	206,404	26.9	10.9	169,035	22.0	13.7
5	Eastern	267,233	29.0	14.1	193,551	21.0	15.7
6	Ashanti	396,751	23.0	21.0	279,374	16.2	22.7
7	Brong Ahafo	306,972	33.5	16.2	224,037	24.4	18.2
8	Northern	203,566	22.8	10.8	105,769	11.9	8.6
9	Upper East	114,899	31.7	6.1	47,534	13.1	3.9
10	Upper West	92,041	33.5	4.9	42,375	15.4	3.4

Data source: GSS, GLSS Round 6; 2014

## 2.0 THE CLFZ FRAMEWORK

This CLFZ Protocols and Guidelines has been developed in recognition of certain core values and principles; existing national, legal, and institutional frameworks; international conventions, protocols and agreements; and policies and programmes that relate to the protection of children against all forms of exploitation, including child labour and trafficking to ensure their total development. Child labour is not acceptable in Ghana and hence it must be abolished. This is consistent with ILO's Fundamental Principles and Rights at Work (FPRW).

The CLFZ concept seeks to strengthen Government's and other partners' efforts to uphold the constitutional provision on the fundamental rights of children in Ghana to be protected from work that constitutes a threat to their health, education or development. It is also to enhance national efforts to achieve the Sustainable Development Goals (SDGs), especially relevant targets under Goals 8, 5, 16 and 10<sup>1</sup>.

The Protocols and Guidelines provide a set of standardised conditions, measures, structures, support systems and child development facilities that must be put in place in a particular area to facilitate the monitoring, prevention, identification, removal, referral as well as provision of needed social services support to affected children and or their parents/guardians to ensure that incidence of child labour in the area is progressively reduced to the barest minimum.

It is expected that such interventions will be piloted on selected areas and subsequently upscaled to other communities.

This Protocols and Guidelines for establishing CLFZ is neither a replacement nor duplication of the NPA-2. It is rather being touted as one of the approaches or strategies to help achieve the overall goal of the NPA 2.

### 2.1 Rationale

The 1992 Constitution of the Republic of Ghana, the Children's Act, 1998 (Act 560) as well as other legislative instruments and international instruments Ghana has ratified, including ILO Conventions 29, 138 and 182, proscribe engagement of children in work that constitute threat to their health, education or development. Most of the legal instruments have been operationalised through policies, projects and programmes since the year 2000. Additionally, Ghana has signed on to the Sustainable Development Goals (SDGs). All these notwithstanding, incidence of child labour was estimated at 21.8% by the Ghana Statistical Service in the GLSS6 2014.

According to the Alliance 8.7 Pathfinder Country Guidance Note, despite the good work being done, SDG Target 8.7 is not likely to be met at the current pace of action. It therefore calls for commitment to accelerating efforts and willingness to try new approaches from which others can learn to support Target 8.7's urgent deadlines.

It is against this background that the CLFZ strategy is being adopted to ensure that Local Government Authorities (LGAs) and relevant stakeholders eliminate child labour in their areas of jurisdiction through accelerated and sustainable efforts.

### 2.2. Goal

The overall goal of the CLFZ is to develop and implement holistic, well-integrated, consistent and impactful interventions that will lead to the reduction of child labour to its barest minimum and total development of Ghanaian children by 2025.

### 2.0. Core Principles (information to be provided by Andy)

<sup>1</sup> Target 8.7, 5.2, 5.3, 16.2 and 10.7

### 2.3. Objectives of CLFZ

The specific objectives of the proposed Protocols and Guidelines on CLFZs are;

- (i) To identify, create and maintain conditions for the elimination of all forms of child labour in a given geographical area;
- (ii) To provide common sets of standards for creating CLFZ and measuring the impact of such interventions by government and non-governmental agencies towards the reduction of child labour to its barest minimum in Ghana;
- (iii) To prevent and withdraw all children between the ages five to seventeen (5-17) from all forms of child labour;
- (iv) To eliminate, by reducing to insignificant levels, all forms of child labour in a given locality over a specific period of time, and the whole country in the near future.

### 2.4. Definition and Description of a Child Labour Free Zone (CLFZ)

CLFZ is a geographical area (town council, zonal and area council<sup>2</sup>) in which incidence of child labour is reduced to the barest minimum (10%) as against the baseline figure<sup>3</sup>. This definition implies that in a child labour free zone:

- (i) Child labour is well understood by all as human rights violation and that it constitutes a threat to the child's health, education or development;
- (ii) Necessary measures (laws, systems, and structures) have been put in place to withdraw children already engaged in the act and prevent new children from getting into it;
- (iii) Children who are legally permitted to work (13-17 years) are protected from hazardous work;
- (iv) Perpetrators are made to face the necessary sanctions in accordance with applicable laws;
- (v) Children's rights are respected and upheld;
- (vi) Resources are invested by national and sub-national levels in children's welfare and development (education including technical and vocational skills training, health and recreation); and
- (vii) As a result of the above, incidence of child labour is reduced to the barest minimum (10%).

### 2.5. CLFZ Conditions

For a zone to be declared as child labour free (CLF), certain conditions, measures, structures, support systems and child development facilities must exist. The following are the conditions that must exist at the Town, Zonal and Area Councils as well as the community level in order for the community to be considered for assessment and declaration as CLFZ.

#### 2.5.1. Community Level

- (i) On-going education and sensitisation of child labour basic legal concepts and on children's laws;
- (ii) Availability of a functional mechanism (structures and systems) that determines the status of children (i.e. are they in child labour, at risk of child labour or not in child labour). These may include, but not limited to Child Labour Monitoring System (CLMS)
  - Community Register (CR) of all households in the locality that is updated periodically;
  - A functional Community Child Protection Committee (CCPC);
  - Workplace monitoring mechanism to ensure that
    - ✓ children are not working during school going hours
    - ✓ children 13-17 years work under safe and healthy conditions;
  - Community surveillance mechanism to check truancy
  - School inspection system to check/monitor:
    - ✓ Availability of teachers and their punctuality

<sup>2</sup> Town council refers to metropolitan, zonal council refers to municipal and area council refers to district

<sup>3</sup> The baseline figure refers to incidence of child labour before the assessment as provided by credible national data sources.

- ✓ Availability of teaching and learning materials
  - ✓ Conduciveness and safety of school infrastructure, including recreational facilities
  - ✓ Pupils' enrollment, attendance and punctuality
  - ✓ Pupils' performance
  - ✓ Parents' commitment to children's education
- (iii) Existence and enforcement of community regulations on child protection including child labour based on the provisions by the Children's Act, 1998 (Act 560);
- (iv) Referral and remediation mechanism: to prevent and protect children at risk and children removed from child labour;
- A contact list of agencies providing:
    - ✓ Social services
      - Health
      - Education
      - Social protection: livelihood (Livelihood Empowerment Against Poverty (LEAP), National Health Insurance Scheme NHIS)
    - ✓ Legal services/sensitisation (Commission on Human Rights Administrative Justice - CHRAJ, National Commission for Civic Education - NCCE, Ghana Police Service - GPS, Judicial Service etc.)
- (v) Community Action Plan (including child labour) developed and implemented.

### 2.5.2. District Level

- (vi) Availability of opportunities to strengthen vulnerable parents and families
- Parental counselling
  - Economic empowerment services
  - Institutional, technical and logistical capacity of duty-bearing agencies.
- (vii) District bye-laws to enforce child labour provisions in the Children's Act, 1998 (Act 560) and regulation 34 of the Child Rights Regulations (Legislative Instrument 1705) enacted and enforced;
- (viii) Child labour and Child protection interventions included in the District Medium Term Development Policy and Annual Action Plans, including resource mobilisation, monitoring and evaluation measures;
- (ix) Child Labour Monitoring System at the MMDAs level;
- (x) Baseline data on situation of child labour at the MMDAs level;
- (xi) Institutional, technical and logistical capacity of the Department of Social Welfare and Community Development, Social-Services Sub-Committee (SSsC) of the District Assembly and Labour Department developed to enable them perform their statutory functions efficiently (Section 96: 1-5 of Act 560)
- (xii) Functional referral system under the collaborative work of MMDA line agencies and institutions providing social services and legal services.

### 2.6. Possible measures and interventions to achieve CLFZ conditions

The following measures are proposed to guide the MMDAs to effectively implement CLFZ concept in their localities.

