Planning Intervention Strategies for Child Laborers in Côte d’Ivoire
Draft Report
Education to Combat Abusive Child Labor (ECACL)
Basic Education and Policy Support (BEPS) Activity
Contract No. HNE-I-00-00-00038-00
Task Order No. 09

Prepared for:
United States Agency for International Development
Bureau for Economic Growth, Agriculture, and Trade
Office for Education
Africa Bureau
EDUCATION TO COMBAT ABUSIVE CHILD LABOR (ECACL)
The Basic Education and Policy Support (BEPS) Activity is a multi-year, worldwide, indefinite quantity contract from the United States Agency for International Development (USAID) Center for Human Capacity Development (HCD). The BEPS activity is designed to respond to USAID’s overall goal of “human capacity built through education and training” by supporting improved and expanded basic education, especially for girls, women, and other under-served populations. The Education to Combat Abusive Child Labor (ECACL) Activity is a major component of BEPS.

ECACL Mission Statement
The mission of the ECACL activity is to provide technical, management and program assistance to USAID Missions, Regional Bureaus, the Global Bureau, and organizations in non-presence countries to combat abusive child labor around the world.

Strategy
Using basic education as the principal tool, ECACL will address and combat abusive child labor situations by:

- Providing technical assistance and advisory services;
- Facilitating program planning and coordination;
- Conducting applied research;
- Organizing regional and/or country-specific conferences/workshops;
- Implementing pilot projects; and
- Developing information networks and dissemination systems.

Guiding Principles
The seven principles guiding ECACL activities are:

- Ensuring that activities undertaken address the short and long-term interest of child laborers and their families.
- Targeting children in the most abusive forms of child labor.
- Establishing a clear understanding of the context, needs and priorities.
- Ensuring collaboration through close dialogue and ongoing linkages with organizations dedicated to child labor prevention and advocacy.
- Applying a participatory approach that builds from the community-level up.
- Serving all areas of society regardless of gender, race, class, literacy, physical condition, and health status.
- Applying a level of excellence that ensures all program activities are implemented effectively with meaningful, measurable results.

The opinions expressed in this document are those of the writers and are not necessarily shared by USAID.
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<td>ACCESFEM</td>
<td>Accès des Femmes à la Formation, à l’Emploi et à l’Auto-Emploi</td>
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<tr>
<td>ACDI</td>
<td>Agence Canadienne pour le Développement International</td>
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<tr>
<td>ADQ</td>
<td>Association de Développement des Quartiers</td>
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<tr>
<td>AEJT</td>
<td>Association des Enfants et Jeunes Travaillleurs</td>
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<tr>
<td>AFD</td>
<td>Agence Francaise pour le Développement</td>
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<tr>
<td>AGEPE</td>
<td>Agence d’Etude et de Promotion de l’Emploi</td>
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<tr>
<td>AIBF</td>
<td>Association Ivoirienne de Bien-être Familiale</td>
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<tr>
<td>AICF</td>
<td>Action Internationale Contre la Faim</td>
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<tr>
<td>AIDF</td>
<td>Association Ivoirienne pour la Défense des Droits des Femmes</td>
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<tr>
<td>AKWABA</td>
<td>Welcome: Italian Funded Shelter and Training Center, Bouaké</td>
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<tr>
<td>AMIDE</td>
<td>Association des Maires Ivoiriens Defenseurs des Enfants</td>
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<tr>
<td>AMIFA</td>
<td>Amis de la Famille</td>
</tr>
<tr>
<td>AMU</td>
<td>Assurance Maladie Universelle</td>
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<tr>
<td>ANADR</td>
<td>Agence Nationale de Développement Rural</td>
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<td>ANAED</td>
<td>Association Nationale d’Aide a l’Enfance en Danger</td>
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<tr>
<td>ANAPROCI</td>
<td>Association Nationale des Producteurs de Café et Cacao de Côte d’Ivoire</td>
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<tr>
<td>APPCI</td>
<td>Association des Producteurs de Palmier à Huile de Côte d’Ivoire</td>
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<tr>
<td>ARCC</td>
<td>Autorité de Régulation Café-Cacao</td>
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<tr>
<td>ASA</td>
<td>Afrique Secours et Assistance</td>
</tr>
<tr>
<td>AWLAE-CI</td>
<td>African Women Leaders in Agriculture and Environment</td>
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<tr>
<td>BAD</td>
<td>Banque Africaine de Développement</td>
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<tr>
<td>BCC</td>
<td>Bourse au Café, Cacao</td>
</tr>
<tr>
<td>BICE</td>
<td>Bureau International Catholique pour l’Enfance</td>
</tr>
<tr>
<td>BIT</td>
<td>Bureau International du Travail</td>
</tr>
<tr>
<td>BNETD</td>
<td>Bureau National d’Etude Technique et de Développement</td>
</tr>
<tr>
<td>CDC</td>
<td>Commonwealth Development Corporation</td>
</tr>
<tr>
<td>CDE</td>
<td>Convention Relative aux Droits de l’Enfants</td>
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<tr>
<td>CEDEF</td>
<td>Convention sur l’Elimination de Toutes les Formes de Discrimination à l’Egard des Femmes</td>
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<tr>
<td>CE1</td>
<td>Cours Élémentaire 1ère année (3ème année du cycle primaire équivalent au 2ème grade)</td>
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<tr>
<td>CE2</td>
<td>Cours Élémentaire 2ème année (4ème année du cycle primaire équivalent au 3ème grade)</td>
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<tr>
<td>CF</td>
<td>Cooperation Française</td>
</tr>
<tr>
<td>CFR</td>
<td>Commission du Foncier Rural</td>
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<tr>
<td>CI</td>
<td>Côtes d’Ivoire</td>
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<tr>
<td>CIDT</td>
<td>Compagnie Ivoirienne Pour le Développement du Coton</td>
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<tr>
<td>CIFAD</td>
<td>Comité International des Femmes Africaines</td>
</tr>
<tr>
<td>CIRAD</td>
<td>Centre International de Recherche Agronomique et de Développement</td>
</tr>
<tr>
<td>CM1</td>
<td>Cours moyen 1ère année (5ème année du cycle primaire équivalent au 4ème grade)</td>
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<tr>
<td>CM2</td>
<td>Cours moyen 2ème année (6ème année du cycle primaire équivalent au 5ème grade)</td>
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<tr>
<td>CMR</td>
<td>Centre des Métiers Ruraux</td>
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CNRA  Centre National de Recherche Agronomique
COFENCI  Coopérative des Femmes Entrepreneurs de Côte d’Ivoire
CONGACI  Collectif des ONG Actives en Côte d’Ivoire
COOPAG-ADZOPE  Cooperative Agricole d’Adzope
COMMUNATE ABEL  Projet d’Aide et d’Assistance Educative a la Jeunesse en Difficulté
CP1  Cours Preparatoire Premiere Annee (1ere annee de cycle primaire correspondant a la derniere annee de Kindergarden)
CP2  Cours Preparatoire Deuxieme Annee (2eme annee de cycle primaire correspondant au premier grade)
CPIH  Coopérative des Producteurs d’Huile de Palm
CRC  United Nations’ Convention on the Rights of the Child
CRD  Commite Regionaux de Developpement
DEC-ONG  Developpment par le Credit dt l’Epargne, Bouake
DIH  Droit International Humanitaire
EASEMO  Equipe d’Action Socio Educative en Milieu Ouvert
ECASO  Entreprise Coopérative Agricole de Soubré
ENSEA  Ecole Nationale Superieure de Statistique et d’Economie Appliqué
EU  European Union
FDA  Fonds de Developpement Agricole
FDPCC  Fonds de Developpement pour le Developpement de la Production Cafe/Cacao
FEBES  Femmes et Bien-être Social
FIPCC  Federation Ivoirienne des Producteurs de Cafe, Cacao
FMI  Fonds Monetaire International
FNUAP  Fonds des Nations Unies pour la Polpulation
FRAR  Fonds Regionaux d’Amenagement Rural
GDP  Gross Domestic Product
GTZ  Agence Allemande de Cooperation Technique
HCR  Haut Commissariat des Nations Unies aux Refugies
HIV  Human Immunodeficiency Virus
IEP  Inspection Education Primaire
INS  Institut National de la Statistique
Leo-Lagrange  Leo-Lagrange Solidarite Côte d’Ivoire
HFH  Habitat for Humanity
Madressa  Islamic School
Marabou  Teacher of the Koran
MDM  Medecins du Monde (Doctors of the World)
MICS  Enquete a Indicateur Multiples (Multi-Indicators Cluster Survey)
MIFED  Mouvement International des Femmes Democrates – Côte d’Ivoire
MINAGRA  Ministere de l’Agriculture
MOTORAGRI  Société pour le Développement de la Motorisation de l’Agriculture
Motos  Small three wheeled motorized bike that pulls a passenger or other cart
MSF  Medecins Sans Frontieres (Doctors Without Borders)
MUCREFAB  Mutuelle de Credit et d’Epargne des Femmes
NOVIB  Organisation Néerlandaise pour la Coopération Internationale du Developpement
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>OIM</td>
<td>Organisation Internationale pour la Migration</td>
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<td>OMS</td>
<td>Organisation Mondiale pour la Sante</td>
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<tr>
<td>ONEF</td>
<td>Organisation National pour l’Enfant, la Femme et la Famille</td>
</tr>
<tr>
<td>ONFARM</td>
<td>Organisation Non Gouvernementale (Non-Governmental Organization)</td>
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<tr>
<td>ONG H&amp;DR</td>
<td>Organisation Non Gouvernementale Habitat et Developpement Rural</td>
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<tr>
<td>ONU</td>
<td>Organisaton des Nations Unies</td>
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<tr>
<td>ONUSIDA</td>
<td>Programme Commun des Nations Unies pour la Lutte Contre le SIDA</td>
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<tr>
<td>OIT</td>
<td>Organisation Internationale du Travail</td>
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<tr>
<td>OUA</td>
<td>Organisation Unity African</td>
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<tr>
<td>OVDL</td>
<td>Organisation des Volontaires pour le Developpement Local</td>
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<tr>
<td>PAM</td>
<td>Programme Alimentaire Mondial</td>
</tr>
<tr>
<td>PAN</td>
<td>Plan d’Action National pour la Survie, le Developpement et la Protection de l’Enfant Ivorien a l’Horizon 2000</td>
</tr>
<tr>
<td>PNUD</td>
<td>Programme des Nations Unies pour le Developpement</td>
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<tr>
<td>PSMT</td>
<td>Plan Strategique a Moyen Term de l’UNICEF</td>
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<tr>
<td>RDC</td>
<td>République Démocratic du Congo</td>
</tr>
<tr>
<td>RGPH</td>
<td>Recensement General de la Population et de l’Habitat</td>
</tr>
<tr>
<td>RIOF</td>
<td>Réseau Ivoirien des ONGs Féminines</td>
</tr>
<tr>
<td>SAA</td>
<td>Service Autonome d’Alphabetisation (Ministere de l’Education Nationale)</td>
</tr>
<tr>
<td>SAPH</td>
<td>Société Agricole des Producteurs d’Hévéa</td>
</tr>
<tr>
<td>SD</td>
<td>Savane Développement</td>
</tr>
<tr>
<td>SIDA</td>
<td>AIDS, Syndrome de l’Immuno-Deficience Acquise</td>
</tr>
<tr>
<td>SOCODEVI</td>
<td>Societe de Cooperation pour le Developpement International</td>
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<tr>
<td>SODEPALM</td>
<td>Société pour le Développement du Palmier à Huile</td>
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<tr>
<td>SODERIZ</td>
<td>Société pour le Développement du Riz</td>
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<tr>
<td>SODESUCRE</td>
<td>Société pour le Développement du Sucre</td>
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<tr>
<td>SOGB</td>
<td>Société de Production d’Hévéa de Brand Bereby</td>
</tr>
<tr>
<td>Sous Prefet</td>
<td>Local elected or government official</td>
</tr>
<tr>
<td>STCP</td>
<td>Sustainable Tree Crops Program</td>
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<tr>
<td>UNICEF</td>
<td>Fonds des Nations Unies pour l’Enfance</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>WINROCK</td>
<td>Institut International Winrock pour le Developpement Agricole</td>
</tr>
<tr>
<td>ZAR</td>
<td>Refugee host area along the Liberian border</td>
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ACKNOWLEDGEMENTS

The team wishes to thank and dedicate this report to the children living and laboring in Côte d’Ivoire who showed trust and spoke honestly with the team about their labor, schooling, and living circumstances. For their protection, we will refer to in general terms related to their circumstances. Our hope is that the results of this analysis will serve as a stimulus to bring about programs, activities, and change that will benefit their lives and offer opportunities for their future.

Also, the team wishes to express its gratitude and thanks to the following organizations and individuals for their help and assistance. These individuals and organizations made it possible for the team to travel throughout Côte d’Ivoire, to arrange safe passage, make appointments, and facilitate opportunities for the team to meet and talk with numerous children, parents, teachers, school administrators, non-governmental organizations, government officials, village chiefs, producers, cooperatives, and marabous.

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Government of Côte d’Ivoire: Mme. Nadine Coulibaly Adom, Benjamin Gao Ohoussou
Embassy of France: Ambassador
Embassy of Great Britain: Nina McBratney
U.S. Department of State: James Stewart
GTZ: Susann Hoff, M. Schoen
ILO: Vera Lucia Pacquete-Perdigão, George Okutho, Seghir Bouzaffour, Honoré Toro Djerma
UNICEF: Herbert Schembri, Bertin Gbayoro

ASA: Alice Kipre, Simon Pierre Holo, Kafando Sediri
BENDT: Falle Diabagate
BICE: Désiré Gilbert Koukoui
Centre Abel: Tape Berenger Kasa
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Red Cross: Joseph Kouakou Koffi
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Mustepha Sy, Issa Konaté, Timotheé Tchekpon, Kouamé Koffi Lopez, N’Dri
Thameri: Bernard Ano Boa
Transportation/Drivers: Adama Berthé, Ouattara Berthé, Mamadou Abdoulaye Kane
Village Chiefs, Leaders, and Producers: Nzi Kouain, Kouan Koffi, Constant Kovassi, Koudo Laurent,
Koumoue Yousouff, Koffi Yao, Yao N’ori Pascal, Issa Drame, Toure Bukare, Diarra Drissa, Magassa
Balla, M. Dembele
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I. INTRODUCTION

A. ECACL
The Education to Combat Abusive Child Labor (ECACL) Activity has as its primary objectives to provide technical assistance to the United States Agency for International Development (USAID) in the area of using education to combat abusive child labor. In response to a request by the Africa Bureau, the ECACL team provided background information, a framework for designing intervention strategies, and technical considerations when dealing with child labor in agriculture. The ECACL activity financed the cost of a desk review in March and a planning analysis that was conducted in Côte d’Ivoire and Ghana during the months of April and May 2002. The results of these activities are offered to assist the Sustainable Tree Crops Program (STCP) and others in the design of child labor intervention strategies with a particular focus on using education to combat abusive child labor.

B. Sustainable Tree Crops Program (STCP)
The STCP goal is to improve the well-being of smallholder farmers through the development of sustainable tree crop systems that increase productivity, generate income, conserve biodiversity, use natural resources in a sustainable manner, and offer stable development prospects and long-term economic incentives. The STCP is a program that brings together all stakeholders and enables them to collaborate through a framework with four component areas. The components are: 1) grower and business support services, 2) research and technology transfer, 3) policy analysis and implementation, and 4) market and information system development. A newly developing fifth (5th) component will focus on child labor. The general approach taken within each component is to build on the existing efforts and activities of relevant stakeholder groups, to add value to them, and to coordinate future collaborations.

C. Scope and Methodology

1. The Planning Analysis Purpose and Scope
The overall purpose of the planning analysis is to develop educational and other intervention strategies for children in abusive labor situations, predominantly in cocoa, and to identify potential partners who have the capacity to implement interventions that would be designed, in cooperation with the STCP. The results of the ECACL analysis in Côte d’Ivoire, combined with the additional research being conducted, are envisioned to assist the STCP in designing its approach to address a newly emerging component within its framework.

The planning analysis has the following objectives:

- To identify current educational needs, conditions, resources and barriers faced by children in potentially abusive labor situations, and to determine the condition of educational infrastructure, including the availability of teachers, adequacy of curriculum and text books, quality of instruction, administrative structure, access and retention of children in educational programs, and gender equity.
- To determine the feasibility and usefulness of various intervention strategies including education (i.e., non-formal, formal, vocational and transitional education programs);
social accountability monitoring and certification; child labor extraction and adult labor recruitment; reintegration services; psychosocial counseling; integrated pest management and other agricultural skills training; economic incentives; and income generation activities, among others.

- To determine the feasibility and need for a job risk analysis for children engaged in cocoa production by determining the appropriateness of tasks by age and any potential risks to the health or safety of the child.
- To develop a strategy for education and other interventions in cooperation with the STCP network or other service providers, and to suggest appropriate support by STCP or other technical assistance providers, including technical assistance, training, and financial support.
- To identify local NGOs with relevant experience in education, child rights, or rural development, and to determine their capacity to effectively implement a child labor intervention program.

The scope of the planning analysis includes the elimination of abusive child labor, development of child education, and promotion of agricultural growth. Geographically, the analysis focused on the tree crops growing regions predominantly in the south and western parts of Côte d’Ivoire. The tree crops included: cocoa, coffee, palm oil, rubber, and cashews. However, the primary tree crop was cocoa. To better understand the options available to children, the team included a review of other types of abusive child labor activities that exist within the targeted STCP geographic areas.

2. Methodology

The planning analysis included a meta-analysis of prior studies, data, and reports regarding the child labor and other related studies on Côte d’Ivoire. The meta-analysis was followed by key informant interviews, observation, and analysis conducted by team of three members. The planning analysis team consisted of a child labor expert with knowledge in agriculture and designing child labor intervention strategies, a child labor social accountability auditor with knowledge of related laws and regulations, and a native Ivorian agricultural economist with knowledge regarding agricultural production and other cultural practices in Côte d’Ivoire.

The team employed primary and secondary research methods, including key informant interviews and focus groups. It utilized informal interviews in selected villages, with an emphasis on interviews with international development organizations, non-governmental organizations, ministries, and district officials. On the basis of guidance from these organizations; individuals, cooperatives, cocoa producers, child laborers, community and village representatives, leaders, and/or chiefs, and teachers and school officials from local communities and villages were interviewed in the tree crop growing areas. The observational technique of information collection helped to develop an overall impression of community decision-making structures, the state and condition of local schools, and the conditions of work for children, and the barriers to children’s participation in school. The informal tone helped to relax respondents, who readily shared their views on child labor, education, and economic development at the local level.

1 See list of organizations, agencies, and individuals provided within the appendix.
In the Southeastern regions, the study focused on cocoa farming. In the Southwestern regions, the planning analysis looked at cocoa farming, rubber and palm oil production, and small-scale gold mining. Visits to the South-Central region focused on cocoa, coffee, charcoal, and brick making. In the Central region, the team looked at cashew and cotton production. In the Northern region, visits to markets, bus station, and street child shelters helped the team understand the dimensions of trafficking, near the port of entries, and street begging problems.

3. Outputs and Results
Following are the key outputs that were generated as a result of the planning analysis:

- A planning study conducted in Côte d’Ivoire analyzing the role of education and other interventions in alleviating abusive child labor in tree crop production and other sectors, with special attention to child trafficking and forced labor.
- A matrix describing key development organizations, their services and activities, their geographic outreach, and their capacity and experience in serving child laborers, with a view to making recommendations to support future services in this area.
- Formal distribution of the final report to donors and implementing agencies on the findings and recommendations of the planning analysis in order to facilitate responsive planning and service delivery for child workers.
- Project designs for one or more pilot activities that serve children in abusive labor situations in cooperation with local development partners. The activity has the potential to be funded through an ECACL subtask order or from project funds set aside by STCP to implement seven projects in the West Africa region.