- (i) ***Getting basic understanding about the conditions of the zone and the situation of all children and households in the area:*** Collect information about trends in child labour situation, school enrolment and attendance, socio-economic factors of community and vulnerable families such as migrants, status of schools and education facilities, etc. as knowledge base of the zone to develop Community Action Plans.
- (ii) ***Establishing and strengthening Child Labour Monitoring System at community level:*** **Train and** Resource assembly members, especially the Social Services Sub-Committee of the MMDAs and mobilise people in the communities to form Community Child

- Protection Committee (CCPC) or Community Social Protection Committee (CSPC). Provide trainings on knowledge about laws and regulations related to child labour and skills development in conducting child labour monitoring, communication and leadership.
- (iii) **Organizational Capacity:** the ability of an organization to undertake purposeful action contingent upon the underlisted factors:
- Institutional capacity: includes clarity in mandate and availability of an organisational framework showing a systemic approach to the conduct of work. It may involve clear schedules and terms of reference for staff and work plans.
  - Technical capacity: is increasing the knowledge and skills of mandated agencies in order to equip them to carry out their mandate efficiently.
  - Logistical capacity: is the ability to generate the needed materials to equip mandated agencies in carrying out their responsibilities effectively.
- (iv) **Social Mobilisation and Sensitisation:** The process of bringing together and sensitising all relevant stakeholders (community members, opinion leaders and partners) on child labour issues, equipping, and engaging them to take specific action to address child labour issues.
- (v) **Prevention and/or withdrawal of children from child labour through referral, remediation and social services:**
- Prevention is putting measures in place to avoid precarious situations that lead to child labour.
  - Withdrawal is the act of removing children from engagement in unacceptable work. It may occur when the child is protected from the hazards associated with child labour.
  - Referral is linking affected children to appropriate agencies to ensure their removal or protection from child labour.
  - Remediation: the direct support provided for withdrawn children to ensure that withdrawal is sustainable.
- (vi) **Enactment and enforcement of Law/Regulations on Child Protection including child labour:** Put in place measures that ensure legal provisions related to child labour are carried out in practice. This includes the development and use of instruments and tools that facilitate the deployment of the law and the application of sanctions on perpetrators.
- (vii) **Development of Community Action Plan and implementation:** Based on the situations of the communities, these communities must develop Community Action Plans (CAPs) having relevant measures to improve the education and economic status of communities and residents.
- School improvement in physical infrastructure and quality of teaching and learning, and establishing monitoring system at school levels.
  - Economic empowerment services: providing the knowledge and skills that enhance the resourcefulness of vulnerable families affected by child labour. This includes training in entrepreneurship and in some cases provision of livelihood packages and business start-up kits. It is advisable to collaborate with various relevant Ministries, Departments and Agencies (MDAs) as well as industry-based institutions/organisations and Civil Society Organizations (CSOs)/Non-Governmental Organizations (NGOs).
- (viii) **Resource Mobilisation:** Putting in strategic measures to ensure the needed inputs required for the efficient implementation of planned interventions are readily available on sustainable basis. Working closely and collaboratively with relevant MDAs as well as industry-based institutions/organisations and Faith-Based Organizations FBOs/CSOs/NGOs is advisable.

### 3.0. INSTITUTIONAL/IMPLEMENTATION ARRANGEMENTS

This section describes the institutional arrangements for the effective implementation and coordination of the CLFZ process. It describes the key roles expected of each of the partners.

### **3.1. Implementing Agencies and Implementing Partners**

Implementing Agencies (IAs) and Implementing Partners (IPs) play an integral part in the development and implementation of activities towards the attainment of CLFZs in Ghana. These guidelines seek to define the roles and set up the modalities, including strategies to be used by all implementing agencies in the attainment and measurement of CLFZs. These roles will be part of the institutional core functions and mandate of the IAs. The IAs shall include Government Departments and its agencies, CSOs, Trade Unions, Employer Organisations and other private and International Organisations.

The application towards establishing a CLFZ begins with consultative process with the District Assembly. It shall be an initiative from the assembly in collaboration with the community or an implementing partner(s) (i.e. CSOs, Social Partners, international organisations) among others.

### **3.2. Government**

#### **3.2.1. Ministries, Departments and Agencies (MDAs) and Other Services**

MDAs and other Services shall support the implementation of the CLFZ process through their regional and district offices. They shall support their offices technically, financially and logistically to enable them perform their respective roles in the elimination of child labour towards the establishment of CLFZ.

#### **3.2.2. Ministry of Employment and Labour Relations (MELR)/NSCCL:**

MELR/NSCCL is mandated to co-ordinate all child labour interventions in the country. In view of this, MELR shall perform the following functions in the CLFZ process:

- Coordinate the activities of all relevant partners;
- Resource and strengthen the CLU to effectively coordinate the CLFZ implementation process;
- Assign and supervise the assessment team;
- Study (review) assessment reports;
- Publish assessment results;
- Declare zones that have gone through and pass the process;
- Coordinate and establish measures to provide benefits to declared CLFZs by collaborating with other concerned Ministries, Departments and Agencies including industry-based institutions and organizations to motivate stakeholders for expanding CLFZs.

##### **3.2.2.1. Child Labour Unit (CLU)**

The Child Labour Unit, which is the secretariat to the NSCCL will play a central role in the CLFZ process. The CLU will act as a liaison between the implementing districts, the NSCCL and the Ministry of Employment and Labour Relations. The CLU shall perform the following functions:

- Organise training programmes for assessment team members;
- Develop materials and tools for assessment;
- Develop programmes and budget for the functioning of the assessment team;
- Act as the assessment team secretariat;
- Collate and collect assessment reports.

##### **3.2.2.2. Employment Information Branch (EIB)**

The Employment Information Branch of the Labour Department will also play the



following roles in the CLFZ implementation process.

- Review and analyse assessment team reports in collaboration with Ghana Statistical Service;
- Develop a mapping system that indicates the geographical locations of all communities implementing child labour programmes;
- In collaboration with the CLU and the assessment team, will submit reviewed assessment results to MELR/NSCCL.

### **3.2.3. Regional Coordinating Councils (RCCs), Metropolitan, Municipal and District Assemblies (MMDAs) and Non-Decentralized Entities**

The successful implementation of the CLFZ strategy depends to a very large extent on the willingness and commitment of the Metropolitan, Municipal and District Assemblies (MMDAs). The role of the RCCs, MMDAs and non-decentralized entities in the CLFZ process is very critical because they are the mandated Government institutions at the local level tasked to see to the overall protection and development of children in their respective areas of jurisdiction. Other institutions such as Civil Society Organisations, NGOs and Community Based Organizations (CBOs), private sector, media, international organisations and development partners complement the efforts of the MMDAs. In the CLFZ process, the MMDAs shall perform the following functions:

- Enact bye-laws and enforce compliance of the Children’s Act;
- Develop and implement interventions geared towards the elimination of child labour, in collaboration with CSOs, social partners, development partners and private sector when necessary;
- Select and approve interventions by partners;
- Monitor the implementation of interventions;
- Provide child development interventions such as schools, clinics, vocational training institutions, etc.;
- Liaise with or lobby other governmental and non-governmental organisations such as LEAP Secretariat, School Feeding Secretariat, National Health Insurance Authority, Ghana Education Service, CSOs, Social Partners, Private Sector, International Organisations for the provision of essential resources and other social infrastructure in the communities of the MMDAs to help attain the CLFZ status;
- Resource the Social Services Sub-Committee (SSsC) for effective functioning;
- Invite other members to serve on the SSsC.
- Commit adequate resources to the fight against child labour.
- Sensitization/awareness creation
- Case management
- Workplace Inspection
- Identification, Withdrawal, Referral, Remediation and Monitoring

### **3.2.4. District Coordinating Unit of CLFZ**

The District Labour office in collaboration with Social Welfare and Community Development shall be the Coordinating Unit of the CLFZ Process. The District Coordinating will perform the following functions :

- Facilitate sensitization programmes in the communities;
- Facilitate the formation of Community Child Protection Committees (CCPC) in all the communities of the districts and are functional;
- Facilitate the capacities of the CCPC to effectively perform its functions;
- Facilitate the preparation of community register for all communities in the MMDA;
- Facilitate the preparation of Community Action Plans (CAPs) by all communities in the MMDA;

- Facilitate the activities of the CCPC and implementation of other social services;
- Facilitate joint work plan covering the activities of all the members on the committee;
- Facilitate the preparation of quarterly progress on the implementation of the CLFZ and provide the needed support for communities to maintain and upgrade their CLFZ status;

### **3.2.5. Communities**

Communities shall play crucial roles in the CLFZ process. The communities have the best knowledge about the children, the economic, social and health situations of the children and their parents/guardians since they live together with them in the same households, as neighbours or as community members. Their active participation in the CLFZ process will undoubtedly contribute to the attainment of the overall goal of the process. The communities shall perform the following functions in the process:

- The community members shall participate actively in all the activities of the CLFZ process;
- Enact and enforce community regulations to protect the rights of children in the community including child labour;
- Contribute resources (time, kind, material or finances) to complement the efforts of the assembly or the IP;
- Members of the community shall support the activities of the CCPC by acting as each other's keeper and reporting any child abuse case to the CCPC.

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

The role of the CCPC cannot be underestimated in the CLFZ process. The CCPC will lead the implementation of all interventions in the community.

Membership<sup>4</sup> of the Community Social Protection Committee (CSPC) will range from five to twelve (5-12), and will be made up of relevant social partners depending on the size of the community. The composition of the CCPC shall ensure the membership of at least four(4) women. The membership of the CSPC shall include:

1. Representative of the Traditional Council
2. Queen mother
3. Religious leaders
4. Assembly member
5. Representative of Unit Committee
6. Teacher
7. Representative of School Management Committee/Parents and Teachers' Association
8. Identified Opinion Leaders
9. Youth Group
10. Women's Association
11. Trade organization
12. Children's representative

The CCPC will perform the following functions in close collaboration with the traditional and religious leaders and other opinion leaders.

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<sup>4</sup> This list may change with the coming into force the social protection bill

- Establish and lead in the implementation of a functional child labour monitoring systems including community register etc
- Identification of child labour victims, withdrawal, referral and appropriate remediation services
- Identification and documentation of appropriate service providers
- Periodically update the community register;
- Undertake regular monitoring visits to schools and workplaces to assess the conditions of children;
- Carry out sensitization programmes in the community;
- Ensure the development and implementation of CAPs;
- Lobby the assembly, individuals, private sector and others for social services for the community.

### **3.2.5.2. Traditional/Religious, Opinion Leaders**

The role of the traditional/religious and opinion leaders including assembly men/women and statutory local government structures is very important for mobilising members of communities in the CLFZ process. Due to the esteem, respect and authority accorded them by the members of the community, their full participation in the CLFZ process will undoubtedly contribute to the early attainment and sustenance of the CLFZ agenda in their respective communities. The traditional/religious and opinion leaders including assembly men/women and statutory local government will perform the following functions to support the CCPC:

- Lobby the assembly, individuals, private sector and others for social services for the community.
- Supervise the overall CLFZ process such as the development of the community register, periodically update the community register, CAPs;
- Participate actively in all the CLFZ activities;
- Support the work of CCPC to undertake regular monitoring visits to schools and workplaces to assess the conditions of children;
- Work with CCPC to facilitate the implementation of the CAPs;
- Initiate the process for the enactment of community regulations on child protection including child labour and see to its full implementation.

### **3.2.5.3. School Management Committee/Parent-Teacher Association (SMC/PTA)**

School Management Committee/Parent-Teacher Association (SMC/PTA) shall also play an important role. Their respective roles are specified in their handbook and shall be referred to it for the effective functioning of the SMC/PTA.

Their main role would be to improving school environment for ensuring enrolment and attendance of all children in the community.

## **3.3. Employer Organizations/Trade Unions and Civil Society Organizations**

Employer organizations, trade unions and civil society organizations shall also perform the following functions in the CLFZ process in the MMDAs and zones.

- Develop and implement project interventions in communities with approval from, and in collaboration with the MMDAs;
- Participate in the monitoring of the CLFZs;
- Participate in the validation of results of CLFZs.

## **3.4. International Organizations and Development Partners**

- Liaise with government and the MMDAs in the implementation of national programmes towards the elimination of child labour in the country;
- Support implementing agencies, including government interventions through technical and financial resources;
- Facilitate platforms for government and IAs to share best practices and experiences on CLFZs.

### **3.5. Media**

The successful implementation of the CLFZ strategy depends to a very large extent on the willingness and commitment of the media. The media is critical in the CLFZ process as it plays a surveillance role in the protection and promotion of children's rights. The various forms of media (i.e., print, electronic, social media and digitization) private and public owned including community information centers, all have a stake. In the CLFZ process, the media shall perform the following functions:

- Liaise with implementing partners to publish assessment reports;
- Carry out sustained campaigns towards achieving CLFZs;
- Undertake surveillance or watchdog role in the activities and achievements in CLFZs and report feedback for public consumption.

### **3.6. Assessment Team**

There shall be an assessment team comprising:

- A representative from Government (MELR/ CLU /EIB/ LGS/ MoGCSP/GSS)
- A CSO representative
- A representative from TUC
- A representative from Ghana Employer's Association (GEA)
- Development Partners (such as from ILO, UNICEF, etc.)
- Experts on child labour/protection

The team will comprise representatives of organisations and experts with knowledge on child labour and child protection and also be able to provide inspectorate services. They will be independent in their operations and report to the NSCCL.

Role of Assessment Team shall include:

- i. Undertake data collection from the district and zone
- ii. Data analysis (Data entry, Data cleaning, Data validation, Data quality )
- iii. Compile report on findings of assessment and submit report to NSCCL

#### ***Composition of Regional Inspection Team (RIT)***

There shall be a four (4)-member district liaison team that will play complimentary role to the national Assessment Team. This will comprise

- A representative from GSS/IT
- Regional Labour or Social Welfare/Community Development Officer
- Regional Planning Officer
- Regional councils of labour

#### ***Role of Regional Inspection Team shall include:***

- Liaising between the District Assemblies and the National Assessment Team
- Periodic monitoring of the zone within the District before and after assessment

#### ***Composition of District Liaison Team (DLT)***

There shall be a four (4)-member district liaison team that will play complimentary role to the

national Assessment Team. This will comprise

- A representative from GSS/IT
- District Labour or Social Welfare/Community Development Officer
- District Planning Officer
- District Council of labour

***Role of District Liaison Team shall include:***

- Liaising between the District Assembly and the Assessment Team
- Leading the Assessment Team during data collection.
- Periodic monitoring of the zone before and after assessment

### **3.7. Funding Arrangements for the CLFZ**

MMDAs are expected to devise innovative ways of raising resources (financial, technical, human, and logistical) for the implementation of the CLFZ in their areas of jurisdiction. For instance, the MMDAs can use the services of National Service personnel to develop the community registers which is one of the huge tasks in the CLFZ process. Also, the assembly can solicit support from private sector partners operating in the MMDA for the provision of social services and remediation packages and for the implementation of interventions.

As we are aware, the United States of America (USA), Europe and other developed countries are threatening to boycott products from developing and middle-income countries which they suspect to have been produced with children. Recently, the United States has banned the importation of tobacco from Malawi due the use of child labourers in tobacco production and are threatening to do same to cocoa from Ghana and Côte d'Ivoire. Undoubtedly, the financial and social costs of such a decision, should it happen, shall far outweigh the cost of implementing CLFZ in our respective MMDAs.

It is against this background that the Resource Mobilisation, Advocacy and Communication sub-Committee of the NSCCL shall be tasked to raise some resources to support the work of the CLU, the Assessment Team and possibly award some well-performing MMDAs in the CLFZ process.

## 4.0. ASSESSMENT MODALITIES AND PROCEDURES FOR ESTABLISHING CLFZs

The CLFZ assessment modalities provide a detailed and straight-forward scoring procedure to scientifically determine the status of the Zone in the CLFZ process. A set of agreed indicators have been assigned to each of the conditions listed in 2.6. The purpose of the assessment is to examine the state of these conditions at both the MMD and community levels as well as incidence of child labour. Depending on the overall score obtained by a zone, the status of the zone shall be declared as indicated in **Section 3.3.2 below**.

### 4.1. Pre-Assessment

To assess the readiness of a zone, a pre-assessment checklist shall be administered (*See Appendix I*). The pre-assessment check list seeks to ascertain whether the CLFZ conditions have been fulfilled or not. Where more than 80% of the conditions have been met, the full assessment shall be carried out otherwise the zone shall be advised to operationalize the conditions.

### 4.2. Main Assessment Criteria

A combination of scientific methods shall be employed to assess the zones (*See Appendix 2*). These will include: interviews, focus group discussions, observations and evidence check.

- (i) **Interviews:** A set of questionnaires shall be administered to a sample of the population of the communities. Two (2) set of questionnaires shall be administered to different categories of stakeholders:
  - (a) **Community Questionnaire (CQ):** This is a general questionnaire that will be administered to a sample selected from the entire population of the community. To ensure good representation, the stratified sampling method shall be employed. This involves the division of a population into smaller sub-groups known as strata based on members' shared attributes or characteristics such as age, occupation, religious affiliation etc. General information about basic concepts on all forms of child labour shall be the main focus of this questionnaire.
  - (b) **Specific Questionnaire (SQ):** Specific questionnaire shall also be administered to purposefully selected beneficiaries such as children, parents/guardians.
- (ii) **Focus Group Discussions (FGDs):** FGDs shall be another tool that will be used to solicit information from stakeholders towards the determination of the grade of the zone in the CLFZ concept. Target groups for this tool shall be the Community Child Protection Committee (CCPC)<sup>5</sup> members, Government Departments and Agencies at the district level and CSOs/NGOs/Development partners operating within the zone, if the process is being collaborated by a private sector player(s).
- (iii) **Observations:** Observations shall also play a key role in the assessment process. An assessment team shall visit the zones to observe the operations of the community level structures, school environment and attendance, workplaces etc.
- (iv) **Evidence Check/Review of relevant Documents:** Relevant documents pertaining to the implementation of the CLFZ concept shall be thoroughly scrutinized. These may include the Community Action Plans (CAPs), the community register, CCPC attendance books, training reports, records of meetings, community regulations, district bye-laws, district annual plans etc.

<sup>5</sup> May include any other recognized group in the community responsible for the protection of children within the community

### 4.3. Grading of Assessment Results

Based on the answers provided by the respondents on the various tools, the following sub-indicators shall be estimated for assessment.