D. Trip Itinerary (March 30 – April 29, 2002)

<table>
<thead>
<tr>
<th>DATE VISITED</th>
<th>AREA</th>
<th>INSTITUTIONS VISITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31 - April 1</td>
<td>Abidjan</td>
<td>Orientation for Côte d’Ivoire and Ghana Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting with US Embassy</td>
</tr>
<tr>
<td>April 2</td>
<td>Abidjan</td>
<td>Meeting with NGOs, ILO, STCP, Industry,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Embassy and USAID Representatives</td>
</tr>
<tr>
<td>April 3</td>
<td>Abidjan</td>
<td>Team review of strategy, French Embassy</td>
</tr>
<tr>
<td>April 4</td>
<td>Abidjan</td>
<td>Team scheduling of field travel, Thameri</td>
</tr>
<tr>
<td>April 5</td>
<td>Abidjan</td>
<td>Department of Family, Women and Children,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNICEF</td>
</tr>
<tr>
<td>April 5</td>
<td>Abidjan</td>
<td>STCP</td>
</tr>
<tr>
<td></td>
<td>Abidjan</td>
<td>BNETD</td>
</tr>
<tr>
<td>April 6</td>
<td>Grand Bassam</td>
<td>Communauté Abel (Carrefour-Jeunesse)</td>
</tr>
<tr>
<td>April 7</td>
<td>Grand Bassam</td>
<td>AEJT (Young Workers Association)</td>
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<td>April 8</td>
<td>Abidjan</td>
<td>Save the Children, STCP, SOCODEVI, ILO-IPEC, MUFSO</td>
</tr>
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<td>April 9</td>
<td>Abidjan</td>
<td>ASA, ILO</td>
</tr>
<tr>
<td></td>
<td>Abidjan</td>
<td>GTZ</td>
</tr>
<tr>
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<td>AREA</td>
<td>INSTITUTIONS VISITED</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 10</td>
<td>Abidjan</td>
<td>Red Cross - Côte d’Ivoire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winrock International</td>
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<tr>
<td>April 10</td>
<td>Abidjan</td>
<td>UNICEF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great Britain Embassy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BICE</td>
</tr>
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<td></td>
<td></td>
<td>OIM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ILO (Regional Trafficking)</td>
</tr>
<tr>
<td>April 11</td>
<td>Abidjan</td>
<td>ASA</td>
</tr>
<tr>
<td>April 11</td>
<td>Abidjan</td>
<td>IOM</td>
</tr>
<tr>
<td>April 11</td>
<td>Abidjan</td>
<td>PROSAF</td>
</tr>
<tr>
<td></td>
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<td>ANAPROCI, ENDE</td>
</tr>
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<td>FIPCC</td>
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<td>April 12</td>
<td>Abidjan</td>
<td>National Assembly</td>
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<td></td>
<td></td>
<td>Institut Catholique (Priest Pierre Dago)</td>
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<td></td>
<td></td>
<td>ChristAction</td>
</tr>
<tr>
<td>April 12</td>
<td>Adzopé</td>
<td>COOPAG-Adzopé</td>
</tr>
<tr>
<td>April 13</td>
<td>Region of Divo</td>
<td>Project PROSAF and Priest Dago</td>
</tr>
<tr>
<td>April 14</td>
<td>Gagnoa</td>
<td>Event of the Minister of Tourism</td>
</tr>
<tr>
<td>April 15</td>
<td>Tabou</td>
<td>ASA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gold mining – Liberian Refugee Villages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ecole Publique Tabou 3/GTZ</td>
</tr>
<tr>
<td>April 16</td>
<td>Meadjí</td>
<td>CPCM</td>
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<td>ECASO</td>
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<tr>
<td>April 17</td>
<td>Daloa</td>
<td>Amicale des Maliens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ansarul Koran – Koranic School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit Plantation of Malian Plantation Owner</td>
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<tr>
<td>April 18</td>
<td>Daloa</td>
<td>Ecole Primaire Protestante</td>
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<td></td>
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<td>IEP III – School Inspectors</td>
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<td></td>
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<td>Ecole Primaire Catholique: Notre Dame des Apotres</td>
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<td></td>
<td></td>
<td>Cocoa plantations</td>
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<td>April 19</td>
<td>Bouafflé</td>
<td>Visit plantations and villages in Bounfla</td>
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<td></td>
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<td>EASEMO</td>
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<tr>
<td>April 20</td>
<td>Bouaké</td>
<td>OVDL</td>
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<tr>
<td></td>
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<td>Habitat for Rural Developement – Winrock projects</td>
</tr>
<tr>
<td>April 21</td>
<td>Beoumi and</td>
<td>PROSAF - Rural Transportation Project</td>
</tr>
<tr>
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<td>INSTITUTIONS VISITED</td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>April 22</td>
<td>Korhogo</td>
<td>ANAED</td>
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<td></td>
<td>Korhogo</td>
<td>Marabout campement</td>
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<td></td>
<td>Korhogo</td>
<td>Notre Dame de Fatima</td>
</tr>
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<td></td>
<td>Korhogo</td>
<td>CAFOP</td>
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<td>Korhogo</td>
<td>Red Cross - Korhogo</td>
</tr>
<tr>
<td></td>
<td>Korhogo</td>
<td>Brother Miguel Angel Isla Lucio</td>
</tr>
<tr>
<td></td>
<td>Korhogo</td>
<td>ANAED Residential Community Training Center</td>
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<td>April 23</td>
<td>Korhogo</td>
<td>French Cooperation (CAPSE and School 2002)</td>
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<td>Bouaké</td>
<td>Akwaba</td>
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<td>April 24</td>
<td>Niamayo</td>
<td>Marabou plantation with trafficked children</td>
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<td>Godoua</td>
<td>Charcoal making by children</td>
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<td>April 25</td>
<td>Agboville</td>
<td>SCAGBO</td>
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<td>April 26-29</td>
<td>Abidjan</td>
<td>Ministry of Education</td>
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<td></td>
<td>Abidjan</td>
<td>CAPSE (French Cooperation)</td>
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<td>Abidjan</td>
<td>School 2002 (French Cooperation)</td>
</tr>
<tr>
<td>April 30</td>
<td>Abidjan</td>
<td>Centre des Métiers Ruraux</td>
</tr>
</tbody>
</table>

The map on the following page identifies the routes of travel of the ECACL planning analysis team throughout the STCP commodity production areas of Côte d’Ivoire. The east, central and southwestern parts of the country included the cocoa and coffee production. The far southwestern area, along the border with Liberia, includes palm oil/palm kernel oil and rubber production. This area also included gold mining. In the central areas included cashew production, and the northern areas included cashew, sugar cane and cotton.
Travel Route of ECACL Team
II. BACKGROUND ON CÔTE D’IVOIRE

A. Political
As the African independence movement gained momentum in the late fifties, Côte d’Ivoire became independent from France in 1960 after being a French colony since 1893. Relative to other countries in the region, it has demonstrated significant political and economic stability (US Department of State, 1998). Felix Houphouet-Boigny was Côte d’Ivoire’s first head of state. Houphouet-Boigny established a one-party system of government with a President and a National Assembly. Over time, power was consolidated into the executive branch of government with support from the Ivorian military. With the democratization movement in the early nineties, Côte d’Ivoire became a multiparty democracy with a vocal opposition movement. President Felix Houphouet-Boigny was the dominant political figure in Côte d’Ivoire from the 1940s until his death in December 1993. As the constitution stipulates that the president of the national assembly will serve out the remaining term of office, and followed by elections in October 1995, Henri Konan Bédié was elected to a five-year term as president. National and local elections resulted in magnifying north-south rivalries. These broke down largely along religious lines. Although maintaining a majority, the influence of the PDCI (Parti Democratique de Côte d’Ivoire), previously held together by Houphouet-Boigny, was affected.

On December 24, 1999, for the first time in Côte d’Ivoire’s history, there was a coup d’etat in which President Bédié was deposed and General Robert Guei assumed the role of president. In the midst of a tense political climate, formal elections were held. Laurent Gbagbo emerged as the winner of the elections and became the country's third president in October 2000, thus ending a 10-month period of military regime. Following the elections, the political climate has been more stable, but tensions still exists and intermittent protests occur (US Department of State, 2001).

B. Government
Governance in Côte d’Ivoire is based on the French model of the republic with a multiparty democracy. There is a president who serves as head of state and names a prime minister to serve as head of the government. Due to electoral irregularities and the volatile election process, currently the Republic of Côte d’Ivoire is engaged in a national reconciliation process.

C. Economy
The economy is mainly market based and dependent on commercial agriculture—tropical agriculture accounting for 35 percent of its gross domestic product. It is the world’s largest producer of cocoa, and also produces cotton and timber for export. Additionally, significant quantities of coffee, bananas, pineapples, and other commodities including rubber, and palm oil are produced and exported.

For many years, Côte d'Ivoire was viewed as the economic success story of West Africa. During the 1980s, the country enjoyed an annual economic growth of 6 to 7 percent for several years. Such positive growth, however, was disrupted because of the currency devaluation in 1994. This was accompanied by a decline in the market prices for cocoa, coffee and other export commodities. The economic growth slowed to approximately 3 percent in 1999, and has declined
to an estimated negative 2 to 3 percent in 2000. On the 1999 Human Development Index, Côte d’Ivoire ranked 154 out of 174 countries.

The government system suffers from corruption and lack of transparency and accountability. Côte d’Ivoire’s inability to service most of its debt since 1987 moved the World Bank and the International Monetary Fund to institute conditions for refinancing the debt and to bring about strict measures in government spending, including freezing salaries and limiting benefits. Although financial assistance from the major international donors was suspended following the military takeover, economic relations with the donors are currently undergoing gradual resumption due to reconciliation efforts initiated by the new government (US Department of State, 2001; UNICEF, 2002).

D. Population, Culture and Language
The country consists of five major indigenous ethnic groupings (Baoulé, Beté, Senoufo, Malinké, and Agni) that can be divided into 63 distinct ethnic groups. The population is estimated at 15.6 million. At the annual population growth rate of 2.6 percent, the size of the population is projected to double in 26 years. Large communities of French and Lebanese reside in the country. There are three major religious groups, with approximately 60 percent of the population being Moslem, 22 percent Christian, and the remaining 18 percent Animist. There are over 60 languages spoken in Côte d’Ivoire. The predominant language, and the language taught in school, is French. The most common native language is Krou. However, in the STCP regions along the western border, the Liberian and Ivorian populations speak the same languages—Djolila, Grebo, and Krou.

It is estimated that more than 25 percent of the Ivorian population is composed of immigrants from neighboring countries, most of who are residing in urban centers. It is generally believed that the economic prosperity in Côte d’Ivoire, relative to other countries in the region, has resulted in an increase in trafficking (ILO: 2001a) and migration for employment. The labor market in Côte d’Ivoire has provided employment opportunities for adults, as well as children, from neighboring underdeveloped countries.

E. Environment
Côte d’Ivoire is slightly larger than New Mexico with 124,502 square miles of land, bordering the Atlantic Ocean to the South, Ghana to the east, Burkina Faso and Mali to the North, and Liberia and Guinea to the West. Located five degrees north of the Equator, Côte d’Ivoire’s southern half of the country is tropical with a semi-arid region in the northern half. There are three seasons: warm and dry from October to March (largely the cocoa harvesting season), hot and dry from March to May, and hot and wet (rainy season) from June to September.

F. Transportation
Public transportation and paved roads are generally available from most large cities and towns direct to Abidjan, as well as extensive intra-city routes connecting the various regions to one another. Between the larger cities/towns and villages, smaller vans and mini-buses cover these short-haul routes. However, in the rural agricultural areas, roads leading to villages are predominantly dirt and considerable erosion and deep ruts requiring the use of 4-wheel drive vehicles. These roads are poorly maintained. Erosion is more evident in the southern regions
where rain is more frequent. Roads are generally poorly maintained with significant potholes on some major connecting highways. However, the key highway routes connecting Abidjan, Yamoussoukro and Bouaké are fairly well maintained. Roadblocks maintained by police and military are common throughout all highways in Côte d’Ivoire.

G. Food Security

The production of food represents 20 percent of GDP in 1993 while it fell to 16.7 in 1999. However, food production is diversified. Côte d’Ivoire produces corn, rice, cassava, bananas, and yam. Despite this food diversification, the country is far from covering the needs of its growing population. Therefore, food security remains a big concern for 15 percent of the population.

H. Agriculture

Any discussion of the agricultural sector in Côte d’Ivoire must recognize the importance of the sustainable tree crop commodities to the economy of the country. Over the period of 1990 to 1997, the agricultural sector in Côte d’Ivoire represented 38 percent of the gross domestic product (GDP), about 70 percent of total export revenues, and 66 percent of the total labor force. The agricultural sector is mainly based on the production of export commodities. Côte d’Ivoire is reported to be the world’s largest producer of cocoa, the second largest African exporter of rubber, the world’s third largest producer of coffee, and ranked among the top African producers of cotton. Côte d’Ivoire is also considered among the major African exporters of banana, pineapple, and cashew nuts.

Table 1: 1999/2000 Agricultural Production by Crop

<table>
<thead>
<tr>
<th>Crop</th>
<th>Production in 1999/2000 (in Tons)</th>
<th>Hectares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa</td>
<td>1,350,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Coffee</td>
<td>240,000</td>
<td></td>
</tr>
<tr>
<td>Cotton</td>
<td>390,000</td>
<td>291,000</td>
</tr>
<tr>
<td>Rubber</td>
<td>115,000</td>
<td>84,000</td>
</tr>
<tr>
<td>Palm Oil</td>
<td>294,000</td>
<td>188,000</td>
</tr>
<tr>
<td>Pineapple</td>
<td>160,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Banana</td>
<td>217,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Sugar Cane</td>
<td>139,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Cashew Nuts</td>
<td>75,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Mango</td>
<td>10,260</td>
<td>7,000</td>
</tr>
<tr>
<td>Cola Nuts</td>
<td>75,000</td>
<td></td>
</tr>
<tr>
<td>Papaya</td>
<td>450</td>
<td>216</td>
</tr>
</tbody>
</table>

Source: Ministère de l’Agriculture et des Resources Animales

In the 1960s, tree crop production was located largely in the East and Southeast regions, namely along the border with Ghana. The departments of Abengourou, Daoukro, Adzopé, and Agboville were called the “cocoa and coffee belt.” In the 1960s, the production of tree crops concerned only cocoa and coffee. In the mid-1960s, the Government undertook an important diversification program with the establishment of new state-controlled enterprises, the so-called “Sociétés d’État” (societies of the state). These were categorized into SODEPALM for palm oil, SODERIZ
for rice, SODESUCRE for sugar cane, CIDT for cotton, etc. At the same time different structures for extension services were put in place. MOTORAGRI for the modernization of the agriculture; SATMACI is replaced by Agence Nationale de Développement Rural (ANADER) for the training of producers.

At the beginning of the 1980s, Côte d’Ivoire became a major producer of cocoa, coffee, palm oil, rubber, cashew nuts, cotton, bananas, and pineapple. However, in the mid 1980s, the tree crop production shifted to the southwest and the western regions. Several factors might help to explain this shift:

1. The farms/plantations of the east were getting older, thus resulting in lower productivity.
2. More chemicals were needed due to the growing insect infestations and fungus problems being experienced in the east.
3. The introduction of new varieties of crops and better production techniques resulted in a rapid increase in tree crop production and creating new economic opportunities. This is particularly true for cocoa, rubber, and palm oil.
4. To avail themselves of the new economic opportunities, people began migrating from the northern and central regions to the southwestern region. The new port of San Pedro and the availability of land likely contributed to the internal migration to look for jobs and the possibility of one day owning land for production.
5. The labor supply was readily available and relatively cheap in the southwest compared to the east.

During the last several years, cocoa production and marketing systems in Côte d’Ivoire have been liberalized. The objective of the reform is to increase the competitiveness of the cocoa sector. This liberalization of the sector appears to have resulted in an increase in the concentration of exporters firms in cocoa marketing. At this time, the top ten exporters control 80 percent of the internal marketing of cocoa. Two well-organized associations of cocoa producers exist: ANAPROCI and FIPCC. Their members are made up of cooperatives that are established within the STCP areas.

Input procurement and delivery is now in the domain of private firms, while ANADER ensures the role of providing technical assistance and training. This reform was part of the overall policy of liberalizing the sector as the engine of growth. Specific reforms undertaken within the cocoa sub-sector include:

- terminating the re-organization of the sub-sector;
- reviewing the fiscal mechanism in the sub-sector;
- improving the information system to producers; and
- increasing the reliance on cooperatives for cocoa haulage to the greatest extent possible, given that currently almost all cocoa from inland depots to the ports is transported by private haulers.

All the buying companies purchase cocoa from producers/farmers for delivery to a depot point up-country or at the ports. The private buying companies together purchase approximately 80 percent of the total crops. The cooperatives or the association of producers/farmers are expected
to increase their share up to 50 percent in coming years. The principal reason for these reforms is to enable farmers to be paid a higher share of the world market price of cocoa, which is considerably lower compared to the price paid to producers in Ghana and Indonesia.

In 2000, due to low prices in international markets, the Government carried out new reforms to further enhance the marketing of cocoa. With the establishment of the “Bourse du Café Cacao (BCC),” farmers can become shareholders of the new cocoa institution. Further, the Authority of Control and Regulation (ARCC) have been designed to pursue sound cocoa production and marketing policies. These measures are aimed at increasing efficiency in the cocoa sub-sector and to boost the liberalization and privatization of the sector.

Following identifies the location and concentration of producers and corresponds to the locations where a growing number of refugees and other migrants are located.

**Table 2: Distribution of Producers in STCP Region**

<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of Producers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abengourou</td>
<td>23,000</td>
</tr>
<tr>
<td>Agboville</td>
<td>41,000</td>
</tr>
<tr>
<td>Bouaflé</td>
<td>50,000</td>
</tr>
<tr>
<td>Divo</td>
<td>50,770</td>
</tr>
<tr>
<td>Daloa</td>
<td>87,700</td>
</tr>
<tr>
<td>San Pédro</td>
<td>120,000</td>
</tr>
<tr>
<td>Man</td>
<td>134,000</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture, 1999

In addition to producers, there are a large number of seasonal workers. The following table shows the distribution of farmers and seasonal workers by sub-sectors.

**Table 3: Distribution of Producers and Seasonal Workers in STCP Regions**

<table>
<thead>
<tr>
<th>Type of Occupation</th>
<th>Total Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa and Coffee</td>
<td>1,283,000</td>
</tr>
<tr>
<td>Seasonal workers in the sub-sector</td>
<td>258,400</td>
</tr>
<tr>
<td>Palm oil, rubber and coconuts</td>
<td>35,741</td>
</tr>
<tr>
<td>Seasonal workers in the sub-sector</td>
<td>23,763</td>
</tr>
<tr>
<td>Cashew nuts and coconut</td>
<td>316,969</td>
</tr>
</tbody>
</table>

Source: Institut National de la Statistique (INS), RGPH 1998

Cocoa and coffee sub-sectors represent 67 percent of the total number of producers and seasonal workers in STCP regions, 3 percent in palm oil and rubber, and 30 percent in cotton and cashew nuts. The majority of seasonal workers are migrants reported to be from Mali and Burkina Faso; some of them are owners of plantations. Further discussion regarding production and child labor by sector is contained within Chapter III.
I. Human Development Indicators

Human Development Indicators for Côte d’Ivoire show a worsening trend in recent years. Life expectancy fell from 52.1 years, its high level in 1997, to 47.8 years in 2001; education rate also fell from 41 percent in 2000 to 38 percent in 2001. Only the figure of literacy shows a positive trend from 37.8 percent in 1996 to 45.7 percent in 2001.

<table>
<thead>
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<tbody>
<tr>
<td>HDI</td>
<td>0.357</td>
<td>0.368</td>
<td>0.368</td>
<td>0.422</td>
<td>0.420</td>
<td>0.426</td>
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<tr>
<td>Rank</td>
<td>147/174</td>
<td>145/175</td>
<td>148/174</td>
<td>154/174</td>
<td>154/174</td>
<td>144/162</td>
</tr>
<tr>
<td>Life Expectancy</td>
<td>50.9</td>
<td>52.1</td>
<td>51.8</td>
<td>46.7</td>
<td>46.9</td>
<td>47.8</td>
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<tr>
<td>Literacy</td>
<td>37.8</td>
<td>39.4</td>
<td>40.1</td>
<td>42.6</td>
<td>44.5</td>
<td>45.7</td>
</tr>
<tr>
<td>Education Rate</td>
<td>39.0</td>
<td>39.0</td>
<td>38.0</td>
<td>40.0</td>
<td>41.0</td>
<td>38.0</td>
</tr>
<tr>
<td>GDP per Inhabitant ($)</td>
<td>1,620</td>
<td>1,668</td>
<td>1,731</td>
<td>1,840</td>
<td>1,598</td>
<td>1,654</td>
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<tr>
<td>GDP</td>
<td>0.26</td>
<td>0.26</td>
<td>0.26</td>
<td>0.49</td>
<td>0.46</td>
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Côte d’Ivoire has the highest HIV/AIDS prevalence rate in West Africa, although considerably lower than central and southern Africa. Currently there are a reported 32,000 children under age 15 who have contracted HIV/AIDS, although this is suspected to be an undercount. In 1997, it was estimated that 320,000 children had become orphans due to AIDS since the beginning of the epidemic. Of all orphans, 93 percent are expected be infected by HIV/AIDS by the year 2000 (USAID/Impact, 1999).

<table>
<thead>
<tr>
<th>Estimated Number of Adults and Children Living with HIV/AIDS (June 2000):</th>
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<tbody>
<tr>
<td>Adults and Children</td>
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<tr>
<td>Adults (15-49)</td>
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<tr>
<td>Adult Rate</td>
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<tr>
<td>Women (15-49)</td>
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<tr>
<td>Children (0-14)</td>
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<tr>
<th>Estimated Number of Deaths Due to AIDS (June 2000):</th>
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<tr>
<td>Deaths in 1999</td>
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<tr>
<th>Estimated Number of Orphans (Under the Age of 15) (June 2000):</th>
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<tbody>
<tr>
<td>Cumulative Orphans</td>
</tr>
<tr>
<td>Current Living Orphans</td>
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Malaria, yellow fever, polio, and tuberculosis continue to plague the citizenry of Côte d’Ivoire, especially the children. A study conducted by C.A.U.S.E.S., examining the mortality rates in Cote d’Ivoire, determined that malaria was the leading cause of death, especially among children. Malaria continues to be significant factor in absenteeism from work and school.

There is limited access to health care in the rural communities and villages, particularly for those villages located some distances away from the main highways and larger towns. Water quality is very poor. Water borne diseases continue to be a problem, especially in the rural areas. Although many villages have central water pumps, these are often broken or not working properly. Water filtration and waste sanitation systems are available only in larger cities and towns. Availability of electricity is tied to the larger highways and roads serving as major connectors between cities and small towns. As a result, hospitals are located only in major business centers.
III. EDUCATION SYSTEM

The effectiveness of the education policies and system has a significant impact on the level and extent of child labor, particularly among very young children. Education is not a panacea to remedying the child labor problem. However, when combined with other interventions, significant improvements or modifications in education policy, pedagogy and infrastructure can go a long way toward addressing the reasons why children are not in school and are working. For that reason, the team closely examined the Côte d’Ivoire education system, particularly with a focus on the issues and factors that influence children’s participation in school.

A. Overview

The educational system in Côte d’Ivoire is national, free, but not compulsory. Only 57 percent of the school-age population attends primary school, and only one third of 6 year old students go to school. In 2000, only 38 percent of women and 55 percent of men are literate (UNICEF, MICS2000). Only 48.5 percent of children are enrolled in school in the rural areas, compared to 66.5 percent in urban area. The gap between the rural and the urban areas widens when focusing on the literacy rate of the population under 15 years of age. Seventy-four percent of males in the urban areas are literate, as compared to 42.8 percent in the rural areas. Only 20 percent of the women are literate in the rural area.

The system of education in Côte d’Ivoire is based in design on the French system that was in place during the 1960’s. The current Ivorian education system supports a total of six years of primary school (as compared to five years in France). The lack of availability of primary schools in Côte d’Ivoire could explain the two years in CP (first grade) instead of the one-year in France. At the age of six or seven, a child enters the six-year primary school, which is followed by four years of middle school, and three years of high school. Some children are unable to enter the first grade before the age of nine because of the lack of facilities. In this case, the child will not have the right to repeat a class as long as the maximum age to enter the sixth grade is 15 years old.

The students are required to take national exams are each key level of education before graduating. These are:

- Certificate of Primary School (CEPE) at the end of the CM2 (5th grade) level,
- Brevet of Middle School (BEPC) at the end of the "3 ème" (9th grade), and
- French Baccalaureate at the end of the "terminale" (12th grade).

The student success rate for passing these exams is very low. Only 35 percent of the students passed the CEPE, 24.5 percent the BEPC, and 30.1 percent the French Baccalaureate (MEN/exam 1999). Achieving the French Baccalaureate provides an Ivorian student with access to universities in Côte d’Ivoire, as well as in France, Europe, or other countries that accepts the French Baccalaureate.

Children get two weeks of vacation for Christmas, one week or less in February, 10 days for Easter vacation, and two months during the summer time in addition to other Muslim and Christian holidays. During the school week, the children are out of school on Wednesday and
Sunday. In the Muslim schools, students have breaks on Friday and Sunday. The daily school schedule runs from 8am to 12pm and from 2pm to 5pm. The two-hour break during the middle of the day is to allow time for students to return home for their mid-day meal.

1. Educational Policy
As of 1960, the educational policy objective of Côte d’Ivoire was to provide basic education to every child by the year 1980. According to the MICS 2000 study, compared to 1960, there were seven times more students at the primary levels, eight times more classrooms, and four times more schools. In spite of the improvements, the goal of universal basic education has not been reached and the gap between regions is very wide, particularly in the rural agricultural areas.

However, the government reports that education remains a priority for Côte d’Ivoire. In 1997, a national plan, the plan nationale de développement du secteur de l'éducation/formation (PNED), to improve education and training was introduced. Its objective is to provide basic education for all by 2010. In addition, the PAN (Program of National Action for the Survival, Protection and Development of the Child Inhabitant of Côte d'Ivoire in the Year 2000") set the following goals for Côte d’Ivoire to achieve:

- to reach a net attendance rate of 90 percent for the school-age population, and
- to increase the rate of literacy, especially for girls and women without formal education, from 30 percent (1988) to 60 percent.

2. Laws to Implement the Policies
The law No. 95-696 of September 7, 1995, relative to education reform, requires in the first article that, "the right to education is guaranteed to each citizen to allow him to acquire the knowledge, to develop his personality, to raise his level of life, his level of training, to fit in the social, cultural and professional life, and to exercise his citizenship."

3. Budget to Implement Educational Policies
Since independence, Côte d’Ivoire has declared that education is a priority. That priority was demonstrated in action by 34.40 percent of the national budget being assigned to education. However, President Gbagbo, in February 2002, in Washington DC, admitted publicly that since the crisis of 1980, Côte d’Ivoire has had to decrease its investment in the public sector, health, and education areas. Additionally, during two years after the coup, international help was suspended and no investments in education were made. The budget of Côte d’Ivoire for education has decreased nearly 3 percent from 281.40 billion FCFA (US$387 million) in 1998/1999 to 280.75 billion FCFA (US$386 million) in 1999/2000.

At the level of bilateral and multilateral cooperation, Côte d’Ivoire benefits from the support of all the international institutions like the African Development Bank (ADB), with its program of rehabilitation and construction of school infrastructures, and the UNICEF through a strategy plan for the periods of 1997 to 2001 and 2002 to 2010 containing, among others, specific programs on basic education, especially for girls.
In its programs during 1997 to 2001, UNICEF proposed $19,490,000 each year to develop basic education. The proposed education budget for the years of 2003 to 2007 is scheduled to decrease to $13,160,000 per year, while the population grows more than 3 percent per year. Nevertheless, this program is very critical to the education system and proposes ambitious objectives for the next five years. Funding from other donors, like the European Union, World Bank, and French Cooperation, is planning to be resumed.

4. Pre-school

Pre-school programs are rare in Côte d’Ivoire. Records show that there were a total of 276 children participating in pre-school programs in 1998/1999 (230 in the public system and 46 in the private system).

5. Basic Education

Primary school education for children in Côte d’Ivoire begins with CP1 and CP2 (first grade), CE1 (second grade), CE2 (third grade), CM1 (fourth grade), and CM2 (fifth grade).

The numbers of hours spent each week at school by the students is fixed at 26 hours. The teaching timetables are split up into 3 subjects groups:

- French, Grammar, Spelling, History, Geography, Civic Education;
- Mathematics, Biology, Agriculture; and
- Physical Education, Art, Music.

Beginning in CE1, the child has an initiation to agriculture that is one of the subjects that he/she will take prior to the CEPE exam at the end of the CM2 level. In addition to the theory courses, practice lessons are offered during school hours, related to cultural, gardening, and other leisure activities, with the cooperation of different Departments, local communities and/or NGOs that structure and setup the programs.

At the secondary school level, cooperatives are mandatory, although some primary schools have cooperatives as well. The educational objectives are to offer practical education in different areas and include courses such as Civic Education, Physical Sciences, and Mathematics. The pupils manage the cooperatives and establish an executive board. The executive board is required to elaborate a plan of activities, a budget, a self-financing plan for its projects, and a supervisory staff that can include educational staff, relatives, and contributors from outside the school.

An examination needs to be done to determine whether diplomas before graduation after the secondary level are necessary in Côte d’Ivoire. In France, the diplomas are necessary to make a selection between the high number of students trained and qualified. 100 percent of children go to school until the age of 16 and 80 percent take the baccalaureate before graduating (12th grade). The students who fail in the general system have to go to a public or private training school to get a diploma after two to three years of training. The situation is not the same in Côte d’Ivoire, where more than 60 percent of the children failed at the CEPE (5th grade level) and 75 percent failed at the BEPC. The diplomas help the young to migrate to France or other countries, but do not help the country to reinforce its competencies.
6. Education in the STCP Growing Region

In the cocoa growing region, the rate of literacy ranges from 46.7 percent (male) and 32.5 percent for the females in the South West (San Pedro area) to 53.9 percent (male) and 25.6 percent (female) in the West Center (Daloa area). In the western part (Guiglo and Man areas) the literacy rate is 66.4 percent for males compared to 34.6 percent for females (UNICEF, MICS2000).

Out of the 1,910,820 students at the primary school level in 1998/1999 (8,082 schools, 43,406 classrooms):

- 267,875 were in the region of Daloa (1,061 schools with 5,965 classrooms),
- 48,666 were in the region of Abengourou (198 schools with 1,071 classrooms),
- 170,882 were in the region of Bouaké (777 schools with 4,035 classrooms), and
- 121,450 in the region of San Pedro (428 schools with 1,701 classrooms).

In all the regions except in the North, the percentage of children reaching the fifth grade is above 50 percent. These statistics highlight the lack of efficiency of the educational system, in spite of the efforts of the government. However, it is difficult to accept the rate of children who dropout of school before the fifth grade. Two-thirds of the children do not pass the CEPE when they are among the two-thirds of children (half in the region of Bouaké) who succeeded in attending school until the CM2 (5th grade) level. In the cocoa producing region surrounding Daloa, 31.8 percent of the children taking the CEPE passed it, while the percentage was significantly higher, 41.8 percent, in the region surrounding San Pedro. This may be due in part to the efforts of German Financial Corporation’s (a part of GTZ) development efforts building schools in southwestern Côte d’Ivoire. However, the lack of efficiency of the educational system overall has a significant impact on the number of children who end up working in cocoa and other STCP commodities.

IV. ISSUES IN EDUCATION INFLUENCING CHILD LABOR IN STCP AREAS

The Côte d’Ivoire educational system can be generally characterized as dysfunctional. Kindergarten education is almost nonexistent. The primary and secondary education system is not designed nor been adapted to the country situation. More than 40 percent of the children do not attain the elementary school completion exam (CEPE), and a majority is outside of the school system as soon as they leave or dropout at the elementary level. The curriculum is often not relevant to the vocational needs of most children. There is a lack of qualified and experienced teachers, and no current programs addressing high repetition and dropout rates. All of this is compounded by a lack of data resulting in poor planning and limited oversight. In overall terms, the quality of the education system is poor and suffers due to a lack of resources.

The diplomas from the baccalaureate to the CAP (apprenticeship after ninth grade) or the university diplomas are more adapted for work in France or other countries than to retain Ivorian talent in Côte d’Ivoire. The lack of vocational schools or other alternative skills training or education programs for those not within the formal education system only serves to widen the gap between the poorest and the richest within the population.
Some of the dysfunction of the educational system could be due in part because more than departments have responsibility for planning, managing and performing oversight of education programs. The three departments of the government that are largely in charge of Education are the:

- Department of Education,
- Department of Technical Education and Vocational Training, and
- Department of Advanced Education and Scientific Research.

Additionally, other departments are responsible for some aspects of education, such as the Department of the Interior who is responsible for Madrassas and Koranic schools.

Private establishments are fewer in number, and are smaller in size than public schools. In the elementary school, for example, out of 8,082 elementary schools, 7,301 are public, 781 are private (Men Study 1998/1999). Non-formal schools, in particular Koranic schools, are increasing in numbers throughout the country, but it is impossible to know the exact number due to their non-formal nature and lack of oversight and absence of a mechanism for formal inspection.

1. Budget and Cost for Education

The Côte d'Ivoire educational system of today resembles the older French system in effect during colonization. The CEPE diploma, which was done away with 50 years ago in France, is still mandatory in Côte d'Ivoire. For the IEP3, the required diploma appears to serve more as a deterrence to limit children’s access to middle school, which is a too rare occurrence in Côte d'Ivoire. Other diplomas, like the BEPC and the Baccalaureate, require a high level of education, which is very expensive and out of the reach for most poor children.

a) Budget for Education

The 1999/2000 budget for education in Côte d'Ivoire is 280 billion FCFA (US$380 million) for 30 percent of the children less than 18 years old who go to school. Côte d'Ivoire has 7,943,000 children who are less than 18 years old of whom 2,421,000 are less than 5 years old in 2000 (UNICEF).

Although more than 30 percent of its budget is committed to education, five times more than the health and defense budgets, expansion of the education services does not exponentially follow the rate of the population growth (3.7 percent) with its budget planning in order to improve or address minimum needs. Those responsible for the "School 2002" project of the French Corporation add that, "to achieve the goal of basic education for all, Côte d'Ivoire has to improve enrollment from 50 percent to 100 percent. Therefore, 20,000 teacher's posts will have to be filled above the number of teachers already in training. It means that the country will have to hire 50 percent more teachers at the primary level above the actual 44,000 teachers in post. Besides, if the rate of schooling increases by 3 percent, it means that the government has to build 8,000 schools in three years. It doesn't seem that the country itself can afford education for all,” [Interview Highier, April 2002].
Since the start of the academic year in 2001, uniforms are no longer mandatory. This recent positive move to not require children to wear uniforms to attend public school was made by the current government. This action eliminates at least one significant expense to families trying to afford the cost of sending their children to school. The Tabou 3 School, that has a large number of Liberians “refugee” students, applied a no uniform policy years before in order to improve school attendance. The team, however, observed throughout our travels in Côte d’Ivoire that despite the elimination of the requirement to wear uniforms, most all children continue to wear their uniforms to school. Some teachers and other interviewed suggested that wearing uniforms continues to serve as a status symbol that certain families are able to afford to have their children attend school. Uniforms are one way that families visibly demonstrate this fact. Others suggested that the uniforms may be the only “nice” clothes the children have to wear to school.

b) Cost of School Fees

According to Côte d’Ivoire law No. 95-685 (September 7, 1995) school is free. Nevertheless, no one, from the teachers to the chiefs of villages, has the same understanding and it is apparent that fees vary across the country depending on several different factors. The team was unable to attain a consensus on the amount or cost of tuition for participation in public school. Very clear are the significantly higher costs for private schools. For the Bessou 4 and Tabou 3 schools, there is no tuition. Nevertheless, the Director of the GTZ school said that the children have to pay a fee and for the cost of books. For Pierre Simon Holo, with ASA, he reported the tuition is around 3,000 FCFA (US $4.50). For most of the people the team met in the villages or in the cooperatives, they indicated that the cost for school is not free but the fees ranged from 3,000 FCFA to 5,000 FCFA. For IEP 3 inspectors, they reported that there is no tuition. However, they stated that, “as the parents help to make improvements to a school in order to meet minimum facility requirements and get the agreement of the Government to keep it open, they have to pay in a certain way.” The IEP 3 inspectors believe that this might explain why parents have the impression that the school is not free. Although the government does not require tuition for attendance in school, without the provision of sufficient funds to operate the school or pay for supplies, the school would not be open. Thus, the burden is still borne by families to pay for school.

c) Cost of Books and Supplies

On the other hand, a majority of the people the team interviewed said that the books are expensive (between 5,000 CFA and 20,000 CFA per year). They have the impression that the books change every year and this charge is too expensive for most of the population. For the authorities of the CAFOP, the books have changed for years and it is the reason why, the government decided to change the books by class level (CP1 then CP2, etc.) each year. For the teachers at the CM1 level in Tabou 3, "the books are too expensive. Children have to buy spelling, math, calculus, geometry, geography, and history books, among others. For calculus, it is an exercise book that can’t be passed on to the next child and therefore they have to buy the book each year". Yet, according to the government, the books should have been free this year for the CP1 in some areas and will spread to all the country next year for mathematics and reading books. "Some school have books, some do not. In November we got the materials to distribute in the school. It was too late. We'll wait and see for next year," [Interview with teachers at Tabou 3 school, April 2002].
In the national system, the maximum expenses of the school should be identical for all over the country. Apparently, there is a great deal of confusion among the population, including among teachers, administrators, and parents about the cost of books that each student is required to have each year. The team found inconsistencies in the amount quoted for the cost of books for students, including those required for the same grade levels and texts.

Among the population we interviewed, the purchase of books acts as a major obstacle for families to enroll their children. Yet, according to a study published in 1999 by the CONFEMEN, the availability of books is the most important factor to fight against the illiteracy. The availability of the French and Mathematic books, used in the classroom or at home, increased the grades of the children by 18 percent. At a national level, 69.53 percent of the children have French and Mathematics books, much more than other French speaking countries like Burkina Faso (54.3 percent), Cameroon (49.48 percent or Senegal (35.24 percent). However, according to the DREN, in Bouaké, 36 percent of the students have no books and 60 percent have some books. In Daloa, 18 percent of the children do not have books, but 74 percent have some books. In the region of Man (Guiglo), almost 30 percent of the children do not have books, while in San Pédro 20 percent of the children do not have books, 68 percent have some books. At a national level when compared to prior survey years (1994/1995/1996), fewer children get all the books they need for instruction but more get a portion of the books that they need.

The French publisher and the French Government give subsidies to lower the price of the books, but it is still reported to be too expensive for the majority of families. The program of French speaking African Countries, with the exception of the books for Mathematics, are still too different to allow them to reduce the price by publishing a larger number of books, as is the case in Mathematics.

French Cooperation paid for and distributed 4,000 books at the CP level and CE1 level for the literacy programs. The books arrive at the Inspection for Primary Education (IEP) office, who is responsible for their distribution of one “malette” of books in their IEP encatchment area. However, as long as the inspectors do not have a means of transportation, it is impossible for the schools in the village to get their distribution of books.

2. Lack of Teachers

The shortage of teachers, particularly in the rural outlying villages, was reported as a significant problem. This was attributed to the lack of housing and the low pay that teachers receive, and illness due to Malaria and HIV-AIDS. Typically, new graduates are dispatched to rural areas for their first assignments. Some chiefs in villages said they don't have enough teachers because they cannot give them housing. In the past, teachers were provided housing. Teachers in Tabou 3 School lamented, “We cannot keep teachers because there is no housing. It is very difficult to attract and keep teachers with the low pay, and not being able to provide them a place to live. We don’t even have an office for the school administrator.” Low pay for teachers also is an important factor. The income of teachers in Côte d’Ivoire increased last year from 100,000 FCFA per month ($138) to 168,000 FCFA per month ($232). This amount reported by the teachers we interviewed is consistent with information provided by the CAFOP (Centres d’Animation et de Formation Pédagogique) in Korhogo, and the IEP 3 in Daloa.
The primary school teachers are hired among those individuals who are at the BEPC or baccalaureate level, followed by three years of training at the CAFOP. This training is divided up into two years to learn theory, and one year to learn practice. However, at the request of the World Bank, Côte d’Ivoire will be reducing the two years of theory into one year. Although this approach may help to improve the availability of teachers, it remains to be seen as to whether this change will have a negative effect on the quality of instruction in the future. There are 13 training centers sponsored by the CAFOP for teachers at the kindergarten and elementary levels. These centers have partnerships with UNESCO and the French Corporation.

3. **Student-Teacher Ratio**

Some classrooms in Korhogo have as many as 80 children. The request of the World Bank is a maximum of 50 students. The national average is 44 children per classroom, 48 in Daloa, 51 in San Pedro, and 42 in Bouaké and Man. In the Côte d’Ivoire system, the active participation and expression of children in the classroom is not considered important. With this approach, the decrease of children per class does not affect the result compared to the cost that would be excessive (CONFEMEN study, 1999). On the other hand, the schedule of morning and afternoon classes broken by a two-hour break, generates too much work for the teacher and not enough hours of lessons for the students.

4. **Lack of Schools**

   a) **Pre-school**

Out of the 2,421,000 children who are less than 5 years old, only 35,553 children (1.5 percent) attend pre-school. Participation rates in urban areas are significantly higher (12.6 percent) than in rural areas (1.4 percent). In the West Central cocoa producing area around Daloa, 1.8 percent of children go to a kindergarten.

BICE offers a pre-school program for children in the mother language in Abidjan. BICE President M. Koukoui reports, "The results are fantastic." The three classrooms are located in Adjamé in one of the poorest neighborhoods in Abidjan. In an area where the rate of repeating and dropping out is very high, the children who participated in the pre-school program are among the top ten in their CP1 class. However, in spite of the number of studies and experiences on the benefits of pre-school programs for children, the World Bank funding is not available to support such programs.

   b) **Private Schools at the Primary Level**

Côte d’Ivoire encourages the creation and the development of private or parochial schools (“laci” and confessional). These establishments often serve as a buffer to reduce the surpluses in public schools, especially at the level advancing from the CM2 (fifth grade) to the secondary school level.

Throughout Côte d’Ivoire, the team observed and visited numerous religious supported schools. They were financially supported and operated by representatives from the Catholic and Evangelical (Protestant) churches. The facilities varied, but most were fairly well equipped, with canteens to serve meals for students, had offices for administrators, and operated a variety of
other programs to serve the community. Many of these schools reported receiving subsidies from the government. These schools, in turn, fall under the inspection by the IEP.

c) Formal and Non-formal Islamic Education

In addition to the official private schools, there is a growth in newly formed Islamic schools. The Islamic schools are divided up into two categories: the Koranic schools and the “Madrasa” or French Arabic schools. These types of school in the region of the Savannas (northern part of the country) represent a number comparable to the public schools in terms of the number of establishments as well as the number of pupils. For the CAPSE-Korhogo, this figure could equal the rest of the country. This type of school is growing within the cocoa producing regions of Côte d’Ivoire as well; particularly prevalent in villages where there are increasing numbers of Burkinabes, Liberians, and Malians.

Clearly, the development of formal Islamic schools at the primary level is not the concern. However, the fact that these non-formal schools do not come under the responsibility of the Department of Education, but the Department of the Interior, and are not subject to inspections to determine quality of instruction and treatment of children is of concern. The French Cooperation conducted a study about the Côte d’Ivoire educational system in 2001 and was able to obtain only limited information from the Department of Interior about the type and quality of education that is being provided. It appears that the occurrence of this type of school is growing throughout the country because it is becoming the school of choice for many poor families who cannot afford public or formal private schooling for their children. This area needs to be further studied. Interest in conducting such a study was expressed by the French Cooperation.

In the traditional Islamic or Koranic schools, often times the relatives of a Marabou, one who is considered a master teacher of the Koran, will give their children over to the Marabou with the expectation that their child will receive an education and be taught a job skill. However, according to some Ivorian NGOs (ANAED and Abel), some Marabous have children who are trafficked from other countries. The IEP, who conducts inspections of schools in the Daloa area, is concerned that the quality of education that is received by the children and the conditions under which these are provided is unknown. The suspicion is that the instruction provided by Marabous may only include basic memorization of the Koran without any other literacy instruction related to reading, writing, or math, and that the children may be forced to work excessive hours doing dangerous activities for no pay for the Marabou. This information is not available because non-formal education programs do not fall within IEP requirements for inspection.

While conducting the analysis, the team learned of 108 children who were residing on the plantation (48 hectares) of one Marabou where the children received no basic education, memorization of the Koran only, and their job skill training consisted of working the crops (cocoa, coffee, corn, rice, cassavas, and mangoes) on the plantation of the Marabou. Eleven of the children were located and interviewed. The activities of the children during the daytime are solely agricultural labor on the land of the Marabou. The children ranged in ages from 9 to 18 years. They said that they learn the Koran at night and do agricultural labor with the Marabou’s crops during the day. They have never received any wages for their labor and have been in the Marabous encampment for two years.
According to a study conducted by CAPSE in the Korhogo area, the Marabou, utilizing the children to perform the majority of the work, creates a community relatively self-sufficient and running like an informal boarding school. Schools are mixed, but boys and girls remain separate. The children are modestly fed, provided a shelter for lodging, and more or less are being provided with some medical care when sick or injured. The only obligation of the child’s relative is to supply them with clothing. There are no school fees. However, as the children work during the day, from 7am to 6pm, they work for free for the Marabou. The value of the child’s labor is often justified as the fee for the cost of the non-formal school. The school materials that are provided for the child may include their mat to sleep and sit upon and their slate or the wooden board and chalk.

In Korhogo, with the assistance of ANAED, the team met directly with a Marabou and some of the children under his “protection.” These children are required to beg for money during the day—generally hanging out at bus stations and market areas. These children are required to secure at least 150 CFA per day before returning to the encampment. If the children are unable to make their required quota, ANAED provides a facility where they can sleep in safety, and a place where they can come to rest and bathe during the day. The Marabou provides them with a shelter for lodging, a mat to sleep and sit upon, and memorization of the Koran at night while they are consuming their one meal provided for the day that is largely ground and cooked cassava. The school activities of the children consist in learning by memorization of the Koran written in the old Arabic language. The children do not learn the Arabic language, either spoken or written, or any other language. The encampment that we visited contained 10 to 15 children, the majority still in town performing their begging tasks. Two children, both girls, were visually impaired—one child was missing one eye and the other both eyes.

According to CAPSE, the result of such instruction is the increase of capacity of memorization but an illiteracy problem linked with inaptitude in performing basic calculation, reasoning and critical thinking. These children risk the loss of their self-respect—they are malleable and vulnerable to intolerant ideologies. The pupils at such schools are from 7 to 20 years old. The duration of their stay in an institution depends on their speed to remember the "sacred texts." The schooling of the girls is short (3 years in most) and is generally conducted when they are 10 and 12 years of age as preparation for marriage. Although non-formal education programs are encouraged and such practices involving children’s exchange of labor without compensation for non-formal education is permitted under current law, no inspections are

Due to the growth and popularity among the poor for these schools, BICE and the Community Abel have succeeded in establishing collaborations with the Imam to give literacy courses to the children in the French-Arabic schools located in Abidjan and Grand Bassam. No study has been conducted as yet to know why the Koranic schools have such a success with the parents. Pierre Simon, who works with ASA in San Pedro, thinks that, “if the school for Côte d’Ivoire students is difficult, it is almost impossible for the refugees from Liberia who speak English to catch up to their level. Therefore, they go to the Koranic School—the only low cost alternative available to them,” [Interview with Simon Holo, ASA, April 2002].
However, not all Islamic schools are non-formal. The other type of Islamic schools are the Madrassa, whose approach is somewhere between the traditional Islamic and the public education methodology with some interesting variations. The levels of schooling go from the kindergarten [but most of the time from the CP1 (First grade) level] to graduation (twelfth grade). Eighty percent of their students go to the sixth grade and pass the elementary exam. The classes are coeducational until the secondary level. The Madrassa of Sunnite appear more open to innovation and information to improve the quality of their education. Although these schools offer a more formalized curriculum, these schools do not receive State subsidies, similar to non-formal Koranic schools. According to the CAPSE, these schools do charge moderate school fees: 1,000 to 1,500 CFA per year. However, the Madrassa "Ansarul Koran," that the team visited in Daloa, was more expensive (9,000 FCFA per year). The Madrassa Ansarul Koran offers students a very adequate facility comparable to other public and private schools that the team visited, although they are in need of basic equipment, such as computers, faxes, copiers and skills training equipment. Additionally, they have an established relationship and receive funding from the University of Medina in Saudi Arabia.