#### 4.3.1. Indicator Grading

1. If **90% of respondents responded in the affirmative** to the question(s) relating to the sub-indicator, the grade shall be **-VERY TRUE**
2. If **80%-89% of respondents responded in the affirmative** to the question(s) relating to the sub-indicator, the grade shall be **"TRUE**
3. If **70%-79% of respondents responded in the affirmative** to the question(s) relating to the sub-indicator, the grade shall be **-SOMEHOW TRUE**
4. If **less than 69% of respondents responded in the affirmative** to the question(s) relating to the sub-indicator, the grade shall be **-NEVER TRUE**

Where grading of a sub-indicator depends on more than one question, an average of the scores of the questions concerned shall be the marks for the indicator.

The summation of weighted scores of all the sub-indicators of a major indicator gives the final score of the major indicator. The summation of the weighted score of the main indicators gives the final score of the zone.

#### 4.3.2. Weights

Two forms of weights shall be applied in the calculation for the final grade for a zone; weight of the main indicator and weight of sub-indicator within a major indicator.

##### 4.3.2.1. Weight of a Main Indicator

Each of the Main Indicators is assigned a weight. The weight indicates the importance attached to the indicator in achieving the overall CLFZ objective. The final score for a Main Indicator (weighted score) is obtained by multiplying the weight of the indicator by the total score of the indicator. Example, the weight of Main Indicator D is 0.30, and assuming the total score for the same indicator (sum of the weighted scores of the sub-indicators under the main indicator) is 89%, the final score for Main Indicator D is  $0.30 \times 89\% = 26.70\%$ .

##### 4.3.2.2. Weight of Sub-indicators (within major indicator)

Each of the Main Indicators has varied number of sub-indicators under them. Each of the sub-indicators is assigned a weight based on their respective contributions to the attainment of the Main Indicator. The total score of a sub-indicator is multiplied by its weight to obtain the weighted score of that indicator and the summation of the weighted scores of all the sub-indicators gives the total score for the Main Indicator. For example, sub-indicator 7 under Main Indicator A had a total score 95% and its weight within the major indicator is 0.20. Therefore, the weighted score of the indicator that goes into the calculation of the score of the Main Indicator is  $(0.20 \times 95\% = 19\%)$ .

### 4.3. Overall Score and Grading

The overall grade for a zone is obtained by summing the weighted scores of the *Main Indicators* as shown in the table below. Based on the overall score, the zone shall be graded as CLFZ Grade A, CLFZ Grade B, CLFZ Grade C or Towards CLFZ as shown in the table below.

Group	Weight	Score	Final Score (weighted score)
A	0.10	98	9.80
B	0.10	90	9.00
C	0.20	92	18.40
D	0.15	80	12.00
E	0.12	88	10.56
F	0.08	98	7.84
G	0.05	95	4.75
H	0.20	93	18.60
<b>TOTAL</b>	<b>1.00</b>		<b>90.95</b>

FINAL GRADING	
GRADE	SCORE
CLFZ Grade A	≥90%
CLFZ Grade B	80%-89%
CLFZ Grade C	70%-79%
Towards CLFZ	≤69%

Refer to **Appendix 2** for the list of indicators, their descriptions and weights assigned to each of them.

### 4.4. Declaration

Based on assessment results, MELR shall declare a zone as child labour free or otherwise.

### 4.5. Review

#### 4.5.1 Internal Review

Metropolitan, Municipal and District Assemblies (MMDAs) shall undertake internal review of communities declared as CLFZ at least once a year and report to the Child Labour Unit (CLU).

#### 4.5.2. External Review

A zone assessed and graded based on the criteria shall have to submit itself for review every three (3) years. However, a zone based on its internal review may submit itself for external review as and when it deems fit. The review exercise will determine whether the zone shall maintain the earlier grade, be upgraded or downgraded.



## APPENDICES

### Appendix 1: CLFZ Pre-Assessment Checklist

The CLFZ pre-assessment checklist provides the initial review of the criteria above and the status of interventions in a district and communities working to establish child labour free zones.

Item	Situation	Status	
		Yes	No
1.	Is awareness creation and sensitisation on child labour ongoing activity in the zone? [A1 & A2]		
2.	Are there community regulations on child labour in all the communities? [B1, B2 & B3]		
3.	Do all the Communities have a community register that is periodically updated? [C1]		
4.	Are there Community Child Protection Committees (CCPCs) in all the communities? [C2]		
5.	Are workplaces monitored frequently? [C5]		
6.	Do the CCPCs have the capacity (technical and logistics?) to undertake their duties? [C6]		
7.	Do all the communities have action plan that include child labour (CAP)? [C7]		
8.	Is there a community referral system for affected children? [D1]		
9.	Are there remediation packages for child labour victims and their parents or guardians [D2, D3&D4]		
10.	Is average Distance to school in the zone within the national average 3.5 – 4 km? [E1]		
11.	Is the general school environment conducive for teaching and learning in the Zone (the school building, TLMs, Tables and Chairs)? [E2]		
12.	Are there adequate teachers for all the school in the zone? [E3]		
13.	Is there a PTA and SMC for all the schools in the zone? [E?]		
14.	Are the schools and community monitored frequently? [E?]		
15.	Is there a regular district report on education inspection, including district records on enrolment, retention and performance? [E4, E5]		
16.	Is there a district bye-law on child labour? [F1]		
17.	Is there a functional district social service sub-committee? [F2]		
18.	Are all the relevant line agencies that have the mandate to protect children present in the district? (Labour Dept., Department of Social Welfare and Community Development, CHRAJ, NCCE, ISD) [F3]		
19.	Does the district annual plan include child labour activities with budgetary allocation? [F4]		
20.	Is there a regular district report on child labour monitoring? [F5]		
21.	Are there statistics on child labour in the district [G]		



## Appendix 2: Main Assessment Criteria

	Indicators	Interpretation	Data Source
<b>A</b>	<b>Effective Awareness Raising and Advocacy</b>	<b>There is regular (at least once every quarter) awareness and sensitization activity in the community and has led to behavioural change</b>	
A1	Members of the community understand child labour and some basic concepts and impacts	This indicator seeks to measure the community members' understanding of basic issues related to child labour as a result of the sensitization activities. It is therefore expected that members selected at random from the community should be able to explain who a child is and distinguish between child work/light work, child labour, hazardous work with some examples from the main activities of the community and state at least two consequences of child labour	CQ
A2	Members of the community know Ghanaian laws on child labour	The indicator seeks to assess the community members' knowledge on Ghanaian laws that seek to protect children from child labour and all forms of abuse. Community members selected at random can at least mention the 1992 Constitution of the Republic of Ghana and the Children's Act, 1998 (Act 560) or any other law that seeks to protect the rights of children in the country, etc.	CQ

	<b>Indicators</b>	<b>Interpretation</b>	<b>Data Source</b>
<b>B</b>	<b>Functional Community-level Regulations</b>	<b>This means there exists community rules and regulations, the members of the community are aware of the rules and regulations, abide by them and perpetrators are sanctioned</b>	
B1	There are community regulations on child protection including child labour	To effectively fight against child labour, communities are required to enact bye-laws to protect the rights of children and to prevent them from going into any form of child labour. These regulations can either be documented or conventional. The chief and elders of the community are targeted for this question.	CQ & FGD
B2	Community members are aware of the regulations and their sanctions	Since the laws are made to govern the members of the community, the community members should have clear understanding about the law and relevant sanctions for offenders. This indicator seeks to find out the extent to which the members are aware of the laws and sanctions for perpetrators.	CQ
B3	The regulations are functional	Community members abide by the provisions of the regulations and perpetrators are sanctioned according to same.	CQ & FGD

	<b>Indicators</b>	<b>Interpretation</b>	<b>Data Source</b>
<b>C</b>	<b>Functional Child Labour Monitoring System (CLMS) Exists</b>	<b>There exists community register and relevant structures with required capacities to observe children in the community to ensure that they do not go into any form of child labour</b>	
C1	Community registers developed for all communities and updated regularly	There should be a community register covering all the households including children in each community and the register must be continuously updated periodically.	OB & Review
C2	Functional Community Child Protection Committee (CCPC) exists	This indicator seeks to ascertain whether CCPC has been established and the composition is in accordance with what the GCLMS document proposes. Gender sensitivity should be considered. CCPC should meet regularly (monthly) to discuss and update the community register and address child labour related issues in the community and strategizes on how to address emerging issues on child labour.	OB & FGD & Review
C3	Workplaces regularly monitored by CCPC	CCPC shall monitor workplaces to ensure that children are not on the field during school going hours. Attention should be given to children already in child labour, and those at risk according to the community register.	FGD & Review
C4	Capacities of CCPC members developed	To effectively fight against child labour, members of the CCPC, should be trained in relevant legislations, concepts and their roles on the child labour elimination process. The training should be done by the District Child Protection Committee in collaboration with CSOs and Social Partners operating in the district. The indicator therefore seeks to find out whether the members have received relevant training and other refresher trainings as well.	FGD & Review
C5	A child labour sensitive CAPs developed and operational	For effective and sustainable elimination of child labour, there is the need for every community to develop and implement a child labour sensitive Community Action Plan (CAP). The CAPs are to be developed in collaboration with the MMDAs (Planning Unit) and other relevant Partners. There should be physical evidence of CAPs and portions implemented or being implemented.	FGD & Review
C6	The Assembly has copies of the CAPs	The CAPs are expected to form part of the planned and budgeted activities of the MMDAs. As such, copies of the Plans are expected to be deposited with the MMDAs preferably before the annual budget estimates are prepared. Find out whether the assembly has copies of the CAPs of the communities and are integrated into the Annual Work Plan of the Assembly.	FGD & Review