Uniquely, the Madrassa in Daloa offers courses in English, French, and Arabic. All the subjects are provided except the Sciences, including Arabic, but with reduced schedules compared to the public program. The rest of the time is occupied by different activities of religious study. The entry to the CP1 is often delayed till the age of 8 or 9 years. After the CP2 level, the student undertakes six years of study solely focusing on the Koran. The Madrassa presents, with relative success, pupils to the CEPC exam for entry to the sixth grade and to the BEPC, but no one thus far to the baccalaureate. A former student of the Madrassa of Daloa, age 25, has to repeat the entire grade in public school in order to take the State Baccalaureate in June 2002. The main difficulties he met integrating into the public school system was the level of French required, the Sciences (that are not taught in the Madrassa) and History. History instruction in the Madrassa is centered mainly on religion. The material means of the Madrassa are modest. They badly need textbooks, computers, skill training equipment and supplies, and expressed a strong desire for scholarships for their students. Some Arabic countries send teachers for the schools, but additional teachers, especially women, are needed as well.

\[d) \text{ After the Primary Level}\]

Most surveys show that there is bottleneck at the CM2 level for students to go to the secondary level. More than 40 percent of the children failed the exam. There are no vocational schools that take care of them, particularly if they are less than 14 years old. Private and public vocational schools propose courses at the 3eme (9th grade), but there are very few available and are expensive for the average family. Some NGOs who specialize in serving children have created centers for vocational training, but the programs are mainly targeted for street children in Abidjan and other urban centers. The Government, with some NGOs, has created vocational centers to serve the rural areas. This allows children the opportunity to work in apprenticeships through NGOs or by themselves with employers.

AGEFOS is a state school under the authority of the Department of the Vocational Training. The fees are around 15,000 CFA per year. AGEFOS has a program of outreach for young people who are out of school (P.A.J.D.). The program’s objective is to help them attain professional qualifications. Youth who are at least 14 years old have access to the program. The training takes
from one to three years. Youth spend 25 percent of their time in vocational training in the center and 75 percent of their time the business site of a partnering company. Likewise, the Côte d’Ivoire government, whose priority is to improve the life in the villages, created a program, CMR, to address the needs of the rural population. For the conception and the implementation of this program, the government received assistance from World Bank, GTZ, and the FAC (French Cooperation). Also, vocational trainings on different job skills is offered in some cooperatives. The objective of the CMR is to give formal education through vocational training to youth that are illiterate. The CMR are self-managed by associations, NGOs, village leaders, producers, etc. Private companies expanded their services to train children for the purpose of getting diplomas, like CAP, BTS, BEP similar to the diplomas in France. Those schools are very expensive and not accessible for most children, especially those in rural agricultural areas.

For example, to be a quality analyst in France, it is necessary to get at least a BEP (professional diploma after the 9th grade) even a BTS (Professional diploma after the Baccalaureate). The Scagbo Cooperative in Agboville sent two employees for one month to be trained by an exporter company (CIPEXI) to be quality analysts for cocoa. Both have a CEPE. Yaokouame Rene, 30 years old, has also training as a mechanic. For him, young should have the opportunity to learn to be a mechanic, a joiner, a farmer, whatever, through companies.” Siallou Koffi finds the training difficult at the beginning, but gradually much easier when he practiced what he learned daily in the cooperative. The salary in this cooperative goes from 45,000 CFA per month for a quality analyst to 200,000 CFA per month for an accountant with a BTS. For Mme. Desirée Kouassi, resident accountant at the cooperative Scagbo, “having accounting [training] at the level of BTS, the diploma is important in order to get a better position and a better salary.”

The Community Abel in Grand Bassam, ANAED in Korhogo, and Akwaba in Bouaké provide training to children in their own vocational center. The training is free. According to Rene Gouloude, responsible for the Centre Socio-professionnel Lomana-ANAED in Korhogo, "Most children have not been to school or just have a CP2, and most of them were living on the streets." The NGOs Abel, ANAED, and Akwaba respect the law, but said that it is extremely difficult to refuse the apprenticeship to a child who has no other alternatives than the street. All the associations offer time for basic education besides vocational training. They offer literacy programs, accountability and apprenticeships of practical life, and hold sessions with the children to discuss and analyze the news reports they view on television. The literacy program is a way to teach the kids their rights afforded them under the Convention of the Right of the Child. Each of the associations gives a diploma that is not recognized yet by the government. Most of the NGOs are requesting that the government recognize their training and certifies their diplomas. The years of training are going to be reduced from three years to two years due to financial reasons at the ANAED center.

The foundation Akwaba offers families that are not in the center vocational training like sewing and embroidery in three years. The fee is 17,000 FCFA per year, including materials. The fee for participation in other private schools in the area is much more expensive. They are reported to be around 5,000 FCFA per month.

Most of the associations propose sewing training for girls and joinery or mechanics for boys. So far, none of them met with the cooperatives to find a job that will be useful for the children in
agriculture. They work to find apprenticeships for children with the artisans in the village and they negotiate for each child individually. At no time did the team find that any of the organizations conducted a labor market review or analysis to match the skills training with the potential for jobs in the local community. The representative of EASEMO expressed regret that their training was “not a reflection of the jobs of tomorrow in the area, but more a reflection of the limited availability of teachers and equipment that they have available today.”

Apprenticeship is ruled by the new labor code of 1995. Article 23.8 asserts that the child cannot enter in apprenticeship before 14 years old. We met children who where in apprenticeship under the Marabou authority at the age of 9 years old and working in the field. Karim, 11 years old, was also working as a mechanical apprentice. Articles 12.1 to 12.11 are often ignored when apprenticeship contracts are not by the intermediary of a school. Often, the contract is not written.

The NGO ANAED, Community Abel and the governmental organization, EASEMO, within the framework of the project of the NGO NOVIB, negotiate with the employers to give the children literacy lessons in addition to skills training. The association Abel has succeeded in negotiating slots during working time.

In Côte d’Ivoire, an apprenticeship with an employer is generally not free, sometimes even expensive, and can discourage a child. Within the framework of the project “School 2002,” the French Cooperation negotiated the free contract of apprenticeships for kids in exchange for some materials. School 2002 is going to stop this project because it is "not in our attribution".

The associations have a hard time finding jobs after the training. ASA, who had a vocational center and was trying to find jobs for the orphans and refugees they were assisting, had to abandon the program due to UN-HCR budget cuts. AKWABA plans to ask the social services department of take charge of this problem along with the relatives of the child.

5. **Limited Food/Canteens in Schools**

Odette Loan Kakohads, from the Department of Education, has been in charge for the past 13 years of the school canteen project sponsored by the World Food Program (WFP). The objective is to provide each school with a canteen and to help organize the women to give the food from their own production. She reports that 3,500 canteens are running for more than 8,000 primary schools. There were only 277, 13 years ago. According to M. Hignier, School 2002, "This project is going to die because the WFP is going to leave and, without funds from WFP or other sponsors, this project doesn't work. As an example, the cost for food prevents the parents from sending their children to the canteen at twenty kilometers of Abidjan, the lunch was proposed at 250 FCFA (US $0.35) then at 100 FCFA (US $0.14 cents). It was too expensive for the families. Finally, a woman decided to take charge of the canteen. She cooks the ‘tekke’ every day, and the lunch now costs 50 FCFA (US $0.7). The woman has few expenses, but makes 2,000 FCFA per day. It is big money for her plus helps make the cost of food available at school cheaper.”

According to a 1997 study of the DREN, when compared to 1996, an increasing number of children had only one meal a day, 15 percent compared to 13 percent. Slightly less had two meals a day (51 percent compared to 52 percent) or three meals a day (34 percent compared to
35 percent). In the region of Bouaké, more children received three meals a day (43.5 percent) and those receiving only one meal a day dropped to 7.5 percent. In Daloa area, 19 percent of the children have one meal a day, while 27 percent have three meals a day. In the region of Man the situation is worse as 43 percent of the children have only one meal a day. In the San Pédro Region, 12 percent of the children get only one meal a day.

WFP has created 32 canteens in the region of Daloa. These canteens significantly improved the attendance at school, according to IEP 3 (Daloa). Because of the problem of transportation and the resulting distance children have to walk between the school and home in the middle of the day, the canteen is very important to keep children at school. Madame Nadine Coulibaly, Director of Regulation and Protection, Ministry of the Family, Women, and Children, said that, “The government is willing to develop canteens and is very interested to develop in Côte d’Ivoire the ‘food for school’ project, working already in other African countries.” [Mme. Coulibaly interview, April 2002].

6. High Repetition and Dropout Rates

School repetition rates are of concern for children, especially in the rural areas. At the primary level, 25 percent of the students have to repeat grades. Of the repeating students, only 21 percent are enrolled in CP1, of which 45.2 percent are girls. At the CM2 level (fifth grade), 42.6 percent of the boy students have to repeat grades, 36 percent of girls (CONFEMEN 1998/1999). This means that 43 percent of the children who could attend the CM2 level are excluded from school participation because they will exceed the age limit because of the number of grades repeated.

The high repetition rate considerably drains the budget of the Department of Education because of the three additional years needed to attain primary school completion. CONFEMEN firmly recommends that steps to lower the school repetition rates need to be put into place, because the progress of the children repeating classes is too weak compared to cost that is incurred.

Twenty-five percent of the children have to repeat a grade each year and more than 50 percent at the CM2 level. For IEP Daloa 3, the rate is higher, "50 percent of the students reach the CM1 level and only half of them reach the CM2. In this situation, it is very difficult to plan from one year to another." According to many educators interviewed, the system is too demanding and it is one of the reasons for the high level of children repeating grades. When children miss too much schooling, they are at greater risk of dropping out. When they drop out, the only alternative for the children is work, and the main work activity is agriculture.

With high numbers of students dropping out of school, more effort is needed to increase the interest of children and youth to stay in school. Unfortunately, sports and music events are organized separately from many school activities. The curriculum utilized for children appears to not effectively incorporate art, music, and theatre and physical education courses along with language, science, math and history. "The Children have to study 8 to 10 subjects, and it is too much for children here in Côte d'Ivoire, especially in the region of Daloa. They don't have the ideal conditions to study like transportation [to and from school], electricity, canteens in the schools, etc. When we organize soccer games at school, then the rate of attendance increases dramatically. They are very good to come for the music and sports, the structures don't follow," [Interview Mamadou Dousso, Principal, IEP Daloa 3, April 2002].
7. Lack of Resources in the School Inspection System

The IEP oversees the national program, trains the teachers, manages the teaching materials, and organizes extra-curricular activities. Three inspectors are working in the prefecture of Daloa. These inspectors are very valuable resource persons in helping to monitor the delivery of education within a prefecture. Included in their roles and responsibilities is monitoring of schools in order to make recommendations regarding the opening and closing of schools within the prefecture. The following identifies the requirements for opening and closing schools:

- To open a school with 3 classrooms, it is necessary to have at least 600 inhabitants in the village, 1,000 inhabitants for 6 classrooms, and more than 1,200 inhabitants for one school complex. A new school has to be situated at more than 3 km in distance from an existing school and a new middle school at more than 30 km from an existing middle school. The distance criteria used to close a school is the same, but based on distances that are less than 3 km or 30 km respectively.

- A school can also be disinherited or closed when its environment contains a certain number of deficiencies such as: lack of electricity; lack of water; absence of market or sufficient number of inhabitants; lack of warehouse for supplies, materials and medicines, etc.

Establishments are classified as common establishments or underprivileged schools. The underprivileged schools are reported to get a subsidy of 109,000 FCFA per year that, according to the CAPSES in Korhogo, is not given regularly.

8. Planning

During the meeting at the IEP Daloa 3, Mr. Dousso explained that the IEP cannot plan in advance for the children who are going to attend school due in large part to the high level of immigration. "Out of 45 children, 20 are immigrants. How can we guess their numbers? In rural area, it's very difficult for the Department of Education to know in advance the number of children who are going to enroll at school from one year to another. A lot of births are still not registered, and beside the traditional high level of immigration (more than 28 percent), the Liberian war since 1989 has driven a lot of refugees along the border in Côte d’Ivoire. Sierra Leoneans also found refuge in the area” [Dousso interview, April 2002]. Despite the growing problem of migration and the incidence of immigrants and refugees, planning is still needed that incorporates the projections of such influences and growth. Consideration of language needs of these populations must be anticipated if further disparities in access to education are to be addressed and the objectives of the government for education for all achieved.

9. Increasing Number of Immigrants and Refugees

Until recently, Côte d’Ivoire did not have an immigration policy per se. This may be attributed to the fact that Côte d’Ivoire is an ethnically diverse country, comprised of many different population groups. The four main population groups that have lived in Côte d’Ivoire are: the Akan in the South, the Króu in the Southwest, the Mande in the Northwest, and the Voltaïque in the North. The Króu and the Voltaïque are the largest population groups in the STCP areas.
During the 1960s/1970s boom period, the country attracted many persons to migrate to Côte d'Ivoire, especially from the West African countries of Burkina Faso, Mali, Guinea, Benin, Nigeria and Niger, and from the Central African countries of Cameroon and the Democratic Republic of Congo. People from these countries represented an estimated 26 percent of the total population of Côte d'Ivoire or 4 million persons. These immigrants settled into the population and their children and grandchildren were largely born in Côte d'Ivoire.

During the last census in 1997, some 210,000 refugees were counted in Côte d'Ivoire, 95 percent were Liberians living in the ZAR (refugee host area, along the Liberian border). Since that time, it is estimated that as many as one million Liberian refugees are residing along the western border regions in Côte d'Ivoire [Interview Simon Pierre Holé, ASA, April 2002]. In addition to refugees, an unknown number of other migrants from Mali, Burkina Faso, Togo, Ghana, Benin, Sierra Leone and others are in residence throughout the country. To find a solution to this problem, Côte d'Ivoire launched an operation to "identify" all local and foreign residents by the end of 2003 and issue new papers. To get a handle on the extent and to control the number of refugees and immigrants, the government of Côte d'Ivoire and the UN High Commissioner for Refugees began their latest census of the country's refugee population on May 11, 2002, mainly in the ZAR. In addition to providing specific statistics on age, sex and country of origin, the new census will also assist the Ivorian government to develop a plan for the ZAR whose social infrastructures, notably schools and health centers, have been affected by the rapid growth in the population. The UN-HCR, UNICEF, WFP, WHO and the National Statistics Institute all participate in the project.

10. Carte de Séjour

In the 1990s, the Government adopted immigration measures that included the payment of a lump sum of 15,000 FCFA per year for any migrant to enter and reside in the country. In 2002, due to security reasons aggravated by persistent wars in Liberia and Sierra Leone and political unrest, the Government introduced a new immigration law. This law proposes to reduce the amount paid to get the commonly called “Carte de Séjour” from 15,000 FCFA per year to 35,000 FCFA every five years. The argument is that the high immigration fee favors illegal migration, especially trafficking, over a legal immigration process. A possible additional factor that may have stimulated illegal migration and increased the movement of children is that previously, Côte d'Ivoire required travel papers only of adults and the validation of the papers was good for only one year. The unintended result was that children, who were not required to obtain travel papers, were sent in the place of the adults to Côte d'Ivoire to find work in order to avoid having to pay of the fees. Recognizing this, the Government is moving to extend the requirement for travel papers

### Table 11: Ethnic Population Groups in Côte d'Ivoire

<table>
<thead>
<tr>
<th>Ethnic Groups</th>
<th>Total Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKAN</td>
<td>4,780,797</td>
</tr>
<tr>
<td>KROU</td>
<td>1,446,790</td>
</tr>
<tr>
<td>MANDÉ</td>
<td>3,015,536</td>
</tr>
<tr>
<td>VOLTAÏQUE</td>
<td>2,002,625</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,245,748</strong></td>
</tr>
</tbody>
</table>

Source: Institut National de la Statistique, RGPH/1998
papers to both children and adults with the validation of the papers also being extended for five years. The cost for papers has also been increased. With this change, children will not be allowed to travel to Côte d’Ivoire without identification papers. According to the Law No. 2002-03 (January 3, 2002), both children and adults have to be in possession of a document of journey when entering and while residing in Côte d’Ivoire.

B. Illiteracy of the Parents
The elimination of illiteracy of the parents would clearly provide a positive influence on the learning of their children. However for many parents, according to a CONFEMEN study, literacy courses are often not viewed as useful in the context of their daily life, would be expensive, and generally without helpful results. This is not unlike the attitude that many working children have about why they choose not to remain in school. The attitudes of parents have a tremendous influence on the level of educational attainment achieved by their children. As expressed by one government official, the higher the literacy rate of the parents and producers in the cooperatives, the increased potential for a higher literacy rate for their children.

A number of NGOs and institutions are working on the literacy of adults. While UNESCO provides funding for the courses, NGOs, such as ASA, Winrock, PROSAF, Habitat, and Development Rural, conduct the literacy classes. These literacy classes are oriented to help adults obtain jobs.

C. Girls Limited Participation in Education
Although some progress is being made, girls' participation rate in primary school is lower than 50 percent, and drops significantly at the end of the secondary level (30 percent). The rate of class repetition for girls is twice that for boys. The girls do not go to school because they have to prepare meals, help their mothers with the care of their younger siblings, work around the house, help earn money for the family, and assist with the growing and harvesting of food for the family. This is often viewed as preparation and training for marriage. Since school is expensive and the number of children in a family is five children on average, the family has to make difficult choices selecting only some of their children to enroll in school. For cultural reasons and because of early marriage for girls, especially in the north, boys are usually chosen.

Also, the absence of female teachers also serves to discourage girls’ participation in school. At the pre-school level, 96 percent of the teachers are women, although very few children participate in these programs. However, only 20 percent are teaching at the primary school level and 14 percent at the secondary level. The reduced presence of women as teachers creates a significant absence of role models for young girls.

D. Registration of Children at Birth
Not having adequate information on children, such as that produced when births are registered, increases the difficulty of planning for the future educational and other service needs of children. In order to comply with Article 7 of the Convention on the Rights of the Child (CRC), the government has tried to find solutions to increase the number of birth registrations. One attempt was to make birth registrations compulsory by law requiring the registration within 3 months
after the birth.² This law was later amended to extend the period to 15 months. This declaration of birth is free but there is a cost of 500F to get the birth registration stamp or birth certificate. According to sources, without the registration stamp, a child is not allowed to attend public school.

According to the MISC 2000/UNICEF survey, 72 percent of the children less than 5 years old are registered with no disparity between the sexes. In the Southwest region, however, only 56 percent of the children are registered. The government agreed that they had not adequately addressed some of the real causes of the problems, such as the lack of information given to the parents about the free registration, the extension of the time limit to 3 months, and the scarcity of official building registration offices in the rural areas. These offices are generally located only in larger towns. According to Mr. Koukoui (BICE), the parents not only have to walk for a long time to register the birth, but they have to pay the 500 FCFA stamp. "The parents do not see the benefit of having to walk and pay to register their children. It is important to respect their traditions, perhaps organize the registration like a Baptism and give them a gift like a bar of soap." Magistrates need the flexibility to establish birth certificates using creative methods, such as holding registrations during fairground audiences or other events. These can still be organized in a punctual way.

The PROSAF association became aware of the problem and included in its trial bike project “motos.” A more detailed description of the project is provided later in this document. PROSAF trains the chief of the village to plan a schedule that allows the "sous prefet" or mayor to be picked up and driven using the moto-bike every week to register the births. This same training encourages the chiefs to organize themselves in advance for the number of children who will attend school and develop a transportation plan.

E. Organization of the School Term

Another important cause of children dropping out of school is the absenteeism of children from school during the peak harvest season and the difficulties for them to catch up when they go back to school. This problem seems to be worse in the North. In the South, there is a tradition of sending children to school. In the Southwest and the Center, the school attendance seems to follow the harvesting season if we believe the educators in this region.

During the different meetings we had with ASA, BICE, Tape Berenger Kasa of the Community Abel, and Save the Children-Sweden, suggested adapting the academic school vacation and breaks to the different harvesting seasons in Côte d’Ivoire.

F. Lack of Electricity and Water

In spite of an improvement due to the project BAD-Education 4, some schools in the villages do not have electricity (Tabou 3 and Beoumi schools). According to the 1996/1997 Dren study, at the national level 63 percent of the schools do not have electricity and 72 percent do not have water. Overall in the STCP growing region, the availability is somewhat better. However, in the outlying isolated rural villages where STCP commodities are grown the lack of electricity and water is still problematic. In the region of Bouaké, electricity is provided to 28.5 percent of

schools, while water is available to 43.5 percent. In the region of Daloa, 60 percent of the schools have electricity and water. In the region of Man, 75 percent have electricity and 70 percent have water.

The team noted that many villages, including those in outlying areas, did have access to a central well. Unfortunately, the majority of the pumps were not in working order and there appeared to be no immediate plans to repair the equipment.

G. French as a Second Language

"The children here do not speak French at home and it is harder for them. They think in their language.” A child of autochthonous populations should have the right to use his/her own language in common with the other members of the group, according to Article 30 of the CRC. The CONFEMEN study shows that to send teachers in regions where they speak the language is very important for the improvement in education of the children.

In most of the villages that we have visited, the population was more at ease to speak in their local language. The children we met said that they don't speak French at home. The problem is particularly important with the Liberian children. Their official language is English and they speak their mother language at home. In the regions along the border, the Liberian and Côte d’Ivoire population speaks the same language, the Djolila, Grebo, and Krou. Following school in French is too difficult for these children who often drop out school to join an informal school.

A project that teaches children in their mother tongue started in 1997 (but existed before in the region of the Savannas), and concerned 11 experimental schools located throughout the country. The project was operated by the NGO “Savane Développement.” From 1997 to 2001, only two schools worked in the Korhogo region (Kolia, and Tioroniardougou). The ten others schools started in 2001. This project has two principal objectives: decrease the number of children who repeat classes and increase the result at the CEPE exam, around three actions:

- Education in mother tongue until the CE1.
- Elimination of illiteracy of the parents according to the progress of their children. This action, among others, allows the parents to follow the progress of their children.
- Large-scale agricultural activities that must allow auto-sufficiency of the integrated school complex.

The first point is at present covered; the second point is only partially covered (lack of personnel); and the third point does not still have started. The integrated schools are free but do not still have canteens. Researchers introduced the project from different disciplines (IRMA; linguists, teachers). The school is too recent to have official results but the CAPSE already note an important improvement of the attitude of the pupils with regard to the others Schools. They are less destabilized, and more curious. It is indeed much easier for them to express themselves and to ask questions. The limitation of workforce to 45 pupils by class acts also in the direction of a better participation.

Less than 40 percent of the children know the local language of the children in the school they teach. In Burkina Faso and Cameroon, more than 60 percent of the teachers speak the language
of the population. The Department of Education in Côte d’Ivoire does not allocate teachers according to the local language that they speak.

H. Disabled Children

The law 98-594 of November 10th, 1998 giving protection to individuals who are disabled does not sufficiently address access to education or the increased expense that is created for the family. Also, often unrecognized is the increased necessity to have other children within the family work to make up for the loss of income due to the additional costs. The budget that the Social Institutions for the Handicapped are receiving has only increased from 51,140,000 FCFA (US $73,057) in 1999 to 71,334,000 FCFA (US $101,906) in 2001. Disabled children and adults, due to polio, birth defects and injuries, can be found begging at markets and other public places and at major traffic intersections.

The experience of the founder of the NGO ChristAction, M. Lohourigno Dagbo, shows the lack of experience in Côte d’Ivoire to address the education of handicapped children. M. Dagbo had polio when he was 6 years old and was unable to attend school because of the one-kilometer distance from his home and with no means of transportation. With the help of his brother and his own determination, he crawled two kilometers every day for 6 years to go to the school. The school teacher did not accept that a handicapped child could study and learn, and prevented him from passing the CEPE exam. M. Dagbo finally finished school and founded an association called ChristAction to help children with disabilities to succeed in school and to be integrated into a job.

At the Tabou 3 School the team visited, a child sat alone directly in front of the blackboard, isolated from the other students. The teacher told us that this student was very determined to come every day to school, but fell behind the class because he is almost blind. His teacher, M. Kregbe, was desperate to know how to better work with him. He was concerned that he and other teachers have not been sufficiently trained on how to effectively teach and take care of disabled children. Currently, there are only two projects, in Abidjan and Man, underway to integrate disabled children into public schools. While the team traveled throughout the country, although we observed numerous children and adults who were paraplegic, we did not see any schools that were architecturally barrier free.
V. OTHER FACTORS INFLUENCING CHILD LABOR IN STCP AREAS

A. Migration for Employment

With the absence of immigration policy and no real formal workforce development or employment or job service system in place in Côte d’Ivoire, the unequal distribution of poverty has resulted in an elevated level of migration for employment, and in some cases trafficking, to the STCP regions. Inter- and intra-country migration results when extreme poverty in the regions of origin stimulates a movement toward destination areas with perceived or real opportunities.

A study of national statistics of immigration (INS) shows a significant regional gap in terms of poverty. In 1998, while overall 42 percent of the people in rural areas and 23 percent in urban areas are poor, the populations in northern Côte d’Ivoire suffered most with 54.6 percent being in poverty. While other rural areas like the East with 46.6 percent poverty although lower is less attractive, the Southwest with only 24.5 percent becomes the beacon of opportunity for the rest of the country. The economic boom of the 1960s/1970s, the development of the San Pedro port for shipping, and the introduction of new cocoa, coffee, palm oil, and rubber farms and plantations have influenced the attraction due to the lower level of poverty in this region. The perceived potential for opportunity, combined with increased drought and inability to produce basic agricultural staples, fuels the flow of migrants and other immigrants from surrounding countries. This phenomenon explains why the Southwest attracts a large number of workers from the North of Côte d’Ivoire, as well as from neighboring countries like Mali and Burkina Faso.

1. Intra-country Migration

Intra-country migration entails the movement of native Ivorian or other resident immigrants within the country in search of education and jobs and other opportunities. This internal migration pattern appears to have started with the policies of the Government of Houphouet in the 1960s post colonization era. The policies put in place were seeking to reduce the poverty differences and gaps between the population in the north and those in the south and to help with the filling of newly created job opportunities in the southwest due to agricultural expansion. This was intended to create a kind of melting-pot country, thus allowing people to move and establish freely from one part of the country to the other. However, the gaps in poverty were not successfully bridged and currently the country is facing a new phenomenon with the migration of young children, especially girls. Intra-country migration largely concerns people from Bondoukou and to some extent from Korhogo who are traveling south. The young girls often end up in situations of domestic servitude or prostitution in the larger cities in the south and west, such as Abidjan, Bouaké, Daloa, Grand Bassam, Man, San Pedro and Yamoussoukro.

The following map provides some of the reported routes of entry into Côte d’Ivoire from surrounding border countries.
Routes of Migration to Côte d’Ivoire
2. **Inter-country Migration**

The origin of inter-country migration in Côte d’Ivoire can be traced back as far as the beginning of the 1900s. Bouaké has always been the transit city between the population of the Sahara and those of the forest. With the dynamics of the economy of Côte d’Ivoire and especially the opening diplomacy of successive governments, more and more people migrated across the borders of northern and western Côte d’Ivoire to look for jobs in different sectors and the opportunity to eventually become a sharecropper or land-owner producer. Inter-country migration concerns people from Mali, Burkina Faso and to some extent people from Benin, Guinea, Nigeria, Niger and Togo. With the economic crisis in the West African region, inter-country migration has reached a record level in the 1990s.

A large-scale household survey on determinants of child labor migration was conducted by the World Bank in Benin entitled, *Child Trafficking in West Africa: A Child Migration Survey from Benin*, by Dr. Anne Kielland. The research found that, “as many as 50,000 rural children age 6 to 16 currently are working abroad. The majority of these children are boys who are headed for Côte d’Ivoire.” The study found that the families sending children were not among the poorest. The speculation is that this is likely due to the fact that “it takes some social and financial resources to organize the labor migration of a child, and the very poorest may be too disorganized and socially marginalized to manage.” The trafficking of a child to Côte d’Ivoire often is perceived as an attractive option that gives status to the family. In fact, “in the central region of Zou, as many as 35,000 children (13 percent) had left, in one village sampled 50 percent of the children had left, in another 80 percent of households had at least one child working abroad.” Some families in the study expressed that, “a family who does not have a child working in Côte d’Ivoire did not count in the community.”

3. **Trafficking**

Numerous push and pull factors stimulate the need for migration. Similar to migration, according to the UNICEF publication *Child Trafficking in West Africa: Policy Responses*, child trafficking in the region “stems from unequal development and rides on the back of migratory practices that have existed for centuries. It is closely related to and reflects many of the economic and social difficulties in West and Central Africa.” In addition to inter-country trafficking, Côte d’Ivoire may also be experiencing the internal trafficking of children from rural to urban areas for exploitative purposes, particularly from the areas of high concentrations of refugees.

When inequalities between countries are increasing and the standards of living are declining, children are more susceptible to trafficking especially if the educational systems are also failing. Additionally, “shock” factors that impact the family, such as the death or illness of a parent or reduction or elimination of revenue generation due to job loss or large family size, exacerbate the vulnerability of the children in the family to be encouraged, coaxed or seduced into taking increased risks by committing themselves into the trust of an adult that is not an immediate member of the family. The risk in migration that leads to trafficking is that for families too marginalized to handle the migration on their own, may be forced to rely on intermediaries in the process. These intermediaries can then take advantage of a child not equipped with the capabilities or resources to deal with their circumstances and who may feel an obligation to an arrangement that may or may not have been agreed to by their parent(s).
As the authors of the UNICEF document referenced above appropriately point out, “it is important to recognize child trafficking as a complex protection issue including the removal of a child from his or her family environment, the child’s transportation, illegal reception or sale, and placement into an exploitative context.” The violation of the child’s rights occurs long before the child ever engages in labor. The team found that children who were being trafficked were arrested and placed in jail in Bouaké while the trafficker paid a fine and was released. These children were viewed as young offenders rather than as victims in need of special protection measures, although efforts appear to be underway to change this perception. Children, without parental representation, were placed in direct conflict with the police and judges.

 Trafficking is often associated with migration. Both migration and trafficking have as the ultimate objective a labor or money generating objective. However, defining the difference is important when approaching the design of strategies and interventions. The UN Protocol to prevent, suppress and punish trafficking in persons, particularly women and children (The Palermo Protocol), supplementing the UN Convention against Transnational Organized Crime (CTOC) of November 2000, is one of the main legal pillars to address trafficking. Article 3 of the CTOC Protocol provides the following guidance for defining trafficking:

‘Trafficking in persons’ shall mean the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitations, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.

According to Mme. Coulibaly, Côte d’Ivoire is using a definition close to the regional West African definition of child trafficking. For the transfer of children to be qualified as trafficking, there should be: 1) the absence of one or both parents; 2) the intervention of an intermediary; 3) the motive to exploit. The term “transaction” refers to any practice through which young people, below 19 years of age, are handed over by either or both parents, or by a guardian to a third person, whether for a fee or not, with the intention of exploiting the person or the work of the young person [Presentation of Mme. Coulibaly in Washington, DC, May 2002].

Given that cocoa production is very labor intensive during short periods of time and many cocoa producers have relied on migrant labor, without a plan for the recruitment of an adult workforce, these producers run the risk of experiencing significant labor shortages. When producers are vulnerable to the loss of their crop and the loss of their earnings for the year, this could result in encouraging producers to have a heavier dependence on resident or intra-country migrant children. Strategies must take into consideration the compounding factors that influence this occurrence, including addressing the conditions of labor at the destination point of children who migrate or are trafficked.
B. Transportation

Transportation is a crucial problem in Côte d’Ivoire. From the producers to the teachers the problem of transportation is raised as one of the major points that prevent the children to attend school. "We send the children to school but we cannot afford to pay for the school supplies, books, and transportation. If the children have to walk too long, they are going to be discouraged to go to school." [Interview with Simon Pierre Holo, April 2002]. Children in some villages have to walk two to seven kilometers to go to school under the heat. They have to get up early and come back late to attend schools. Bicycle is expensive 45,000 FCFA (US $63) compared to the average wage, which is no more than 40,000 FCFA (US $56) per year.

The middle school is too far away from the villages and it is too expensive to take public transportation, if it is working and available or even exists. Often, NGOs cannot afford to travel to the remote villages or in the outlying farms and plantations because of the lack of transportation.

The inspector at the IEP Daloa 3 is not able to inspect the teachers in the villages because he does not have transportation. IEP Daloa 3 is provided with only one inspector who is in charge of 84 schools and 566 teachers. He has no vehicle or other means of transportation. Therefore, often the schools in the villages are not inspected. Nevertheless, according to the analysis of CONFEMEN, 1999, the involvement of persons from outside the school and the improvement in the quality of education are very favorable to the achievements of the pupils. The visit of the inspector in the classes of the CM1 helped to raise the score of the pupils 14 percent above the average score. The schools working cooperatively with NGOs or using other innovative approaches are also showing favorable improvements in the educational attainment of children.

The lack of transportation is a broad problem in all of the rural areas. The association PROSAF operates one project attempting to alleviate transportation needs in rural isolated communities. The village of Kounihiri near Beoumi is the beneficiary of the pilot project financed by the World Bank and at the initiative of PROSAF. It can be at the origin of the feeling in the rural isolated villages that, "Nobody comes to see us, nobody cares for us," says Germaine Toure, the founder and president of the association. “We wanted this project to alleviate the cost of transportation. In some villages the children have to walk 14 kilometers every day to school, thus, the mother prefers to keep her child in the field with her because she doesn't see the value for him to go to school."

A “moto” is equipped with a carriage and is used to drive the children at school, as well as to go to the hospital, or for the transportation of water or many other uses, like registration of births, funerals, ambulance service, water transport, etc. Eight small children can fit in the carriage. In spite of some improvement and training needed, the population of the village is very enthusiastic. The chief of the village saw a dramatic increase in the school attendance but couldn't give us some figures. "Others leaders are jealous and do not understand why I am the only one to be beneficiary of this pilot project " he says.
C. HIV-AIDS and Malaria

"AIDS constitutes one of the biggest crisis and the biggest threats to the global education agenda that we have known," Dr. Peter Piot, the executive director of UN-AIDS, said at a World Education Forum in Senegal in April 2000 [Study: Churches and Ecumenical Organizations in West Africa Confronted with AIDS, 2001]. Côte d’Ivoire is just beginning to realize the level and extent of the problem and the impact that it is having, not only in terms of health and orphan status but also in terms of education. For the French Cooperation, a lot of families do not want to send their children to school, because they are afraid that their children will be infected and get pregnant by having sexual relations with the teacher in order to get a good grade.

In Côte d’Ivoire, the epidemic has become the leading cause of death among adults, and especially among teachers and its impact threatens the country's economic, social and human development. According to a local Ivorian medical study, a growing number of primary and secondary school teachers have, since 1998, contracted the virus causing AIDS that is killing 8 teachers each week. The increase is very important because a 1998 government study found that 6 teachers a week died of AIDS. This results in 12,350 children, 6 to 11 years of age, who do not have teachers [Alliance des Maires, UVICOCI, PACOM, World Bank, meeting in Yamoussoukro April 2002].

Nor'itsu Onishi, in his article published in the New York Times, on August 14, 2000, wrote that "most African teachers are men, who, especially in Muslim countries, are more likely to be educated beyond primary school. The elite status afforded by their education makes such men particularly susceptible when, young and single, they enter remote villages for their first teaching jobs: young village women compete for their attention. The result is multiple sexual relationships, made riskier because of ignorance about AIDS and because the men are unlikely to use condoms." Ago Akpoue, a 38-year-old teacher explained, "Suddenly you find yourself in a village with no television—maybe not even a radio signal—no distractions at all, and there are all these women. For me, I had never spent more than a week in a village. What else can you do"? [Interview Nor'itsu Onishi, NYT, April 2002]

Due to the high incidence of Malaria, especially among children, absenteeism due to illness is a recurring problem. Efforts to reduce sickness due to Malaria and other water borne illnesses are being undertaken by various groups. One such program is addressing this issue through education and a micro-enterprise initiative. Following the completion of a study on mortality that determined that Malaria was killing more people in the region, C.A.U.S.E. initiated a project called the Anti-Malaria Micro-enterprise program. To address the serious problem, they designed a project that taught people how to make medicated soap and assisted them in setting up a cooperative to sell the soap.

D. Children Work by Choice

Some children prefer working to help their families, rather than going to school. “This is because they don't have interest or see the benefit of going to school. Some of them, like Chebleoo from Togo, in the Community Abel said that, “the school was too hard and I prefer to earn money.” “As soon as he discovered another way to learn math and reading through the vocational training, he appreciated the school,” [Interview Tape Berenger, Centre Abel, April 2002]. “I shall
like to go to school if they teach me better how to earn my keep in the plantation. Then reading would be useful,” [Mamae, 15 year old plantation worker].

Based on the World Bank Living Standards Survey data, Christian Grootaert, in his study on “Child Labor in Côte d’Ivoire,” points to the need for a gradual policy towards eliminating the less harmful forms of child labor. He says, “Initially interventions should aim to make possible the combination of work and schooling, rather than to eliminate all child work. The challenge of making work “safe” is difficult.
VI. NATURE AND FORMS OF CHILD LABOR

ILO and UNICEF report that there are about a quarter of a billion working children in the world, between five and fourteen years of age. While the majority is in Asia, about a third of the world’s working children are in Africa. In fact, Africa has the highest proportion of working children. Forty one percent of African children between five and fourteen are involved in some kind of economic activity (US Department of Labor, 2001; UNICEF, 1997). Household surveys in Africa indicate that most of these children work in and around private households. Studies on child labor in West Africa point to a pervasive cultural acceptance of children working in homes and on family farms. Indeed such household assistance is held in high regard. Rural children tend to work more than urban children, primarily because of the need for farm labor. Even children who go to school are involved in a considerable amount of work. Girls generally do housework while boys work in family farms.

The highest concentration of child labor is in the agricultural sector. In Africa, child labor is mostly found in subsistence farming. Children are mainly engaged in taking care of livestock or helping during the harvest season. Domestic work is believed to be the largest child labor sector after the agriculture sector. Different research studies have identified involvement in domestic work as one of the major reasons for dropping out of schools. About 9 million girls and 2 million boys in Africa are engaged in some kind of labor. Around 5 million children are engaged in commercial agriculture (Canagarajah S. and Nielsen H.S., 2001; World Bank, 1999).

When examining commercial agriculture, cocoa is the top commodity in Côte d’Ivoire’s repertoire of exports. Côte d’Ivoire is the world’s leading cocoa producer and supplies 43 percent of the world’s cocoa beans, with over 90 percent the United States import of cocoa beans coming from Côte d’Ivoire. Recent allegations by the international media suggest that up to 90 percent of Ivorian cocoa supplies are produced under conditions that qualify as the “worst forms of child labor.” UNICEF and Save the Children estimate that there are 15,000 children, some as young as eight, working in indentured servitude in Côte d’Ivoire. Many of these children reportedly come from Burkina Faso and Mali, countries so lacking in economic opportunities that they consider Côte d’Ivoire as the “land of opportunity” to get a job and earn money. However, the number of children is unknown, although current studies being conducted by IITA should shed light on determining more reliable numbers. In any case, it is believed by many child rights’ advocates that the worst forms of child labor are not restricted to cocoa, but also exists on coffee and cotton plantations and in domestic labor. Many expressed that the conditions for working children outside of the cocoa regions were much worse than in the STCP areas.

A heightened public awareness on the use of child labor and trafficking in West Africa started to take place following the April 2001 scandal of the ship “Etireno,” alleged to be carrying 100 children to be sold into slavery. In September 2001, widespread involvement of Malian and Burkinabé children in cocoa plantations in Côte d’Ivoire was documented and broadcasted in various media outlets worldwide. These incidents and media reports have raised serious concerns both at the international and national levels. After initial denial, Côte d’Ivoire has admitted that there is a problem of child trafficking and the IITA study being conducted in Côte d’Ivoire in
2002 should provide further clarification of the situation and conditions of these children in cocoa production.

In September 2000, an inter-country agreement signed between Mali and Côte d'Ivoire was one of the earlier efforts made by the Ivorian government to combat child trafficking. Currently the government is working to sign similar inter-country agreements with bordering countries, such as Burkina Faso.

A. Defining Child Labor

The situation of children working is widespread in Côte d'Ivoire. Two-thirds of urban children and four-fifths of rural children are working. Many children are forced to work in vulnerable situations on farms, in mines, and as domestics and commercial sex workers, appropriately viewed as child labor and hazardous to their health and well-being. However, much of the work that children perform also consists of housework and farm work that would likely not be defined as hazardous to the child's health and well-being.

The non-hazardous work is viewed in Côte d'Ivoire as socially acceptable and often highly valued. Given the low levels of household livelihood security, some of the child work would be difficult to substitute without further impoverishment of the households. Any strategy for combating child labor would, therefore, have to take into consideration this specific cultural and economic context. In fact, a World Bank strategy paper suggests that “the concern of policy makers should be children’s welfare, rather than children’s work in itself” (World Bank, 2001, page 3). What this means is that child labor should be differentiated from child work, and that strategies should be focused on the worst forms should be targeted and immediately confronted.

To examine child labor in Côte d'Ivoire and when planning intervention strategies, it is important to clearly understand what is meant by the term “child labor” and what job tasks and conditions of work are considered hazardous. As a result, examining ILO Convention 182 is required. Therein, Article 3 defines the term of “worst forms of child labor” to comprise:

a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;

b) the use, procuring, or offering of a child for prostitution, for the production of pornography or for pornographic performances;

c) the use, procuring, or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and

d) work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.
Within Article 3, (a) through (c) are fairly well explained and defined. However, Article 3(d) requires further exploration and, once Convention 182 is ratified and filed with the ILO, is largely left up to the country to define for itself. For purposes of the team’s work during the planning analysis, the following provides our interpretation of Article 3(d). The following was developed and discussed with representatives of the ILO prior to the team’s conduct of the planning analysis.

**B. Defining Hazardous Work**

In determining the types of work considered to “likely harm the health, safety or morals” under Article 3(d) of the Convention 182, and in identifying where they exist, the team considered the following:

(a) work that exposes children to physical, psychological, or sexual abuse;
(b) work underground, under water, at dangerous heights, or in confined spaces;
(c) work with dangerous machinery, equipment and tools, or that involves the manual handling or transport of heavy loads;
(d) work in an unhealthy environment that may expose children to (include but not be limited to) hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
(e) work under particularly difficult conditions, including but not limited to work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

Based on this understanding and focused primarily on cocoa production, the team examined the nature and form of child labor in the STCP growing regions. It is important to note that although cocoa was the primary focus, it is the belief of the team that all sectors of child labor must be examined. The team is very conscious that should intervention strategies be designed that move children away from child labor in one sector, this could influence the movement of children into other sectors of child labor that may even be more dangerous to their health, safety or morals. For this reason, the team took a broad look at a broad array of potential areas of labor risks for children within the STCP growing regions.

The following outline may help in the process of identifying children who are in the most abusive or vulnerable working situations or who are already adversely physically, socially or psychologically affected by the work that they are performing in the STCP regions. This list is by no means exhaustive nor confirming that such activities and conditions exist in Côte d’Ivoire. Following are general categories of activities and conditions that would be considered to place a child’s health, safety or morals at risk:
### Table 7: Incidence of Hazardous Activities/Conditions of Work in Côte d'Ivoire

<table>
<thead>
<tr>
<th>Hazardous Activities/Conditions of Work</th>
<th>Tree Crops</th>
<th>Other Ag Commodities</th>
<th>Prostitution</th>
<th>Charcoal</th>
<th>Gold Mining</th>
<th>Construction</th>
<th>Domestic Service</th>
<th>Street Children</th>
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<tbody>
<tr>
<td>All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labor:</td>
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<td>Experiences these forms of slavery or trafficking, whether child is forcefully brought to the workplace alone or together with parents or relatives.</td>
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<td>No freedom to leave the farm.</td>
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<td>Not allowed to engage in other activities, including schooling.</td>
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<td>Excessive number working days per week and hours per day.</td>
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<td>No pay or paid after a long time.</td>
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<td>Working under conditions of debt.</td>
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<td>Excessive charges (exceeding the typical cost) to a worker for food, drink, housing, transportation, or other assistance.</td>
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<td>Unaccompanied migrant youth without parent or guardian.</td>
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<td>Work which exposes children to physical, psychological, or sexual abuse:</td>
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<td>Living conditions – shared accommodations and movement restricted.</td>
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<td>One meal per day or limited access to water.</td>
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<td>No medical care when injured – lack of first aid.</td>
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<td>Carrying heavy loads over a long distance.</td>
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<td>Repetitive heavy lifting.</td>
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<td>Repetitive forceful gripping, twisting, bending, and stooping for long hours.</td>
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<td>Worker experiences frequent injury.</td>
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<td>Bad employer-worker relationship.</td>
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<td>Worker physically abused (beaten) by farm owner or agent of farm owner (manager).</td>
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<td>Sexual exploitation by farm or business owner or other workers?</td>
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<td>Work underground, under water, at dangerous heights, in excessive heat, in unventilated or other areas with poor air quality, or in confined spaces.</td>
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<td>Worker injured due to falling or falling debris.</td>
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<td>Worker experiences heat stress hypothermia, or decompression sickness.</td>
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<td>Worker suffers breathing or other lung ailments due to air quality.</td>
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<tr>
<td>Worker suffers burns due to heat.</td>
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<tr>
<td>Hazardous Activities/ Conditions of Work</td>
<td>Tree Crops</td>
<td>Other Ag Commodities</td>
<td>Prostitution</td>
<td>Charcoal</td>
<td>Gold Mining</td>
<td>Construction</td>
<td>Domestic Service</td>
<td>Street Children</td>
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<td><strong>Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads:</strong></td>
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<td>Frequently been injured by working tool or equipment (such as sharp knives, cutting instruments, picks, axes, or machetes).</td>
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<td>Job requires use of those tools.</td>
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<td>Worker unprotected from the tools (no or inadequate protective gear).</td>
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<td>Tools are not properly maintained, i.e., rusted, broken, or not working properly.</td>
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<td><strong>Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health:</strong></td>
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<td>Involved in the direct mixing, loading, and applying of fertilizers, pesticides or other chemicals.</td>
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<td>Sent into areas treated with pesticides prior to an established re-entry interval stipulated by the type of chemical used and conditions following application.</td>
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<td>Not provided protective gear needed when working around equipment with high noise levels, vibrations, and excessive heat.</td>
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<td>Exposure to heat for long periods of time while weeding, harvesting, pod breaking, sorting, etc.</td>
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<td>Work in high temperatures without access to drinking water and work breaks (rest periods).</td>
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<td>Frequent sickness due to working environment and conditions.</td>
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<td><strong>Work under particularly difficult conditions, such as work for long hours, during the night, or work where the child is unreasonably confined to the premises of the employer:</strong></td>
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<td>Work during the night, without sleep, confined to work premises, and movement restricted.</td>
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<td>Excessive number of working days per week.</td>
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<td>Excessive number of working hours per day.</td>
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<td>No freedom to leave the farm or place of employment.</td>
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<tr>
<td>Working in isolation for extended periods of time (such as shepherds or herders).</td>
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With less harmful forms of child labor there should be a more gradual approach of getting households to decrease child labor. It is suggested that there be a differentiation between children working in and around their homes versus those working away from their homes. It is the latter that lends itself to greater child exploitation and abuse. Domestic servants, for example, are ill paid, work long hours and are physically abused. Street children lead extremely vulnerable lives. Children working away from homes are more likely to not be attending school (World Bank, 2001).