	Indicators	Interpretation	Data Source
<b>D</b>	<b>Efficient and Effective Referral, Remediation and Support for Affected Children and Parents/Guardians</b>	<b>Referral systems exist, Social Protection Support/Services exist, accessible to affected children/parents/guardians and adequate to take the children or their parents/guardians from the known vulnerability, and allocations are based on needs.</b>	
D1	Referral systems for affected children exists	The appropriate Standard Operating Procedure (SOP) for child labour and trafficking) should be used for assessing the needs of affected children and their parents/guardians for referrals and members of the community should be aware of it so that whenever they identify any child labour, child trafficking or any abuse, they can easily follow the laid down procedure.	OB & SQ
D2	Effective and sustainable remediation packages available	Remediation packages based on the needs of the children, their parents or guardians and capable of completely addressing the vulnerability should exist.	OB & SQ
D3	Children withdrawn, identified or at risk/parents/guardians benefit from remediation packages	Based on the needs assessment, a social enquiry report should be prepared and recommended packages given to withdrawn or deserving children/parents/guardians to ensure that the children do not return to child labour. There should be a continuous and effective monitoring of the beneficiaries to ensure that the required allocations are given and put to the right use. This indicator seeks to find out whether such support packages are given to the withdrawn or vulnerable children.	SQ

	<b>Indicators</b>	<b>Interpretation</b>	<b>Data Source</b>
<b>E</b>	<b>Conducive Teaching and Learning Environment</b>	<b>This indicator seeks to assess the School Infrastructure and Teaching and Learning Environment (TLM) in the Communities as well as Availability of Teachers and Levels of School Enrolment and Attendance</b>	
E1	Average distance to school not exceeding 3.5-4km	The distance to school should be within the national average (3.5km average). In view of this, the farthest settlement to the school should not exceed the national average (3.5-4km).	OB
E2	School infrastructure conducive for teaching and learning	<p>Conducive school infrastructures connote that the classrooms, teaching and learning materials, the general school environment should be available and attractive enough to motivate children to attend and stay in the schools. The following are the things to look for:</p> <ul style="list-style-type: none"> <li>• There are separate classrooms for each of the classes (two classes should not be combined and no class should be under a tree)</li> <li>• The structure is well roofed and has no cracks in the walls or leakages in the roofs There are tables and chairs for each pupil (no pupil should sit on the floor or share a table and chair meant for one person)</li> <li>• There are sufficient TLMs (white/black board, chalk, textbooks, exercise books, etc.)</li> <li>• There is a spacious playing ground.</li> </ul>	SQ & OB
E3	Teachers available for all classes/subjects and are punctual	In primary schools, there should be at least a class teacher for each of the classes and in the case of junior high, there should be a subject teacher for each subject. This indicator seeks to find out if this condition exists or otherwise.	SQ & FGD

	<b>Indicators</b>	<b>Interpretation</b>	<b>Data Source</b>
E4	Functional SMC/PTA exists	There should be a School Management Committee (SMC) and/or Parents Teachers Association (PTA) that meets regularly to discuss issues relating to the well-being of the pupils and teachers for effective teaching and learning at school.	FGD & Review
E5	Schools/pupils periodically monitored by CCPC	CCPC shall monitor enrolments, attendance and punctuality of pupils especially those with poor attendance, truants and latecomers.	FGD & Review
E6	At least 97% gross enrolment rate	This indicator seeks to ascertain the proportion of children of school-going age, as captured in the community register, who are indeed enrolled in schools either in the community or adjoining communities. This shall be obtained by dividing the number of children who are currently attending school by the total number of children of school-going age in the community. However, the number obtained from the community register should be compared with the school register for confirmation before calculating the proportion.	Review
E7	At least 90% attendance rate	This indicator seeks to find out the proportion of the children of school- going age enrolled in the schools who actually attend school regularly. Regularly means the child does not absent himself/herself from school for more than <b>3 times</b> in a term except for sickness or extreme situation for which the child may not be able to attend school (e.g. passing away of the parents, guardians or sibling of the child, where the parent or the guardian is compelled to travel with the child since there is no one to take good care of the child).	Review

	Indicators	Interpretation	Data Source
<b>F</b>	<b>Supportive District-Level Structures</b>	<b>This indicator seeks to find out the extent to which the MMDA has effectively integrated issues of child labour in its operations, including budgetary allocations.</b>	
F1	There is a district bye-law on child protection including child labour	<ul style="list-style-type: none"> <li>• The Children’s Act imposes the protection of children in every MMDA in the hands of the MMDA. This indicator therefore seeks to find out if the Assembly has enacted bye-laws on child protection including child labour. These laws must be written and gazetted and as such, a copy should be produced as evidence.</li> <li>• The indicator further seeks to find out the extent to which the laws have been or are being implemented. The mere existence of the laws will not be sufficient to protect children in the MMDA. The provisions of the laws must be effectively enforced and perpetrators sanctioned.</li> </ul>	FGD & Review
F2	Function Social Service Sub-Committee	A functional MMD social services sub-committee connotes that: <ul style="list-style-type: none"> <li>• The committee exists;</li> <li>• It meets regularly as mandated, including emergency meetings;</li> <li>• There is sufficient evidence to confirm that issues relating to children’s welfare and child labour are discussed at the meetings of the committee.</li> <li>• The committee has a work plan and a budget;</li> <li>• The work plan is being implemented.</li> </ul>	FGD & Review
F3	Functional MMDA line agencies (Labour Dept., Department of Social Development, CHRAJ, NCCE, ISD, GES, Ghana Police Service, Judicial Service, among others.)	The line agencies are functional if: <ul style="list-style-type: none"> <li>• There is an active district officer;</li> <li>• There is effective collaboration among the agencies;</li> <li>• Each of the agencies has a work plan or they have a common work plan for which major component is on child protection and child labour;</li> <li>• They frequently visit the communities to sensitise them on child labour and child protection and address child labour and child protection issues.</li> </ul>	FDG & Review



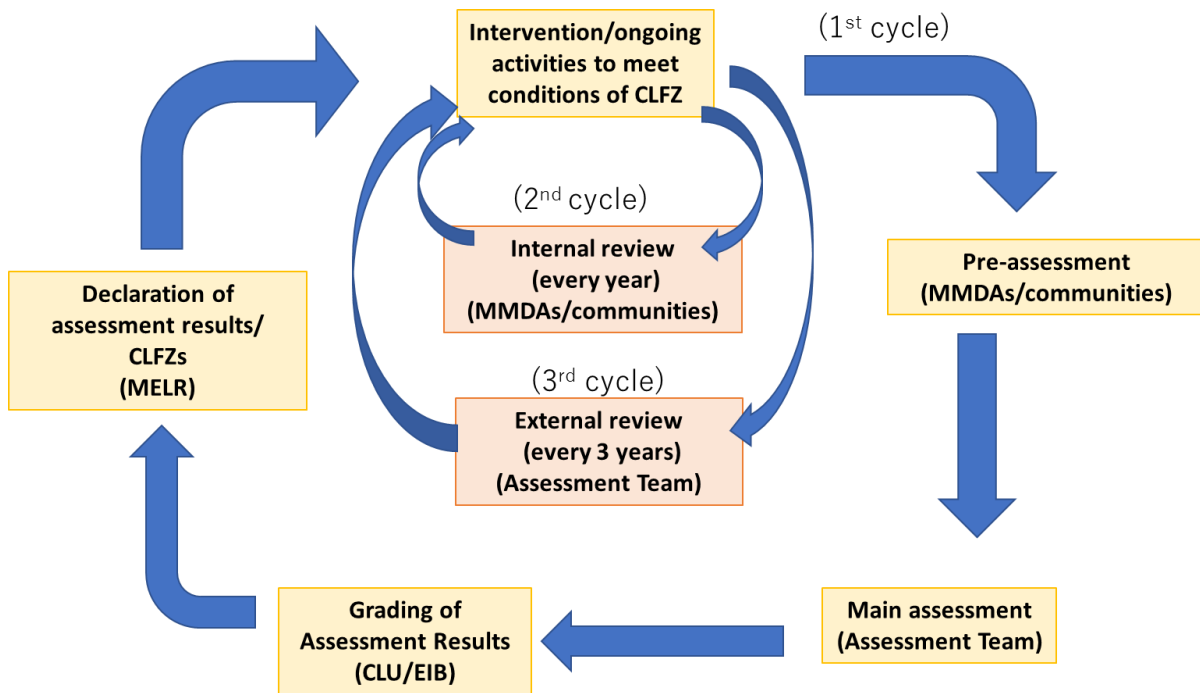
	<b>Indicators</b>	<b>Interpretation</b>	<b>Data Source</b>
F4	MMDA-level annual plan on child labour, including a budget allocation and disbursement	<p>To effectively fight against child labour, the MMDAs should develop work plans on child protection including child labour with budget and effectively implement the plan. The indicator therefore seeks to find out:</p> <ul style="list-style-type: none"> <li>• If the plan exists;</li> <li>• If there is adequate budget to implement the plan;</li> <li>• The extent to which the plan has been implemented.</li> </ul>	FDG & Review
<b>H</b>	<b>Child Labour is Eliminated</b>	<b>The overarching goal of all child labour interventions is to ensure that the number of children involved in child labour is progressively reducing. This indicator seeks to ascertain whether the intervention(s) in the community has/have contributed to the reduction in the incidence of child labour.</b>	<b>Review</b>
H1	Incidence of child labour in a zone	This indicator measures the proportion of children in child labour . The recorded incidence of child labour should not exceed 10%.	Review



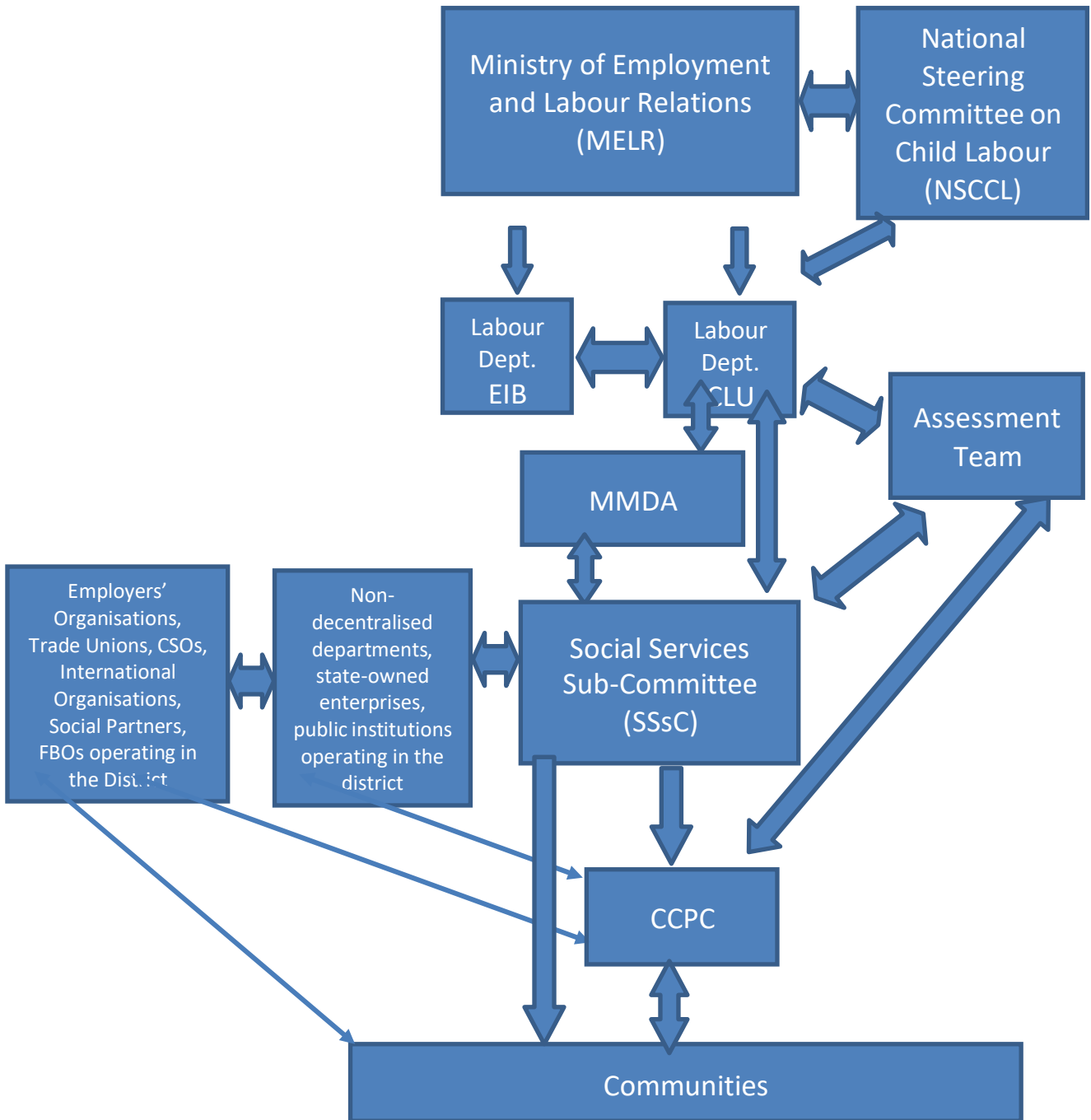
### Appendix 3: Glossary

Item	Terminology	Definition
1.	Conditions	Legal and local policy situation prevailing before working -towards CLFZ
2.	Intervention	The set of actions implemented towards establishing CLFZ
3.	Holistic	The scope of intervention (does it include the minimum number of components?)
4.	Well-integrated	The inter-linkages among interventions, extent of collaboration and coordination
5.	Consistent	The standard and frequency of intervention
6.	High-yielding	Outcome produced by the intervention
7.	Zone	A defined geographical MMDA
8.	Identification	Inclusion of child in the community register
9.	Prevention	Putting measures in place to avoid children from engaging in child labour
10	Referral	Recommending appropriate services to support vulnerable children
11	Remediation	Actions undertaken to stop further exploitation of children
12	Withdrawal	Removal of children from child labour conditions

## Appendix 4: CLFZ Assessment Cycle



## Appendix 5: Institutional Arrangements for Implementation of CLFZ



## Appendix 6: Members of the Technical Working Group

NO.	NAME	INSTITUTION
1.	Andrews Addoquaye Tagoe, Chairman	General Agricultural Workers Union
2.	Elizabeth Akanbombire	Child Labour Unit
3.	Peter Antwi	Ministry of Employment and Labour Relations
4.	Mawuli Avutor	Commission on Human Rights and Administrative Justice
5.	Charlotte Hanson	Ministry of Employment and Labour Relations
6.	Kwame Mensah	International Labour Organization
7.	Barima Akwasi Amankwah	Ghana NGO Coalition on the Rights of the Child
8.	Evelyn Wiredu	Rapporteur
9.	Nana Antwi Boasiako Brempong	Child Research and Action for Development Agency Group
10.	Dr. Charles Kessey	Office of the Head of Local Government Service
11.	Richard Ayitey	Ghana Education Service
<b>Secretariat</b>		
10-	Esther Ofori Agyemang	Child Labour Unit
11.	Joshua Asamoah	Child Labour Unit
12.	Daniel Nyarko Asare	Child Labour Unit
<b>Key Partners (Technical and Financial support)</b>		
13.	Tomoko Shiroki	Action against Child Exploitation (ACE), Japan
14.	Akira Kondo	Action against Child Exploitation (ACE), Japan
15.	Keisuke Hanyuda	Deloitte, Japan
16.	Miwa Ono	Deloitte, Japan
17.	Asuna Okubo	Deloitte, Japan
18.	Maiko Shiozaki	Deloitte, Japan









# Appendix 8

## Handout of the Stakeholder's Meeting

# MINISTRY OF EMPLOYMENT AND LABOUR RELATIONS

Presentation on the **Revised** Protocols and Guidelines on Child Labour Free Zones (CLFZ)

## Outline of the Draft CLFZ Protocols and Guidelines

### ■ Background and Context

- Introduction
- Background
- Incidence of Child Labour In Ghana

### ■ The CLFZ Framework

- Introduction
- Rationale
- Goal
- Objectives
- CLFZ Conditions

### ■ Possible measures and interventions

### ■ Institutional/Implementation Arrangements

- Government
  - MMDAs
  - MDAs
  - CLU
- Other Partners

### ■ CSOs, Social Partners, DPs/International Organisations

- Communities
  - CCPC
  - Chiefs and Opinion Leaders
- Inspection Team
- Funding

### ■ Assessment Modalities

- Pre-assessment
- Assessment
- Review

### ■ Appendices

- Detail Assessment Criteria
- CLFZ pre-evaluation checklist
- Glossary
- Institutional arrangement chart

## Background

### LEGAL INSTRUMENTS AND POLICIES ON CHILD LABOUR

- The 1992 Constitution: 28 (2)
- National Laws and Regulations(Children's Act, Mining and Minerals Act, etc.)
- International Conventions and Recommendations (ILO Conventions 138, 182)
- **SDG (8.7):** All Countries should take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
- Policies (NPA2 2017-2021): Action 1.4.1.2: The NSCCL in collaboration with the tripartite (Social Partners) will design, draft and present to Government, a Protocols and Guidelines on Child Labour Free Zones (CLFZ) with a view to pilot the policy and programmes in selected localities as models of interventions which if successful will be replicated and scaled up across the country

## CHILD LABOUR INCIDENCE (GLSS6)

- 21.8 percent of persons 5-17 years were engaged in child labour.
- The proportion of male children in child labour was slightly higher (22.7%) than females (20.8%).
- The proportion of rural children engaged in child labour (30.2%) was about two and a half times the proportion in urban areas (12.4%).
- The rural savannah (34.6%) had the highest proportion of children in child labour compared to the other ecological zones.