C. Child Labor in the STCP Growing Regions

1. Slavery and Trafficking

The Government until recently has denied that child labor problems existed within the country. There is an absence of specific legislation on trafficking in children for labor exploitation. The government prosecutes traffickers under the existing laws against kidnapping of children, as currently there are no laws to prohibit trafficking. In 1998, the government instituted new regulations against the statutory rape of students by schoolteachers (US Dept of State, 2001).

Current law in Côte d’Ivoire prohibits forced and bonded child labor. It would appear that some degree of forced and bonded child labor does exist. However, it is unclear as to the level and extent of the problem and the degree to which it occurs in cocoa production. Reportedly, a significant number of children are trafficked between neighboring countries such as Mali, Burkina Faso, Côte d’Ivoire, Togo, Benin, and Mauritania. They are reportedly sold into domestic servitude, bonded farm labor, and forced into prostitution. What is clear is that there are huge numbers of children working in agriculture, including cocoa, in the STCP regions. Clearly defining the activities that children are engaged in that meet the definition of “worst forms” is critical.

Côte d’Ivoire is considered both a source country and a destination for trafficked children. Current laws prohibit forced and bonded child labor; however, enforcement is very poor. The government, until recently, has denied that the problem exists. As there are no laws to prohibit trafficking, currently traffickers are prosecuted under laws related to the kidnapping of children. Although the government has started to cooperate with neighboring countries, international organizations, and NGOs to combat trafficking in persons, traffickers are still recruiting children and women to work in the informal and unregulated sectors of the country, including the cocoa producing regions. Current labor laws do not have the capacity to regulate the informal labor sectors. Hence, domestic workers, agricultural workers and those who work in the street shops and restaurants remain unregulated and outside government protection (US Department of State, 2001).
According to the ILO/IPEC country study on Côte d’Ivoire, conducted under the sub-regional project, “Combating Trafficking in Children for Labor Exploitation in West and Central Africa,” much of the trafficking is conducted through female intermediaries who may be known to the child’s family. There are cases, however, where the intermediary may be unknown or may be a foreigner. It was found that intermediaries who hire children for domestic work are of Ivorian nationality, while Burkinabes and Malians living in Côte d’Ivoire did the recruitment for work in mines. The intermediaries covered by the ILO study were mostly comprised of individuals with very low levels of education, while some were not educated at all. They ranged between 40 and 50 years of age. They collect the children from intermediaries working in Mali or Burkina Faso and transport them into Côte d’Ivoire.

Eleven of the reported 108 children who were, two years earlier, brought into Côte d’Ivoire to work on their Marabou’s plantation. The children receive food and housing. Their only form of education is memorizing the Koran at night. They have not received any form of wage payment for the two years since arriving in Côte d’Ivoire. The children work harvesting cocoa, coffee, corn, rice, cassavas and mangos. They said they were promised an education and would be taught a job skill. Some expressed that they would like to return home, but have no money, no idea how to get home, or where they are. The oldest is 17 and the youngest is currently 9 years old.

The practice of trafficking and indenturing Malian and Burkinabe boys for fieldwork on Ivorian farms and plantations under abusive conditions continues to be uncovered by media and other reports and studies. It was reported that Malians in the border town of Sikasso lure children into Côte d’Ivoire by promising them well-paid jobs and a better life. In some cases these children
come from very poor families, where tempting promises of easy money makes them desperate. They are taken across the border, and then handed over to other Malians or Burkinabes. They are then placed for work on the farms and plantations in the central and western cocoa producing regions. Many are under 12 years of age. They work 12-hour days under dangerous conditions, exposed to pesticides being used on the farm, and wielding sharp cutting machetes or knives. If paid at all, their pay ranges from US $135 to $189 per year. At night, they are held captive in locked crowded sheds where, in some cases, their clothes are taken away; a measure to prevent them from running away (US Department of State, 2001).

The employers of these children are often from the same country of origin. Children from Mali trafficked into Côte d’Ivoire work in plantations that are most often owned by Malians. These plantation owners have emigrated from Mali to live in Côte d’Ivoire. The cross border trafficking routes identified by the study show that Côte d’Ivoire is the typical destination for trafficking while Mali is a supplier country. The main road between Sikasso (Mali) and Korhogo (Côte d’Ivoire) is used to traffic children from Mali to Côte d’Ivoire. Sikasso is the main entrance for children going into Côte d’Ivoire. The intermediaries in Sikasso take the children to a village named Misseni on the border with Côte d’Ivoire. The Kaiolo community lives in this village. It is reported that plantation owners pay US $70 per child. Half of the payment is considered to cover transport cost and the other half for the child. The mine owner, on the other hand, pays an estimated US $105. The higher price paid for children working in the mines stems from the popular belief related to the “power of the gods that protects and guards the minerals.” It is believed that children are better able to please the gods because of their innocence and, therefore, can more easily find the minerals that lead to prosperity (ILO, 2001a.).

In a joint February 2000 press conference, the Governments of Mali and Côte d’Ivoire publicly acknowledged the acute prevalence of child trafficking and exploitation within the countries. The government of Mali with the support of UNICEF helped more than 420 Malian children get out of this deplorable situation and get reunited with their families. Many of them had been working on small farms. It is believed that thousands of Malian children work on Ivorian cocoa and coffee plantations. Children are not only trafficked into the country from Mali but from other countries as well, which includes Burkina Faso, Côte d’Ivoire, Togo, Benin and Mauritania. The Government discussed a labor agreement with the Governments of Togo, Burkina Faso, and Mali, but has yet to sign the accord (US Dept of State, 2001).

2. Agriculture

Children largely can be found working on family sharecropped or owned farms but also on plantations. They work assisting in the harvest of cocoa, coffee, rubber, palm oil nuts, cashew nuts, cotton, sugar cane, pineapple, cassavas, and mangos. The children help with all aspect of the production, from preparing an area for planting throughout harvesting and processing.

It is estimated that thousands of Burkinabe, Malian and Ivorian children work on cocoa and coffee farms and plantations in Côte d’Ivoire. About 15,000 children between the age of 9 and 12 have been laboring in slave-like conditions in cotton, coffee and cocoa plantation in the northern and southern parts of the country in recent years. These children are often misled about their job opportunities and training, wages and education that they will receive. In some cases, it has been reported that they are beaten, and often receive inadequate food and medical care. They may be
locked up at night and are forced to work for more than 12 hours a day. It was reported that children, some as young as 6 years of age, were trafficked from Benin to work as agricultural laborers (US Department of State, 2001).

\( \text{a) Cocoa} \)

Cocoa production in Côte d’Ivoire reached a peak during the 1999/2000-harvest season with production yields of 1,350,000 tons. Côte d’Ivoire is the world largest producer of cocoa maintaining 45 percent of the world’s production with over 90 percent being sold to US markets.

In the 1970s, the production of cocoa was concentrated in the eastern and southeastern regions. These regions currently represent the older plantations with lower productivity yields. A shift in the production has occurred from east-southeast to the mid to southwestern parts of the country. The main important regions are Man (including Guiglo), San Pédro (including Soubré and Meadji), and Daloa. The plantations in these areas are young with relatively high productivity.

According to the Minister of Agriculture, General Director of Production on Cocoa, in 2001, small cocoa farms average from 2 to 5 hectares per producer, and 95 percent of farms is family owned (from 0.5 to 10 hectares). Big farms are those with more than 10 hectares. Based on a sample of 245,839 planters, (census RNCPCC; Census of National Producers of Coffee/Cacao), 80.28 percent were from Côte d’Ivoire, 19.72 percent were foreigners. Among the foreigners, 93 percent were from Burkina, 3.32 percent came from Mali, 2.4 percent from Guinea, and 1.28 percent came from others countries. Commercial plantations with more than 100 hectares are found in the region of Gagnoa and Yamoussoukro. Sixty-nine percent of these plantations are less than 25 years old. 10 percent of the producers used fertilizer and pesticides. However, with respect to pesticide use, the team found that a majority of the producers and cooperatives that we visited reported using pesticides and those independent producers that currently could not afford to use them were eager to have access to pesticides due to the high crop loss they suffer due to fungus and insect infestations.

The team’s primary focus during the planning analysis was looking at child labor in the cocoa sector. Although specific statistics on the level and extent of child labor in the cocoa sector are not yet available, the team generally found children working on farms and on larger plantations, including those owned by individuals, families, villages, and companies. The workers under 18 years of age were largely boys, although some girls were involved. In small remote villages, it was reported that the whole village, including men, women and children, assist in all activities during peak harvest. The activities that children perform during the cocoa production cycle include:
<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
<th>The Role of Children</th>
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<tbody>
<tr>
<td>1. Clearing of forest land and cutting and burning weeds</td>
<td>Clearing of virgin forest and the felling of big trees that may prevent the young cocoa trees from getting sunlight. Weeds are cut using machetes, collected and piled in heaps for burning.</td>
<td>Involvement of children at the stage of felling of trees is minimal. However, children’s main activities are related to the cutting, collecting and assisting with the burning of weeds. Large machetes are used during the weed cutting process. Children experience cuts to their toes, feet, ankles, shins, and knees. Blisters are a common problem. This activity is generally done in a slightly bent position causing strains to the muscles in the arms, shoulders and lower back. Additionally, children are at great risk of snakebites while performing this work activity.</td>
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<td>2. Nursing and planting of cocoa seedlings</td>
<td>Planting cocoa plants in a small bed, and later transferring seedlings to the prepared land, though some farmers plant seeds directly.</td>
<td>Children participate in this work with the guidance from adults. Children may be found transporting heavy pans of water to the planting sites that may be a considerable distance from the water source.</td>
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<tr>
<td>3. Maintenance of the farm</td>
<td>Weeding the undergrowth in and around the cocoa farms.</td>
<td>Children are heavily involved in the cutting, gathering and burning of weeds, including very young children. Large machetes are the commonly used tools.</td>
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<tr>
<td>4. Protection of cocoa from insect and fungal infestations</td>
<td>Periodic spraying of the trees with insecticides and herbicides. According to the level and extent of the infestation and the ability of the farms/cooperatives to afford the cost of pesticides, sprayings can occur from twice to four times per year.</td>
<td>Although predominantly an activity involving adults, older youth can be found involved in the mixing, loading and applying of pesticides, usually with proper protective equipment, such as gloves, masks, protective suits/ponchos, or eye goggles. Boots appear to be more commonly available. Younger children may be found helping to carry water to the site where mixing and loading of spraying equipment occurs, transporting and disposing of pesticide containers (new and used), and retrieving and stowing away of application equipment and protective gear.</td>
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<tr>
<td>Stage</td>
<td>Activities</td>
<td>The Role of Children</td>
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<tr>
<td>5. Cutting, gathering and transporting the cocoa pods</td>
<td>Cutting cocoa pods from the canopy with a curved knife fixed to a long light bamboo pole or cutting pods with a machete. Pods on the trunks of the tree are usually cut with a machete. Pods are gathered up and transported to a central location to prepare for the next step in the process.</td>
<td>Children assist with the cutting of the cocoa pods using the bamboo poles and using machetes. The use of machetes to cut cocoa pods from the canopy is determined by the height of the canopy and the height of the child. Young children and youth assist with the gathering and transporting of the pods to the central location.</td>
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<tr>
<td>6. Breaking or cutting of the pods</td>
<td>Breaking or cutting the pods, scooping out the beans, gathering them in a central location.</td>
<td>Children assist in using knives and machetes to cut open the cocoa pods. The pods are held in one hand, while the knife is used to cut into the pod, then twisting the knife to open the pod in order to scoop out the cocoa beans and pulp. Beans are scooped out of the pods and dropped onto banana leaves for fermentation.</td>
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<tr>
<td>7. Fermentation of the beans</td>
<td>Preparing the site where the beans will ferment. Includes the digging of a shallow hole, cutting banana stalks and leaves to prepare the area for laying out the beans so that the juices from the pulp can drain and be collected at the center of the hole. Collecting the beans and covering them for fermentation with banana or palm leaves for a period of five to seven days. During this phase, the beans are turned and recovered every 48 hours during the week-long fermentation process.</td>
<td>Children and youth are largely involved in the cutting of banana leaves and stalks, and in digging the shallow holes. Primarily an adult controls the preparation of the site where the cocoa beans will be placed and the turning and recovering the cocoa beans with banana leaves during the fermentation process. The fermentation process is the critical phase in the processing of the cocoa beans, as this step largely controls the quality of the end product and determines the price that the producer will receive for their cocoa beans.</td>
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<tr>
<td>8. Drying of the beans in the sun</td>
<td>After the beans are fermented, they are brought to a location where the beans are spread out on tarps, plastic or wire mesh for drying in the sun.</td>
<td>Adults usually take primary responsibility, though children assist.</td>
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<tr>
<td>9. Bagging the beans</td>
<td>When the beans have dried, they are sorted and put in burlap or jute sacks.</td>
<td>Children assist in the filling and carrying the bags. Some older youth assist with the sorting of the beans.</td>
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<tr>
<td>10. Weighing and sale of the beans at cocoa sheds.</td>
<td>The sacks of beans are carried to the cocoa shed to be graded, weighed and sold. The farmer is paid with a check to cash.</td>
<td>Children assist in transporting the cocoa bags to the shed. After the sale transaction is complete and the producer receives their money, this is the time when workers are paid for the work they performed throughout the harvest.</td>
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The team found several chemicals commonly in use in cocoa and other agricultural production. Lindane (Gamma 20), toxicity class II chemical banned in the United States as a known carcinogen, and Chlorpyrifos (Dursban or Lorsban) and Decis are widely used insecticides. Even more toxic, are the toxicity class I insecticides being used, Endosulfan (Phaser and Thiofanox). As the use of toxicity class I and II pesticides becomes more widespread, in response to the increasing threat of insect and fungal infestations, the health risks due to exposure for children working in cocoa will increase.

While many activities that children perform may be viewed as child work, the most hazardous activities that would qualify as the worst forms include: the mixing, loading and applying of pesticides, as well as the handling and disposing of the empty containers, storing of chemicals, and the storing, handling and maintaining of sprayers and other protective equipment. Children, due to their smaller body size and their different neurological and physiological development, are often at greater risk than adults to the same level of exposure to pesticides. They require a longer period of time between spraying and reentry into the treated area. Even for adults, it is unlikely that producers adhere to reentry intervals prescribed by manufacturers on the chemical label. The breakdown of the chemicals post spraying would likely require even an increased period of time to achieve a safe environment within which children could return to safely to the worksite. Due to the canopy created by the cocoa trees, where the areas remain shaded and damp, this limits the amount of sunlight and water needed to breakdown and neutralize these chemicals before it is safe to return to work.

Additionally, the type and condition of the protective equipment being widely utilized by the workers is largely not adequate for ensure protection during the process of mixing, loading and applying pesticides. The team observed that largely protective eyeglasses and gloves were not used. One village showed their protective eyeglass that they use during spraying. However the glasses had not been properly maintained or cleaned, were coated inside and out with pesticides, and were defective such that they would provide little protection from pesticides getting into the eyes during spraying. The type of protective equipment that was most commonly shown and used is dust masks. These are the white cotton-type masks that cover the nose and mouth with an elastic band fitting around the head. None of the workers had ever used or had access to the appropriate type of breathing regulators with the filters required to prevent inhalation of pesticide fumes. Although these masks would prevent the inhalation of grass pollen or other dust particles that children may experience while cutting weeds, they would provide little protection from exposure to pesticides. In fact, the dusk masks could actually increase the worker’s inhalation of pesticide fumes due to the type of material used in the construction of
these masks. The likely explanation for using this simple form of mask as opposed to breathing regulators is the cost of the equipment.

Another activity that would likely qualify as worst forms, dependent on the age and size of the child and the weight of the bags or pans/buckets, includes the lifting of heavy weighted objects. This may pose another significant threat to children when they are carrying pans or buckets full of cocoa pods, the beans in the fermenting and drying process and the transport of beans to the central weighing site. A respondent stated that children are often expected to carry bags of dried beans (which can weigh up to 50 or 60 kg) for a half of a kilometer or more. The central weighing site could be even farther away.

A third activity that may qualify as worst forms includes the risk of accidental injury from using long, sharp machetes during in harvesting of the pods, breaking of the pods and the weeding of the undergrowth. Such injuries are relatively common as the child becomes more frequently uses the tool and for longer hours. One child reported that, “I have 45 cuts to my feet, ankles, legs, and knees from using the machete (pulls up pants leg to show numerous scars and deep gashes). I had to go and have stitches for most of them,” [Interview with child cocoa worker near Divo, age 15, April 2002]. The child had been working cocoa for two years. The drinking of palm wine and other alcoholic beverages combined with the heat and long hours during harvest times increase this risk.

b) Coffee

Côte d’Ivoire is the second largest African exporter of coffee. In recent years, the production has stagnated around 240,000 tons. The low production growth may be due to the fact that there are few newcomers into the coffee sector as compared to cocoa. Another factor contributing to the decrease in productivity, that averages 1 percent per year, is likely due to the older age of the farms. However, some families in the Eastern region have begun the establishment of new farms. Often coffee and cocoa are grown in a close proximity. The canopy provided by cocoa trees offers ideal shade needed by coffee plants. Combining cocoa and coffee production by producers can help to stabilize and improve production and revenue gains by producers, particularly in the older cocoa producing regions of the east.
Coffee production is a fairly labor intensive process that includes the cutting and weeding of grass, the harvesting/collecting of coffee beans, the drying of beans, and the cleaning process where the bean is separated from the husk. On coffee farms, they sort beans and select those that are usable. They strip and collect coffee beans from the trees. The season for harvesting coffee overlaps with the cocoa harvest season. This creates an increased demand for labor in a relatively narrow period of time, thus potentially facilitating the use of children in the harvesting process.

c) Rubber

The production of rubber is concentrated in the Southwestern part of Côte d’Ivoire. In 1999/2000, rubber production reached 115,000 tons. Côte d’Ivoire is the largest African producer of rubber. While large firms produce 60 percent of rubber, 7,000 small family farmers produce 40 percent. The major rubber firms are: SAPH, SOGB, SAIBE, CDC, TRCI, and CCP. The firms of SAPH and SOGB control 48 percent of the total production. The production of rubber covers an area of 84,000 hectares.

The rubber industry benefits from the support of extension services such as CNRA (Centre National de Recherche Agronomique) and HEVEGO. The rubber sector is relatively well organized since the liberalization. Three producer associations exist: APROMAC, APPH and APROCANCI. Concerning producer revenues, the associations have fixed the price of rubber at 61 percent FOB price (SICOM Singapore price).

Harvesting of rubber involves the collection of sap from the rubber trees. This work entails the tapping of a section in the rubber tree, carving a trough into the bark of the tree that allows the sap to run down and drip into a container, mounting or fastening a container to the tree, and removing the sap from the container periodically. The sap from rubber trees is collected every 30 days.

Currently rubber is not a priority STCP commodity, but may be added in the future. Therefore, rubber production was not a key focus of the planning analysis, thus limited information is available regarding the specific activities of children engaged in the tapping, harvesting, and production of rubber. However, it was reported that older children, between 15 and 18, may be engaged in the process of tapping rubber trees and the harvesting of the rubber sap.

d) Palm Oil/Palm Kernel Oil

Palm oil and palm kernel oil production is concentrated in the South and Southwestern parts of Côte d’Ivoire. In 1999/2000, total production of palm oil reached 1.4 million tons, and the production area covered 188,000 hectares. The capacity of palm oil and palm kernel oil processing is estimated at one million tons per year. There are 17 industrial units in the
producing area. The larger firms operating in the palm/palm kernel oil industry are: PALM-CI, SIPEFCI, PALM AFRIQUE, ADAM AFRIQUE, and PHCF. These firms control 75 percent of the total production. Small producers are organized in two associations: APPCI and CPIH.

About 90% of the oil and products from palm kernels are used for food applications, while about 10% goes into non-food applications. Food applications include edible fats (oils for cooking), ice cream, mayonnaise, baked goods and confectioneries. The non-food sector uses include rubber, candles, cosmetics, soaps, detergents, and diesel fuel. Harvesting of palm kernels occurs periodically throughout the year. This activity requires intensive labor to collect the palm kernels using a pitchfork styled tool that lifts five to six large, heavy clusters of palm kernels that grow near the top of the palm tree. The large clusters of nuts are stacked in organized rows near the sides of the road. Large trucks equipped with crane lorries collect the nuts where they are taken for processing. Palm kernels require processing within 72 hours following harvest.

The work activities that children perform during the harvest are unclear. Palm production was not a key focus of the planning analysis, thus limited information is available regarding the specific activities of children engaged in the harvesting and production of palm/palm kernel oil. However, it is reported that older youth may be engaged during the planting, weeding, and harvesting of palm kernels. Adult workers were reported to make about 750 CFA (US $1.10) per day to harvest the palm kernels.

e) Cashew Nuts

The cashew nut is the fruit of the anacarde tree that grows in the wet and tropical regions of Côte d’Ivoire. The anacarde produces a small fruit with a kernel at one end of the fruit with a hard shell that contains the cashew nut. The kernel is removed from the fruit and bagged. The fruit of the tree is also consumable, often distilled into an alcoholic drink. The shell of the kernel contains an oily substance that, when extracted from the shell, is used for airplane engine maintenance. The nut contained within the kernel is what we know as the cashew nut and is sold both in a raw and dried state. The cashew nuts are grown for export.