## The CLFZ Framework

### Rationale

To ensure that Local Government Authorities (LGAs) and relevant stakeholders eliminate CL through accelerated and sustainable efforts.

### Goal

The overall goal is to develop and implement **holistic, well-integrated, consistent** and **impactful** interventions that will lead to the eradication of child labour and total development of children by 2025.

## Objectives of CLFZ

- ❖ To identify, create and maintain conditions for the elimination of all forms of child labour in a given geographical area;
- ❖ To provide common sets of standards for creating CLFZ;
- ❖ To develop criteria for measuring the impact of such interventions by government and non-governmental agencies towards the elimination of child labour in Ghana;
- ❖ To eliminate, by reducing to insignificant levels, all forms of child labour in a given locality over a specific period of time, and the whole country in the near future.

## Definition of CLFZ

CLFZ is a geographical area (**Town, Area or Zonal Council**) in which incidence of child labour is eradicated

## Definition and description of CLFZ

CLFZ is a **geographical area (Metropolitan, Municipal or District)** in which;

- Child labour is well understood by all as human right violation and that it constitutes a threat to the child's health, education or development;
- Necessary measures (laws, systems, and structures) have been put in place to withdraw children already engaged in the act and prevent new children from getting into it,
- Children who are legally permitted to work (**13-17 years**) are protected from hazardous work;
- Recalcitrant perpetrators are made to face the necessary sanctions in accordance with provisions of existing laws;
- Children's rights are respected and upheld;
- Resources are invested in children's welfare and development (Education including technical and vocational skills training, health and recreation); and
- As a result of the above, incidence of child labour is at the barest minimum (i.e.  $\leq 10\%$  of children population in the Zone)

## CLFZ Conditions

### Community Level

- Ongoing Sensitisation on Child Labour
- Child Labour Monitoring System (GCLMS/CLMS)
- Conducive School Environment and regular monitoring
- Existence and enforcement of Community Regulations on child protection including child labour
- Referral and remediation mechanism: to prevent and protect children at risk and children removed from labour
- Community Action Plan on Child Labour

## CLFZ Conditions

### District Level

- Availability of opportunities to strengthen vulnerable parents and families
  - *Parental counselling*
  - *Economic empowerment services*
- District bye-laws to enforce child labour provisions in Section 96 of the Children's Act, 1998 (Act 560) and regulation 34 of the Child Rights Regulations (L.I. 1705) enacted and enforced;
- Child labour interventions included in the District Medium Term Development Policy and Annual Action Plans, including resource mobilization, monitoring and evaluation measures and implemented
- Institutional, technical and logistical capacity of the Department of Social Development (DSD), Social-Services Sub-Committee (SSsC) of the District Assembly and Labour Department developed to enable them perform their statutory functions efficiently (section 96: 1-5).
- Functional referral and remediation mechanism: to prevent and protect children at risk and children removed from labour
- Other District level structures (NCCE, CHRAJ, ISD, etc.) empowered

## Possible Measures for establishing CLFZ

- Getting basic understanding about the conditions of the Zone (communities) and the situation of all children and households in the area
- Establishing and strengthening Child Labour Monitoring System at community level
- Organisational Capacity
- Social Mobilisation and Sensitization
- Prevention or withdrawal of children from child labour through remediation and social services
- Enactment and enforcement of Law/Regulations on Child protection including child labour
- Development of Community Action Plan and implementation
- Resource mobilization

## Institutional/Implementation Arrangements

- *Government*
  - MDAs
  - MELR/NSCCL/CLU/EIB
  - RCCs/MMDAs
  - District Coordinating Unit on CLFZ
- *Other Partners*
  - CSOs, Social Partners, DPs/International Organisations
- *Communities*
  - CCPC
  - Chiefs and Opinion Leaders
- *Inspection Team*
- *Funding*

## MDAs

- MDAs shall support their District officers in terms of technic, Financial and other logistical support to enable them participate actively in the CLFZ process.

### MELR

- Coordinate the activities of all relevant partners;
- Set up and support a CLFZ monitoring team;
- Publish monitoring results;
- Declare Zones/Communities that have gone the process as CLFZs base on their overall grades have attained the CLFZ status

### CLU

- Organize training programmes for monitoring team members
- Develop materials and tools for monitoring
- Develop programmes and budget for the functioning of the monitoring team
- Act as the monitoring team secretariat
- Collate and collect monitoring reports

## Employment Information Branch (EIB)

- Analyze monitoring team reports in collaboration with Ghana Statistical Service
- Develop a Mapping System that indicates the geographical locations of all communities implementing child labour programmes
- In collaboration with the CLU and the monitoring team, will declare monitoring results



## RCCs/MMDAs

- Enact Bye-laws and enforce compliance of the Children's Act;
- Develop and implement interventions geared towards the elimination of Child Labour;
- Liaise with or lobby other government organisations such as LEAP secretariat, School Feeding Secretariat, National Health Insurance Authority, Ghana Education Service, etc.;
- Select and or approve of interventions by partners;
- Monitor the implementation of interventions;
- Provide child development interventions such as schools, Clinics, Vocational Training Institutions, etc.

## District Coordinating Unit (Labour and DSW&CD)

- Carry out sensitisation programmes in the communities;
- Ensure that all Community Child Protection Committees are formed in all the communities of the District and are functional;
- Build the capacities of the CCPC to effectively perform its functions;
- Coordinate the preparation of Community register for all Communities in the MMDA;
- Facilitate the preparation of Community Action Plans (CAPs) by all communities in the MMDA;
- Monitor the activities of the CCPC and implementation of other social services
- Prepare joint work plan covering the activities of all the members on the Committee
- Prepare quarterly progress on the implementation of the CLFZ and provide the needed support for communities to maintain and upgrade their CLFZ status;
- Aside the group's responsibilities, the representatives shall undertake their individual responsibilities

## Communities

- The community members shall participate actively in all the activities of the CLFZ process;
- Enact and enforce community regulations to protect the rights of children in the community including child labour;
- Contribute resources (time, kind, material or finances) to complement the efforts of the assembly or the IP;
- Members of the community shall support the activities of the CCPC by acting as each other's keeper and reporting any child abuse case to the CCPC.

## Community Child Protection Committee (CCPC)

- Coordinate the Development of the Community Register;
- Periodically update the Community Register;
- Undertake regular monitoring visits to schools, workplaces to assess the conditions of children;
- Carry out sensitisation programmes in the community;
- Facilitate the development and implementation of the CAPs;
- Lobby the Assembly, individuals, Private Sector and others for social services for the community.

## Traditional/Religious and Opinion Leaders

- Lobby the Assembly, individuals, Private Sector and others for social services for the community.
- Supervise the overall CLFZ process such as the development of the Community Register, periodically update the Community Register, CAP;
- Participate actively in all the CLFZ activities;
- Support the work of CCPC to undertake regular monitoring visits to schools, workplaces to assess the conditions of children;
- Work with CCPC to facilitate the implementation of the CAPs;
- Initiate the process for the enactment of Community Regulations on child protection including child labour and see to its full implementation

## Employer Organizations/Trade Unions and Civil Society Organizations

- Develop and implement project interventions in communities with approval from, and in collaboration with the MMDAs
- Participate in the monitoring of the CLFZs
- Participate in the validation of results of CLFZs

## International Organizations and Development Partners

- Liaise with government in the implementation of national programmes towards the elimination of child labour
- Support Implementing agencies, including government interventions through technical and financial resources
- Facilitate platforms for government and IAs to share best practices and experiences on CLFZs.

## Media

- Liaise with implementing partners to publish assessment reports;
- Carry out sustained campaigns towards achieving CLFZs;
- Undertake surveillance or watchdog role in the activities and achievements in CLFZs and report feedback for public consumption.

## Funding

- MMDAs are expected to devise innovative ways of raising resources (*Financial, Technical, Human, and logistical*)
- Lobby the Assembly, individuals, Private Sector and others for social services for the community
- The Resource Mobilisation sub-Committee of the NSCCL shall be tasked to raise some resources to support the work of the CLU, the Assessment Team and possibly some well performing MMDAs in the CLFZ process.