Production of cashew nuts hit a record high for Côte d’Ivoire in 1994 when over 270,000 tons were exported. However, with the price for cashew nuts falling to a 15-year record low in 1999/2000, production has dropped off considerably. Côte d’Ivoire exported 75,000 tons of cashew nuts in 2000. Approximately 40,000 hectares of cashew nuts are currently in production in Côte d’Ivoire.
The season for harvesting cashew nuts is between February and April with major export distribution in August. Most producers are small family farmers. Child family members work and assist with the harvest. Tasks that children do include gathering the anacardec fruit once removed from the trees, removing the kernel from the fruit, bagging the kernels, lifting and carrying the bags, and clearing the area of weeds using machetes. Generally, the team heard no reports of pesticide use by the producers interviewed within the cashew nut production process.

3. **Domestic Service**

Ivorian girls recruited to work as domestic workers in Abidjan, are reported to come from Bondoukou and Bouaké. However, it is also reported that a large number of children are regularly trafficked from the neighboring countries of Mali, Burkina Faso, Togo, Benin and Mauritania and sold into domestic servitude. Children from Benin are trafficked to work as domestic workers, some as young as 6 years of age (US Department of State, 2001). Domestic child workers are estimated to be paid US $10 to $24 per month, either in cash or in-kind. The team learned of very young children (girls or boys as young as 6 years of age) who were available for the price of 10,000 FCFA per month (US $14) paid only to the agent and not to the child. The welfare of the child after placement was expressly not the responsibility of the agent. The agent would only intervene if they received no monthly payment. It is a commonly held belief by parents that working in domestic service prepares young girls for married life. Domestic work is reported to enable girls to earn for their dowry. This was also reported in interviews of girls from Abron-Koulango in Côte d’Ivoire (ILO, 2001a.).

4. **Prostitution**

Because of the deterioration of the economic situation of the country, the prevalence of prostitution among both boys and girls is rapidly increasing. There are some children who work as street vendors, guards, or domestic workers and engage in occasional prostitution. The high prevalence of HIV/AIDS in the country is attributed to sexual promiscuity and the increase in prostitution. Pedophilia, child sexual exploitation, and rape are also increasing. SOS Violences Sexuales, Ivorian human rights NGO, states that about 15,000 to 20,000 women and children are raped every year.

According to UNICEF, the average age of children involved in prostitution ranges from 10 to 21 years. Most are from impoverished and disadvantaged situations. These include children currently living in Côte d’Ivoire who are from Mali, Liberia, Sierra Leone, Nigeria, and other parts of Côte d’Ivoire. In particular, it is reported that there are a large number of Nigerian girls who are brought into the country by organized trafficking rings to be engaged in the commercial sex industry (ECPAT, Undated).
Young Prostitute, Abidjan

Serena is a young prostitute from Sierra Leone who walks the along dark streets at night waving at drivers of vehicles hoping to attract business. Serena indicated that, “I was orphaned when my family was killed during the war a couple of years ago.” She moved with other refugees to Liberia and then on to Côte d’Ivoire to “get away from the war.” Once in Côte d’Ivoire, she was recruited to go to Abidjan where she was told she could “make very good money” as a prostitute. She currently begins work when it gets dark, and works throughout the night. She said she worked the streets at night because, “its against the law for me to work out of buildings. As long as I stay on the streets, I hope not to get caught.” She said that she was 18 years of age, but looked to be 15 or 16. When asked if she was afraid of getting HIV/AIDS, she asked, “How do you get it? What is it exactly”?

She spoke very good English and said she was, “learning French very fast.” She indicated that she had finished the 6th grade in Sierra Leone before her family was killed, but had “no chance to go back to school since I left Sierra Leone.” “I would love to do something else if I had a chance. I’d like to get a job and do something else, like be a secretary or something. But no one will hire me.” She has been in Côte d’Ivoire for slightly over one year and currently does not plan to return to Sierra Leone.

Prostitution in Daloa and San Pedro, areas that serve as small commercial centers, is more organized, where pimps hire children to work in commercial centers and offer sexual services to clients. It is reported that lately boys are getting involved in prostitution due to the increase in pedophilia in the country. Sex tourism is common in Abidjan and in the towns of San Pedro, Grand Bassam, Bouaké, Man and Daloa. Some clubs provide massage services involving children as young as 10 to 14 years of age. Child prostitution is rampant in “Zone Four,” an exclusive area where tourists and expatriates live. Girls wanting to get into this area bribe their way in by paying money to the police and security guards. Child prostitutes are also found at the Hotel Ivoire and Grand Hotel. A common practice is to provide a bribe to hotel employees to gain access to the hotel registry lists then make telephone calls to the rooms of men in the evenings offering young girls for hire.

5. Mining

Children can be found working in gold and diamond mining in the western and northern parts of Côte d’Ivoire. A 1993 report, published by Defense for Children International (DCI) and UNICEF, documented evidences of child labor in the gold mines of Issia (about 210 kilometers from Abidjan and situated in a remote area in the central west region of Côte d’Ivoire) and the diamond mines of Tortiya (500 kilometers from Abidjan in the north of the country). The DCI/UNICEF study identified 800 child miners in the gold mines of Issia. The average age of the child workers was seven with the youngest around three years of age.
Although the children work alongside their parents, they are involved in all major activities such as digging, breaking the soil, carrying and cleaning the rocks. The children work long hours in a position harmful to their body. Children working with gold can be exposed to mercury, the chemical commonly used during the process that separates the gold. These children are often not provided with regular meals and safe drinking water by their employers. In addition, they leave their homes very early in the morning to get to work through unsafe and dangerous routes.

Many adolescents work in the informal gold mining, either digging sand from the riverbed or passing it out of deep pits in buckets. For the most part, these children come from surrounding villages, though many have migrated from other parts of the country or other countries. Mining is attractive because children receive payment at the end of the day, as opposed to agricultural activities where payment is seasonal. Most children earn about 100 CFAs or US $ 0.14 per day. In some cases, children pan for their own gold at abandoned mine sites. Men and boys dig and wash the gold, women set up informal canteens for the workers, and girls and young boys often carry the surface soil to the men who operate grinding machines. Though illegal, children sometimes work in open pits where they may descend some 30 or 40 meters to retrieve the gold enriched soil.

Most common work activities performed at mining sites:
<table>
<thead>
<tr>
<th>Stage</th>
<th>Stage Content</th>
<th>The Role of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Testing of the soil at the site for gold</td>
<td>Soil is scooped and tested (going through the entire process outlined below) to measure gold content. Children are not involved.</td>
</tr>
<tr>
<td>2.</td>
<td>Acquisition of the site</td>
<td>Where gold is found, land is acquired from the landowner. Children are not involved.</td>
</tr>
<tr>
<td>3.</td>
<td>Digging and collecting the soil</td>
<td>Gold is collected from the surface soil or from open faced pits dug in surrounding areas. This activity can place a child’s health at risk. Children transport the soil out of the pits or riverbeds by passing it along a human chain up along the side of the pit. They also are lowered into pits to dig out the gold enriched soil. This is the most dangerous part of the process and children are at great risk of being injured due to falls or other accidents.</td>
</tr>
<tr>
<td>4.</td>
<td>Crushing/grinding and first washing of the soil in the “crush-and-wash” by hand or by machine</td>
<td>Soil delivered to the “crush-and-wash” machine. This activity can place a child’s health at risk. The use of children is larger when the crushing and washing is done manually. However, when machinery is introduced, because it requires skills to ensure that the gold is not washed away, adults are more frequently used.</td>
</tr>
<tr>
<td>5.</td>
<td>Collection and second washing of the refined soil for gold</td>
<td>Children collect the waste from washed soil to pan for gold by themselves.</td>
</tr>
<tr>
<td>6.</td>
<td>Separation of gold from soil</td>
<td>Using a bowl to separate the gold from the soil. Child work activity varies according to the type of operation, more involvement when informal and not mechanized, and more adults when mechanized because of the skills required.</td>
</tr>
<tr>
<td>7.</td>
<td>Collection of gold with mercury</td>
<td>Separating gold from soil with mercury. This requires some skills to ensure efficient use of the mercury. The leader or machine owner usually does it. This is a very dangerous activity for children due to the risk of exposure to mercury. Child work in this area due to the level of mechanization and formal nature of the processing operation.</td>
</tr>
<tr>
<td>8.</td>
<td>Extraction of gold from mercury, using a handkerchief</td>
<td>Squeezing out mercury to separate it from the gold, using a handkerchief. This is a very dangerous activity for children due to the risk of exposure to mercury. Child work in this area varies according to the formal nature of the processing operation.</td>
</tr>
<tr>
<td>9.</td>
<td>Processing and polishing of gold for sale</td>
<td>The gold is polished and prepared for sale. Children who wash the gold for themselves also prepare their gold for sale.</td>
</tr>
</tbody>
</table>
The DCI/UNICEF study identified 350 child workers in the diamond mines in Tortiyya. They work under similar strenuous and arduous working condition as the children working in gold mines. They dig the rocks. After having collected enough rocks, they carry the heavy loads on their heads or in handcarts to the river to be washed. Children generally work with their families or in small teams (US Department of Labor, 1994).

6. Charcoal

Making charcoal is a very common process that can be found throughout the southern regions of Côte d’Ivoire where timber is plentiful. The process of making charcoal entails the piling of slabs of lumber and setting them on fire. Then the burning wood is buried under feet of sawdust, where the wood smolders and continues to char. At a later time, rakes are used to expose the burnt chunks of wood leaving the hot sawdust to be removed by hand by the children. Walls of sawdust containing burning wood, measuring as high as six feet, can be created during the raking process. These potentially are at risk of collapsing into the work area where the adults and children are at work. After pulling down the burning wood and sawdust, water is thrown on the wood to stop the burning process. This step results in the release of a great amount of smoke, soot and steam. The larger chunks of charcoal are then raked into a pile, leaving the smaller burning pieces mixed with the sawdust. Children are then sent in to gather up the remaining sawdust and smaller pieces of hot charcoal into pans with their bare hands, and carry the pans on their heads and shoulders to another area. In this area, children sort through the sawdust to pick out the remaining pieces of charcoal.

The team observed that the adult activities include: owners or managers supervise the activities; adult workers handle the heavier raking and throwing of water onto the burning wood; and children gather the sawdust into pans, carrying the pans away on their heads and shoulders, and sort through the sawdust to glean the remaining bits and pieces of charcoal. The team observed very young children working during this process, the youngest approximately six years of age. This work is very hazardous. The air quality is extremely poor. These children are at great risk of heat exhaustion from the exposure to high temperatures due to the combination of heat produced by the burning wood, sawdust, steam and sun. Additionally, children are at risk of burns to their hands and feet, due to the gathering and sorting of burning charcoal pieces, and developing breathing problems due to the very poor air quality and constant smoke inhalation experienced during hours of work under these conditions. The team observed no workers at the worksite using any form of protective equipment, such as dust masks, gloves, or closed toe shoes. Many children were barefooted, and...
those who did wear shoes were often wearing plastic sandals. Lastly, the children work very long hours performing repetitive bending and stooping at a fast pace to collect the hot sawdust and burning pieces of charcoal, and repeatedly lifting and carrying of the metal pans and buckets. Due to the crowded conditions of so many children at the worksite, all children are at risk of accidents where pans of hot sawdust and burning pieces of charcoal could be spilled on each other. At this worksite, there were an estimated 60 to 70 children.

Wages for adults were considerably higher than for children. The children who were compensated a wage were paid 150 FACA (US $0.21) per day. Other children receive no compensation at all other than being allowed to keep the small pieces of charcoal that they sort through and find. Children and some women largely make up the work force found at the charcoal pits.

7. **Construction**

While the team did not observe this activity, it was reported that children could also be found assisting with the making of bricks that are used for construction of housing. This reportedly occurs in STCP growing areas that are southwest of Daloa and north of Bouaké. The number of children involved in this activity is not generally known. The style of production of bricks is reported to be fairly rudimentary. As a result, the hazardous activities associated with this type of work could include children performing tasks that may cause physical injury to their necks, shoulders, and backs, such as lifting and carrying heavy loads of wet mud and dried bricks that can cause damage to their vertebra, muscles and bones.

8. **Street Children**

A large number of street children are found in the cities of Côte d'Ivoire working as street shoe shiners, errand boys, car watchers and car washers, and selling in the streets and markets. According to the *Fraternite Matin* newspaper, there are 200,000 street children in the country. There are 50,000 street children in Abidjan alone. Some children work as domestics. It is reported that these children are often brutally abused both physically and emotionally by their employers. In 1996 the government initiated steps to reduce the number of street children. One of the steps included holding parents legally and financially accountable for their abandoned children. However this was never implemented. A training center was set up in Dabou in July 1999 where street children could learn a trade. It was reported by the Ministry of Family, Women, and Children's Affairs that many children are unwilling to stay in the center because they have no opportunities of earning money and have to abide by the strict rules imposed by the authority (US Department of State, 2001).
D. Côte d'Ivoire’s Governing Laws and Regulations

ILO Conventions 138 and 182 do not define "light work" or "work that by its nature places the health and safety of the child at risk." That responsibility is left to each country to decide. Côte d’Ivoire recently ratified these treaties and will have to define these terms. So far, the Director General on Production of Cocoa, Minister of Agriculture, makes a brief analysis of the activities that could be dangerous for children in cocoa plantation. The government is going to work on the risk analysis that your team suggested on the plantations [Mme. Coulibaly, interview April 2002]. There is a lot of confusion about the definition of child labor and more clarity and public education is needed. The confusion centers on understanding the difference between child labor and children working, particularly among the producers and the representatives of the cooperatives. Save the Children-Sweden maintains that this absence of clarity in the definition at an international level related to light work or work being such that it places the health and safety of a child at risk is a real problem.

The basic minimum working age in Côte d'Ivoire is 14. The minimum age for light agricultural work and domestic work is 12. However, children under the age of 14 must have parental consent and cannot work for more than four and one-half hours a day. Girls working in street stalls and on pedal driven sewing machines must be at least 16 years of age. The minimum age for work involving public performances, light underground work and work on scaffolding is also 16. The age for hazardous work such as work involving machinery, glasswork and scissors is set at 18.

Presently, under Côte d’Ivoire law, education is not compulsory and is not free. Expenses (such as school fees, books, uniforms, supplies and transportation) are often too high for poor families (US Department of Labor, 1994; US Department of State, 2000). However, the government is taking steps to try to reduce the cost of education for families by eliminating local school fees, not requiring uniforms, and providing more books. About 70 percent of children drop out after a few years of schooling, generally between the ages of 12 and 14. The causal relationship between the age when children drop out of school and the age when children are allowed to begin light agricultural and domestic work needs to be explored.

Côte d’Ivoire has currently ratified the four primary conventions that related to child labor. These include the UN Convention on the Rights of the Child (CRC), ILO Convention 29 on Forced Labor, ILO Convention 138 on Minimum Age of Work, and ILO Convention 182 on the Elimination of the Worst Forms of Child Labor. The government has developed a National Action Plan and formed a governmental interagency task force that is chaired by Mme. Coulibaly, Director of the Policy and Protection in the Ministry of Family, Women and Children.

There are no legal capacities with regard to the sexual exploitation of children for commercial purposes. According to Articles 334 to 341 of the Penal Code, the law punishes the act of pornography. Articles 335 and 336 of the Penal code establish punishment for only the procurer, the one who lives on the prostitution of others, but not the client. The Declaration of Ministers, in Bamako, March, 28-29, 2002, Côte d’Ivoire declared its willingness to adapt its legislation to implement the principles of the Declaration, particularly to qualify incest, pedophilia, prostitution of minors, pornography and sexual tourism as a criminal offense and to prosecute in a extraterritorially basis (Mme. Nadine Coulibaly, Director of Child Protection and Trafficking,
Ministry of Family, Women and Children). Decree No. 97-613 of October 16, 1997 required the creation, organization and functioning of the national multi-field Committee to fight against the phenomenon of the street.

Table 10: Conventions, Treaties and Laws Governing Children in Côte d’Ivoire

<table>
<thead>
<tr>
<th>International Conventions Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Convention</strong></td>
</tr>
<tr>
<td>UN Convention on the Rights of the Child</td>
</tr>
<tr>
<td>UN Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1951</td>
</tr>
<tr>
<td>UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984</td>
</tr>
<tr>
<td>UN United Nations Declaration on the Elimination of All Forms of Racial Discrimination, 1963</td>
</tr>
<tr>
<td>UN Convention on the Elimination of All Forms of Discrimination Against Women, 1979</td>
</tr>
<tr>
<td>ILO Convention No. 29 on Forced Labor, 1932</td>
</tr>
<tr>
<td>ILO Convention No. 5 on Minimum Age (Industry), 1919</td>
</tr>
<tr>
<td>ILO Convention No. 105 on the Abolition of the Forced Labor, 1957</td>
</tr>
<tr>
<td>ILO Convention No. 138 on the Minimum Age for Admission to Employment, 1973</td>
</tr>
<tr>
<td>ILO Convention No. 182 on the Elimination of the Worst Forms of Child Labor, 1999</td>
</tr>
<tr>
<td>OAU The African Charter for the Rights and Prosperity of the Child</td>
</tr>
</tbody>
</table>

**International Agreements Not Ratified**

| ILO Convention No. 97 on Migration for Employment Convention (Revised), 1949 |
| ILO Convention No. 184 on Safety and Health in Agriculture, 2001 |
## National Laws

<table>
<thead>
<tr>
<th>Law</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 3</td>
<td>Forbids, physical or moral torture requiring that offending police officials are pursued and sanctioned.</td>
<td>August 1, 2000</td>
</tr>
<tr>
<td>Article (TBD)</td>
<td>Abolishes the death penalty previously applicable to children as young as 16 years of age.</td>
<td>August 1, 2000</td>
</tr>
<tr>
<td>Article 6</td>
<td>Grants special protection to the vulnerable persons, including children.</td>
<td>August 1, 2000</td>
</tr>
<tr>
<td>Law No. 90-437</td>
<td>Provides protection for refugee children.</td>
<td>May 29, 1990</td>
</tr>
<tr>
<td>Law No. 95-685</td>
<td>Provides education in conformity with CRC Articles 28 and 29. However, education is not compulsory under this law.</td>
<td>September 7, 1995</td>
</tr>
<tr>
<td>Law No 98-756</td>
<td>Protects against traditions that can be harmful for children, such as circumcision, early wedding, and forced weddings.</td>
<td>December 23, 1998</td>
</tr>
<tr>
<td>Law No. 64-374, 1964</td>
<td>Requires that all births are registered within 15 days. The law was later modified by law No. 83-799 extending the period to three months.</td>
<td>August 2, 1983</td>
</tr>
<tr>
<td>Law No. 97-613</td>
<td>Prohibits the abduction of minors, an important component of trafficking.</td>
<td>October 16, 1996</td>
</tr>
<tr>
<td>Law No. 2002</td>
<td>Requires person living in Côte d’Ivoire to possess and present an identification document upon request.</td>
<td>January 3, 2002</td>
</tr>
<tr>
<td>Law No. 60-315</td>
<td>Allows persons to freely associate, allowing for the establishment of numerous NGOs supporting child rights.</td>
<td>September 21, 1960</td>
</tr>
<tr>
<td>Law No. 2001-636</td>
<td>Creates the institution, organization and functioning of Universal Health Insurance.</td>
<td>October 9, 2001</td>
</tr>
<tr>
<td>Law No. 2001-635</td>
<td>Creates a fund for agricultural development to improve the quality of production, support for rural employment, and improvement of work and living conditions of rural families.</td>
<td>October 9, 2001</td>
</tr>
<tr>
<td>Law No 2000-830</td>
<td>Establishes the National Committee of Human Rights.</td>
<td>November 22, 2000</td>
</tr>
<tr>
<td>Article 386</td>
<td>Prohibits the destruction, deceitful modification or abolition of a child’s registration, punishable by a sentence of 10 years.</td>
<td></td>
</tr>
<tr>
<td>Article 370 and 371</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles 334 to 341</td>
<td>Prohibits and provides for punishment of child pornography.</td>
<td></td>
</tr>
<tr>
<td>Articles 335 and 336</td>
<td>Prohibits child prostitution, though it only punishes the one who lives on the prostitution of others, but not the client.</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Description</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Chapter 2, Articles 12.1-11</td>
<td>Regulates apprenticeships.</td>
<td></td>
</tr>
<tr>
<td>Chapter 3, Article 23.8</td>
<td>Sets the minimum age for employment at 14 years.</td>
<td></td>
</tr>
<tr>
<td>Chapter 3, Article 23.9</td>
<td>Allows the work inspector to require a medical exam by an accredited physician to assure that work by women and children do not exceed their abilities.</td>
<td></td>
</tr>
</tbody>
</table>

**E. Enforcement**

**a) Education**

Since education is not compulsory in Côte d’Ivoire, to implement this requirement, Articles 28, 29 and 32 of the Constitution, law No. 95-685, September 7, 1995, related to education must be modified to impose the compulsory education requirement for children until they reach the age of 16 years. Although implementing compulsory education is a recommendation encouraged by the United Nations, according to a study by the French Corporation, Côte d’Ivoire could not at this time institute compulsory education. “The implementation would be difficult. They do not have enough inspectors of National Education—only one inspector for 86 schools in area of Daloa alone,” [Interview with French Corporation education representative, April 2002].

**b) Police and Judges**

At this time, Côte d’Ivoire has 2,500 policemen per inhabitant. The average is 250 per inhabitant in Occidental countries. There are only nine judges for children for the whole country. There is a lack of judges and labor inspectors, particularly for the rural STCP agricultural regions. Additionally, labor inspectors do not cover the informal sector, including all non-commercial farms. According to several NGOs interviewed, the structures and the institutions to apply the measures promulgated by law are insufficient.

The last 65 children who were arrested in Bouaké were sent to prison and "kept in terrible conditions. We had to negotiate with the authorities and clean the rooms," [Interview Mme. Kippre, ASA, April 2002]. A residential center specifically designed to handle and house these children in Bouaké does not exist. “The children end up arrested and imprisoned when they are the victims of trafficking. They were in chains,” [Interview M. Koukoui, BICE, April 2002]. UNICEF, working with ASA, helped to take care of the children with the agreement of the government. Both Mme. Coulibaly and the NGO community generally agreed that there is a great need for the development of a center to take care of the children. ASA, Red Cross, IOM, and Save the Children-Canada all expressed their intentions to create such centers in Bouaké.