## Assessment Modalities

*Pre-assessment*

*Main Assessment*

*Review*

## Pre-assessment

No	Condition	YES		Remarks
		Yes	No	
1.	Is awareness creation and sensitisation on child labour ongoing activity in the zone? [A1 & A2]			
2.	Are there community regulations on child labour in all the communities? [B1, B2 & B3]			
3.	Do all the Communities have a community register that is periodically updated? [C1]			
4.	Are there Community Child Protection Committees (CCPCs) in all the communities? [C2]			
5.	Are workplaces monitored frequently? [C5]			
6.	Do the CCPCs have the capacity (technical and logistics?) to undertake their duties? [C6]			
7.	Do all the communities have action plan that include child labour (CAP)? [C7]			
8.	Is there a community referral system for affected children? [D1]			
9.	Are there remediation packages for child labour victims and their parents or guardians [D2, D3&D4]			
10.	Is average Distance to school in the zone within the national average 3.5 – 4 km? [E1]			
11.	Is the general school environment conducive for teaching and learning in the Zone (the school building, TLMs, Tables and Chairs)? [E2]			

## Pre-assessment

No	Condition	YES		Remarks
		Yes	No	
12.	Are there adequate teachers for all the school in the zone? [E3]			
13.	Is there a PTA and SMC for all the schools in the zone? [E?]			
14.	Are the schools and community monitored frequently? [E?]			
15.	Is there a regular district report on education inspection, including district records on enrolment, retention and performance? [E4, E5]			
16.	Is there a district bye-law on child labour? [F1]			
17.	Is there a functional district social service sub-committee? [F2]			
18.	Are all the relevant line agencies that have the mandate to protect children present in the district? (Labour Dept., Department of Social Welfare and Community Development, CHRAJ, NCCE, ISD) [F3]			
19.	Does the district annual plan include child labour activities with budgetary allocation? [F4]			
20.	Is there a regular district report on child labour monitoring? [F5]			
21.	Are there statistics on child labour in the district [G]			

## Main Assessment : Main Indicators/Conditions

No	Indicator/Conditions	Score (S)	Weight (W)	Weighted Score (W X S)
A	Members of the community understand child labour and some basic concepts and impacts		<b>0.13</b>	
B	Functional Community-level Regulations		<b>0.10</b>	
C	Functional Child Labour Monitoring System (CLMS) exists		<b>0.20</b>	
D	Efficient and efficient Referral, Remediation and Support for affected children & Parents/Guardians		<b>0.15</b>	
E	Conducive Teaching and Learning Environment		<b>0.12</b>	
F	Supportive District-level Structures		<b>0.10</b>	
G	Child Labour rate has reduced to the barest minimum ( $\leq 10\%$ )		<b>0.20</b>	
<b>GRAND TOTAL</b>			<b>1.00</b>	

FINAL SCORE	GRADE
$\geq 90\%$	CLFZ Grade A
80%-89%	CLFZ Grade B
70%-79%	CLFZ Grade C
$\leq 69\%$	Towards CLFZ

## Sub-indicators/Conditions

No	Indicator/Conditions	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>A</b>	<b>Effective Awareness Raising and advocacy</b>					
A1	Members of the community understand child labour and some basic concepts and impacts					
A2	Members of the community know Ghanaian laws on child labour					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**     $\leq 69\%$  = Never True (NT)     $70\%-79\%$  = Somehow True (ST)  
                                   $80-89\%$  = True (T)                     $\geq 90\%$         = Very True (VT)

## Sub-indicators/Conditions

No	Indicator/Conditions	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>B</b>	<b>Functional Community-level Regulations</b>					
B1	There are Community Regulations on Child Protection including Child Labour					
B2	Community Members are aware of the Regulations and their sanctions					
B3	The Regulations are functional					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)            ≥90% = Very True (VT)

## Sub-indicators/Conditions

No	Indicator/Conditions	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>C</b>	<b>Functional Child Labour Monitoring System (CLMS) exists</b>					
C1	Community Registers Developed for all Communities and updated regularly					
C2	Functional Community Child Protection Committee (CCPC) exists					
C3	Workplaces regularly monitored by CCPC					
C4	Capacities of CCPC members developed					
C5	CAPs developed by CCPC and operational					
C6	The assembly has copies of the CAP					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)            ≥90% = Very True (VT)



## Sub-indicators/Conditions

No	Indicator/Conditions	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>D</b>	<b>Efficient Referral, Remediation and Support for affected chn &amp; Parents/Guardians</b>					
D1	Referral Systems for affected Children exist					
D2	Effective and sustainable remediation packages available					
D3	Children withdrawn, identified or at risk, parents or guardians benefit from remediation packages					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)            ≥90% = Very True (VT)

## Sub-indicators/Conditions

No	Indicator/Conditions	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>E</b>	<b>Conducive Teaching and Learning Environment</b>					
E1	Average distance to school not exceeding the national average (3.5-4km)					
E2	School infrastructure conducive for teaching and learning					
E3	Teachers available for all classes/subjects					
E4	Functional SMC/PTA exists					
E5	Schools/pupils periodically monitored					
E6	At least 97% enrolment rate					
E7	At least 90% attendance rate					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)            ≥90% = Very True (VT)

## Sub-indicators/Conditions

No	Indicator	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>F</b>	<b>Supportive District-level Structures</b>					
F1	There is a district bye-law on child protection including child labour?					
F2	Functional Social Service Sub-Committee					
F3	Functional MMDA line Agencies ( Labour Dept., department of Social Development, CHRAJ, NCCE, ISD, etc.)					
F4	MMDA-level annual plan on child labour, including a budget allocation and disbursement					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)                    ≥90% = Very True (VT)

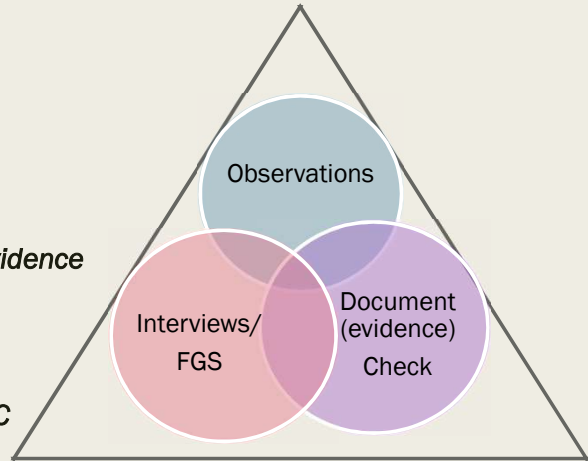
## Sub-indicators/Conditions

No	Indicator	Data source	Score (S)	Int.	Weight (W)	Weighted score (SxW)
<b>G</b>	<b>Child Labour Rate is at the barest minimum (≤10%)</b>					
H1	Incidence of child labour in the zone					
<b>TOTAL</b>					<b>1.0</b>	

**Interpretation:**    ≤69% = Never True (NT)    70%-79% = Somehow True (ST)  
                              80-89% = True (T)                    ≥90% = Very True (VT)

## DATA COLLECTION INSTRUMENTS

- Interview (using questionnaires)
  - *General*
  - *Specific*
- Focus Group Discussion
- Observation
- Review of Relevant Documents (*Evidence check*)
  - *Community Register*
  - *School Register*
  - *Attendance Registers for CCPC*



## Review

### Internal

■ Metropolitan, Municipal and District Assemblies (MMDAs) shall undertake internal monitoring of communities declared as CLFZ at least once a year and report to the Child Labour Unit (CLU)

### External

■ A Zone assessed and graded based on the criteria shall have to submit itself for review every three (3) years. The review exercise will determine whether the Zone shall maintain the earlier grade, be upgraded or downgraded.

## Assessment Team

### *The Team shall include;*

- A representative from Government (MELR/ CLU /EIB/ LGS/ MoGCSP/GSS)
- A CSO representative
- A representative from TUC
- A representative from Ghana Employer's Association (GEA)
- Development Partners (such as from ILO, UNICEF, etc.)
- Experts on child labour/protection

### *Roles of the Assessment Team*

- Undertake data collection from the district and zone
- Data analysis (Data entry, Data cleaning, Data validation, Data quality )
- Compile report on findings of assessment and submit report to NSCCL

## Regional Inspection Team (RIT)

### *The Team shall include;*

- A representative from GSS/IT
- Regional Labour or Social Welfare/Community Development Officer
- Regional Planning Officer
- Regional councils of labour

### *Roles*

- Liaison between the District Assemblies and the National Assessment Team
- Periodic monitoring of the zone within the District before and after assessment

## *District Liaison Team (DLT)*

### *The Team shall include;*

- A representative from GSS/IT
- District Labour or Social Welfare/Community Development Officer
- District Planning Officer
- District Council of labour

### *Roles*

- Liaison between the District Assembly and the Assessment Team
- Leading the Assessment Team during data collection.
- Periodic monitoring of the zone before and after assessment

## Appendices

**Appendix 1: Pre-assessment Checklist**

**Appendix 2: Main Assessment Criteria**

**Appendix 3: Glossary**

**Appendix 4: CLFZ Assessment Circle**

**Appendix 5: Institutional arrangement chart**