The team located two centers that were already in place and providing some assistance. Akwaba, funded largely by an Italian foundation, has a 32-bed residential center that has a canteen and health center (that was due to open in June 2002), and offers classes in basic literacy, sewing and baking. There are separate facilities for girls and boys and has some facilities for recreational activities. Additionally, Communauté Abel is operating a residential facility in the Grand Bassam area that is for trafficked, homeless and abandoned children and youth. They offer
facility housing, food, health care, recreational activities, and literacy and skills training. A fuller
discussion regarding Akwaba and Communauté Abel is located within Chapter VIII.

Many interviewed stated that corruption and bribery are continuing problems. They recommend
that considerable training and oversight within the ranks of law enforcement are needed. Recent
steps to increase wages of the police have been undertaken by the government to discourage
bribes and other corruption. However, the impact of this most recent first step is yet unknown.

F. Harkin-Engel Cocoa Protocol
The international chocolate manufacturing community was also alarmed by the allegations that
cocoa is produced using child slaves. These allegations caught the chocolate manufacturing
community by surprise and understandably created concern that cocoa, the primary ingredient
for making chocolate, could be boycotted in the international market and, more specifically,
banned from being imported into the United States under the Trade Act.3

Relevant child rights’ organizations, human rights advocates and consumer groups started to
make strong protest about the harsh and intolerable working conditions of these children. They
demanded that such exploitation should immediately stop and the rights of the child according to
the principles as outlined within the Convention on the Rights of the Child should be ensured.
Focused on the interests of the children, all of the major stakeholders agreed to come together in
order to achieve a resolution. After months of negotiations and discussions, the “Harkin-Engel
Cocoa Protocol” evolved in September 2001. Senator Tom Harkin and Representative Elliot
Engel played a key role in the negotiations and development of the cocoa protocol.

The cocoa protocol laid out guidelines with which the cocoa industry must comply. These are
based on the standards set by the International Labor Organizations’ Convention 182 on the
Elimination of the Worst Forms of Child Labor, created a framework for the establishment of a
foundation to finance intervention strategies, and required that certification of cocoa production
in Côte d’Ivoire and elsewhere is child labor free by 2005. The Protocol was signed by members
of the cocoa and chocolate industry worldwide, the ILO/IPEC, International Union of Food and
Allied Workers, the Child Labor Coalition, National Consumers League, and Free the Slaves.
The key stakeholders are responsible for reaching agreements on a memorandum of
understanding, the establishment of a broad consultative group, incorporation of the foundation
and establishment of the foundation board, and the full and complete implementation of the
cocoa protocol.

To date, advisory groups have been set up for investigating and reporting on child labor practices
in the cocoa industry in West Africa, the foundation board has been named and the foundation
incorporated on July 1 in Switzerland, and the selection of participants for the broad consultative
groups are being made that involve trade unions and other key international and West African
NGOs.

3 The Trade Act (define).
VII. SUMMARY OF OBSERVATIONS AND FINDINGS

A. Child Labor

1. Incidence of Child Labor

Rigorous empirical studies on employment of children in West Africa are scarce. The few that exist are based on a limited number of individual countries or represent only a few villages or a small sector. The only reliable national data on children’s employment in Côte d’Ivoire was generated through a World Bank Living Standards Survey. It collected annual data for 4 years, between 1985 and 1988, of a national representative sample of 1,600 households. Although outdated, the data validates the general observation that most children in Côte d’Ivoire engage in work, be it for wages or for non-monetary compensation.

In urban areas, two-thirds of the children between 7 and 17 years of age work. Half of them combine school and work. In rural Côte d’Ivoire, four-fifths of all children work, and only a third of them go to school. Full-time work is less prevalent, with 7 percent of urban children and one third of rural children working full-time. While the incidence of full-time work increases with age, many young children do engage in full-time work. The average age of the full-time child worker is only 12.7 years. These children receive an average of only 1.2 years of schooling, have a higher incidence of illness and injury, and are less likely to receive medical care (Grootaert, 1998). Of children age 5 to 14 years, 40.3 percent are estimated to be in an economic activity—42.1 percent are girls.

2. Labor Conditions

When examining the conditions of labor for children, the team made a clear distinction between child work and child labor. The team found that in most areas, children are generally involved in whole or in part in nearly all aspects of production of cocoa. Children under the age of 18 can be found performing the following tasks: clearing land with the use of machetes, planting, clearing and weeding using machetes or long knives,

The ILO study on trafficking in children found that children working on farms in Côte d’Ivoire did not have enough water facilities and, therefore, were unable to clean themselves. They suffered due to skin diseases. They were also exposed to excessive heat during the day without fresh adequate drinking water while they worked in the fields, and at night 15 to 20 of them were huddled together in rooms of only 3 to 4 square meters in area (ILO, 2001a.).

Lack of access to water also means that children are unable to wash off pesticides that they are exposed to when working with cocoa and coffee that has been treated with extremely toxic chemicals. During the field trip, the team learned that children are sometimes involved in the mixing, loading and application of pesticides. Although some training is provided, the use of protective equipment is insufficient to ensure protection from exposure to the deadly chemicals that are being used in cocoa and other agricultural production.
3. **Labor Migration**

Child Labor in Côte d’Ivoire has a strong locational dimension that is stimulating migration. The Savannahs, which is Côte d’Ivoire’s poorest region, includes sixty percent of all rural child workers. Cocoa and coffee, Côte d’Ivoire’s important cash crops, cannot be grown there and most people are subsistence farmers. Other crops dominate, such as cashew nuts, sugar cane and cotton. The Savannahs also have the lowest school enrollment and the worst educational facilities (Grootaert, 1998). There is, therefore, a great need for targeting educational services and anti-poverty interventions in this region. Without development in this region, continued migration to other parts of Côte d’Ivoire are likely to continue.

4. **Education**

Data from the 1988 World Bank Living Standards Survey indicated that almost half of the children of Côte d’Ivoire were still not enrolled in school by age seven. By age nine enrollment increases to two thirds of all children. However beyond that age enrollment declines to 60 percent for children aged between 12 and 14, and 40 percent for children at 15. Enrollment is lower in rural areas than in urban and for girls relative to boys. By the age of 17 a third of urban children and two thirds of rural children have not completed primary schooling. Seventeen year-old boys have an average of 5.4 years of schooling, while girls have an average of only 3.8 years of schooling (Grootaert, 1998).

A significant increase in girls’ enrollment has taken place in the last few years. According to UNICEF, in 1996, 58 percent of all primary school age girls were enrolled while in 2000 the figure has gone up to 62 percent. The increase in school attendance for girls has resulted due to various initiatives undertaken during the last ten years by the Government and international organizations, such as UNICEF and the African Development Bank. The African Development Bank provided textbooks for girls in northern areas of the country. UNICEF was involved in providing assistance to a similar project in the northeast of the country. The World Food Program has provided support to the government to set up a system of school canteens all over the country to provide lunches at very low price (for $.03) (US Dept of State, 2001).

It was reported to the team that many teachers have sexually abused their students, especially girls. According to the Ministry of Education, almost one third of the 66 percent of girls who dropped out of school at the primary and secondary school levels, have left school due to pregnancy. Some parents reported to the team that they did not want to send their girls to school for fear that they would contract AIDS from the teachers. Many girls offer sexual favors in exchange for better grades or money (US Department of State, 2001).

5. **Livelihood Security**

Côte d’Ivoire experienced a serious economic downturn in the eighties due both to the decline in international prices of cocoa and coffee and poor macro economic management. There were major layoffs of workers in the formal sector. The poverty situation worsened. The World Bank Living Standards Survey data indicate that during this period a crisis coping strategy adopted by poor households was to increase labor participation of secondary earners—children and adolescents. In 1985, 14 percent of children (aged 7 to 14) in non-poor households were working. In very poor households 31 percent of children were working. By 1988 child labor had
increased to 44 percent in very poor households. Additionally the number of hours worked had also increased from 1268 hours per child worker in very poor households in 1985 to 1713 hours per child worker in 1988. The average hours per adult male worker was only slightly higher, at 1876 hours. This suggests that increased poverty in Côte d’Ivoire contributed to an increase in child labor amongst the very poor (Grootaert, 1998).

An econometric study on the determinants of child labor based on the Living Standards Survey data indicates five key household factors that affect child labor (Grootaert, 1998).

1. There exists high gender discrimination in schooling and in work. Girls, especially in urban areas, are less likely to be going to school and more likely to undertake homecare tasks. In rural areas, female-headed households have increased probabilities for child work. From the age of eleven, the probability of child work increases greatly.
2. Parents with low levels of schooling or no schooling are more likely to have their children working.
3. Home-based enterprises, while increasing family incomes, have initially a direct effect of increasing child labor. This is especially true if the mother operates the enterprise as daughters are often expected to work with their mothers.
4. Poverty level of households is a strong determinant of child labor.
5. There is a great geographic disparity in the prevalence of child labor. Children in interior cities are more likely to be working and with longer working hours than children in Abidjan. Children in the Savannah region, where the basic infrastructure is weak, are more likely to be working than in other regions.

Child labor is considered a disincentive for schooling. A study based on the World Bank Living Standards Survey found that in Côte D’Ivoire, only 25 percent of children were attending school and not working. About 30 percent of children combined work with schooling while the rest were working either inside or outside the home. Rural children worked more, as did girls in both urban and rural settings. World Bank also found that there is a correlation between income levels and schooling. Children from households in the highest 20 percent income level had a higher proportion of children who only attend school. Children who only work are in much higher proportions in the lowest 40 percent income level group (Grootaert, 1998).

Generally, parental income is positively correlated to the child’s school attendance because it is believed that an employed mother is able to contribute to the household income and therefore do not feel the need to send their children to work. However, it is interesting to note in the case of Côte d’Ivoire, a study found that when the mother is the entrepreneur and in charge of the household enterprise, she is more likely to get her daughters involved in the enterprise activities as well (Grootaert, 1998).
VIII. DEVELOPMENT PROGRAMS FOR CHILDREN IN THE STCP REGIONS

The team conducted extensive research to identify as many of the agencies and organizations currently operating programs in Côte d’Ivoire that are serving children in the rural agricultural sector in the STCP regions. Unfortunately, the team found no agency that was currently delivering services targeted to child labor in the rural, cocoa production areas—although many expressed interest and plans for doing so in the future. Many organizations and agencies are operating programs that serve adults and other aspects of development, such as health, HIV-AIDS, sustainable agriculture, environment, refugees, economic and infrastructure development, etc. It was not possible to provide a comprehensive list of all relevant community-based, national and international development organizations and agencies. Therefore, the following is our attempt to provide highlights of some of the major agencies and programs that, at the time of the planning analysis, are targeting children or other non-agricultural aspects of child labor. For a more detailed list, including matrix of areas of service and categories of activities performed, see Appendix I.

A. International Programs

1. British Embassy

The British Embassy spends about $200,000 British pounds annually in Côte d’Ivoire, and have provided services throughout the country. However, in the future they plan to concentrate activities in the Eastern part of country. Some of the activities it funds include:

- Income generation (Pac de la Comóé – women’s group making clothes, candles, traditional medicines, market gardens, etc.)
- Health education for women and children, including (1) Awareness raising and prevention of female genital mutilation. (2) HIV-AIDS education and prevention through women’s cooperatives North of Bouaké (ESPOIRVIE project, meaning life/hope), (3) HIV-AIDS education and prevention in Yamoussoukro, Korhogo and Abidjan.
- A water, sanitation and literacy project in Toumodi.
- Building latrines and wells in Kouassikro.
- Income generation projects for domestic workers in Yamoussoukro through SOCODEVI.
- Primary schools construction, rehabilitation and sanitation around the country.
- Health center equipment provision in Odienné.
- Orphanage rehabilitation as a community project in Grand Bassam.
2. **International Catholic Child Bureau (BICE)**

Established in 1948, BICE is active in more than 35 countries worldwide, promoting the rights of children to foster unconditional respect for them as persons, as well as for their families, culture, communities, and religion. Activities include research, training, advocacy and pilot projects. BICE has been active in Côte d’Ivoire since the establishment of their Abidjan office in 1987. The organization offers assistance for children in the streets, in prison, affected by war, and disabled children. The Côte d’Ivoire program consists of a multidisciplinary team of 100 persons, including animators, educators, social workers, doctors, lawyers, psychologists. The permanent staff of 42 includes 10 under contracts, 50 volunteers and 15 trainees. Currently BICE operates 7 projects in 22 areas around the country through a network of 15 NGOs. In total, it is estimated that 9,500 children benefit directly from the program, while 15,000 benefit indirectly.

**Activities**

- **House of Children in Adjamé (Abidjan) of the CEPA Project (1995)** offers an open center for children in difficult situations. The center offers vocational training, and a pre-school program. The children range in age from 5 to 15 years and include children deprived of their freedom, young female domestics, street children and disabled children.

- **Unaccompanied child program** to provide food and shelter for unaccompanied children and to help them reunite with their families. The boarding center houses 40 children and more than 150 children regularly come to the center. 50 of the beneficiaries are child workers who come to the center for vocational training and literacy instruction. The street child program has provided alternative education and psychosocial counseling to children since 1992.

- **Handicapped child program in Gagnoa** provides support for handicapped children in the district of Yopougon in Doukoure. Community based projects support assistance, education, reintegration, and income generation opportunities for affected families. The Centre d'Eveil et de Stimulation des Enfants Handicapés (CESEF) in Yopougon consists of a classroom for literacy classes, training and pre-school.

- **Liberian refugee program in Danane, Guiglo, Tabou** for children with family and those without. It provides them with basic education, vocational training, psycho-social counseling. Most activities are in Liberia, although the program in Guiglo is still active.

- **Preschool program in a poor district in Abidjan**, which offers instruction in the local language.

- **Literacy program at a Koranic school** resulting from cooperation with a local Imam.

- **Building the capacity of Government authorities including police training in Abidjan.** A judge was trained on the CRC. The program also fights corruption at the national level.

- **Children in conflict with the law in the Northwest** by negotiating with the minors section of the police force to find an alternative to prison sentence. The Centre d'Observation des Mineurs (COM) program is located in 13 local committees in the countryside, and provides training for people interested in children rights.
• Fight against trafficking in plantations and participation in the BICE regional project to combat trafficking in children
• Four children's hostels in Abidjan.
• Support to young domestics (Northeast)
• Social mobilization activities include the creation of a media network (radios, newspaper, etc.) that broadcasts a television program every other week on the child rights. In 1997, a forum of 32 NGOs was created to protect children. Several national committees have also been created by the Government to protect children, including the committees to fight against trafficking in August 2001.

**Partners**
- UNICEF (training of domestics and policemen)
- United Nations Economic and Social Council
- UNESCO
- Centre d'Observation des Mineurs - COM
- Department of Social Affairs (handicapped child program)
- European Union (Support young domestics)
- NOVIB (Street Children)
- Council of Europe
- European Union (Children in conflict with the law)
- EASEMO, IOM, ASA, Forum of NGO
- Handicapped children with Rach (recherche assistance communautaire handicapé)
- Radio Espoir (Catholique) sponsored the broadcast program on TV
- ENDA (Child Rights Training for the AEJT)
- Akwaba les enfants (France)
- Enfants d'Abidjan (France)
- Frères des écoles Chrétienes
- Capucins terciaries (Amigodoumé)
- Jeunesse du Monde/Cirque du soleil
- Kindermisionwerk (allemagne)
- Ambassade d'Allemagne
- Ambassade de France
3. **Deutsche Gesellschaft für Technische Zusammenarbeit GmbH (GTZ).**

GTZ operates a school improvement program. The German Financial Group (KFW) has been supporting extensive school construction in rural areas, especially in the West. The program provides $10,000 a year for books and tuition for each school, and assist with the provision of lodging for teachers, preschool services, office space for the director, electricity and latrines. In one case it built classrooms, with the requirement that the community builds the latrines, though as of the time of this report the latrines were not completed.

4. **French Cooperation**

The French Cooperation Agency has implemented a pilot program to reform the education system (CAPSE) by basing teaching methods on the work of children. The program has made computers available, improved the reading program, provided 2,000 suitcases full of school books and materials to schools, and printed 20,000 books. The PARMEN program provides training to teachers, while the DREN program has reorganized the statistical department.

- The two-year CAPSE (Contract for the Improvement of the Piloting of the Educational System) started in January 2002. CAPSE participated in the RESEN (Report of State of the National Educational System) to track the major constraints in the national education system, with the aim of improving national educational policy and planning.

5. **International Labor Organization (ILO)**

The mandate of the ILO is based on the commitment to abolish child labor as stated in the preamble to its constitution and relevant resolutions, conventions and decisions by the ILO bodies and partner organizations. ILO aims to combat child labor through policies and programs designed to alleviate poverty, enhance basic education and take immediate actions for helping children involved in worst forms of child labor. The position of the ILO is that children under 14 should go to school. If not, they should be provided with a combination of work and school, such as professional training after school.

ILO provides technical cooperation through its International Program for the Elimination of Child Labor (IPEC). Côte d’Ivoire is currently an associated country without a memorandum of understanding for ILO/IPEC activities. However the government has recently begun to give considerable attention to children’s issues. ILO-IPEC is providing technical assistance to combat trafficking in children in Côte d’Ivoire and eight other countries in the region. Activities of IPEC in Côte d’Ivoire include:

- The US $4.5 million regional project entitled, “Combating Trafficking in Children for Labor Exploitation in West and Central Africa.” with the financial support of the US Department of Labor. A plan of action has been drawn to include measures for research, awareness-
raising, training, strengthening of the legal and institutional framework, direct assistance to victims and bilateral collaboration for repatriation and extradition of traffickers.

- IPEC is planning a sub-regional project for child domestics in six francophone African countries, including Côte d’Ivoire, as a follow-up to the sub-regional conference held in 1995 for ten West African countries.

- A national trafficking initiative to study and map the incidence of trafficking in Côte d’Ivoire. The program is working to withdraw children from work; to build the capacity of inspectors, employers, law enforcement; and to sensitize the public on the worst forms, so that they can develop national plan of action and deliver services. Activities of the program include supporting workers associations for young people, conducting rapid assessments and surveys on child labor, social security, and toxicology; designing interventions at the community level; and implementing SIMPOC surveys in Burkina Faso, Mali, Senegal, Côte d’Ivoire, Nigeria, and Ghana.

**Partners**

- African Development Bank (ADB)
- U.S. Department of Labor, International Child Labor Program
- Joint action program with UNICEF and UNESCO and with Terre des Hommes
- Working with Italians in Togo

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### 6. Red Cross - Côte d’Ivoire

Founded in 1960, Côte d’Ivoire Red Cross has a program of 12,000 volunteers, and operates in more than 20 towns across the country. The goals are to improve the life conditions of children in difficult situation, refugees and internally displaced people by helping them restore links with their families. The program working in the urban areas of Abidjan, Yamoussoukro, Bouaké, Ferké; and the rural areas of San-Pédro, Soubré, Tabou, Grand Béréby, Bouaflé, Vavoua, Gagnoa, Divó, Sinfrà, Abengourou, and Bondoukou.

Activities include the operation of five reception centers (Abidjan, San-Pédro, Bouaké, Gagnoa, Bouaflé, Bondoukou and Ferké) offering training and reintegration services. They offer vocational training (i.e. sewing, mechanics) and supports income generation activities. The centers register children and displaced persons and facilitate the transmission of messages to their families. It manages a database of the beneficiaries and offers psychological and medical assistance. In Abidjan, it operates a literacy program, provides human rights education and offers activities in sports and music. It also offers training and awareness-raising programs for teachers on AIDS and other sexually transmitted diseases.

In Korhogo, the Red Cross is working to enroll children in school, and to modernize agriculture, and offers a school-feeding program. It offers nutritional training, income generation training, and support for peanut, corn, and flour cooperatives.

**Partners**

- Save the Children-UK, Save the Children-Sweden, BICE, Doctors of the World
CICR

District Associations

7. Save the Children-Sweden (Rädda Barnen)

Rädda Barnen is a non-governmental organization with 85,000 members and has no political or religious affiliation. Rädda Barnen’s work is characterized by respect for the child and the right of children to express their views and be listened to. It works with NGOs, UN agencies, universities and research institutes all over the world, with the conviction that NGOs are the best ombudsman for protecting children rights and for the practical enforcement of the Convention on the Rights of the Child. Save the Children was one of the partners that facilitated the signing of the agreement between Mali and Côte d’Ivoire to combat cross border child trafficking. Internationally, Rädda Barnen is working toward the following objectives:

- Developing knowledge about the conditions and needs of children.
- Sponsoring practical development and support programs and disseminating the experience gained with a view to influencing public opinion and decision-makers.
- Providing catalytic support to benefit as many children as possible.
- Testing model approaches to test intervention methodologies.

In Côte d’Ivoire, Rädda Barnen is working to:

- Ameliorate the phenomenon of child labor and trafficking, and improve the knowledge in this area.
- To enforce child protection legislation.
- To assist children directly.
- To promote popular participation.
- To advocate for children to fight for their rights.

Activities

- Establish a transition center (Horon So – Freedom Center in local language), to care for children who have been repatriated or have escaped from forced labor in Côte d’Ivoire. Save the Children has helped over a hundred children escape from such slavery. These children had been working on cocoa farms in Côte d’Ivoire.4
- Small NGO study on housekeepers in Korhogo
- Small credit program SCS doesn’t provide credit but negotiate with programs run by banks. Bank provides training in borrower accountability. There is an 80 percent repayment rate for loans benefiting children and their families.

4 Currently, Save the Children is providing assistance to the government of Burkina Faso to implement similar national action plan to prevent child trafficking.
• Village-level action projects (PAV) to develop small projects through community groups by helping villagers to identify their priorities and plan interventions.
• Action with NGO who give the right to speak to children, to be the advocate of children to defend their right. Training of the workers on the Rights of the Child Workers with NGO.
• Adapting a training handbook to raise awareness of trafficking by policemen and custom officers.
• Will write a document about trafficking of children and women for the 2003 European Summit Conference
Partners

- Local NGO, meeting in Lome, Togo, to create a regional web of NGOs
- ENDA coordinate actions and movement of young workers
- EASEMO, Bouaké
- Communauté Abel, Grand Bassam
- ANAED/ enforcement of their capacity
- Training of militaries, collaboration with Interpol
- European Union and Italy to write a documentation about the trafficking of children and women

8. NOVIB

Netherlands Organization for International Development Cooperation (NOVIB) was set up in 1956, and its affiliated organizations are active in more than 100 countries throughout the world. Together, the organizations draw on funding of around USD $260 mill. NOVIB has over forty years of experience and with thousands of projects in the Third World by supporting development projects, by lobbying with governments, the European Union and the United Nations.

In Côte d’Ivoire, NOVIB funds Oxfam International, which comprises eleven organizations from Great Britain, Belgium, the United States, Canada, HNGO KNGO, Australia, New Zealand, Spain and Ireland. Together, they carry out projects aimed at alleviating poverty and at addressing the injustices in the world that poverty gives rise to. The organizations share the same basic philosophy: to give poor people the power and the resources to take control of their own lives.

Partners

- OXFAM International

9. SOCODEVI

Established in 1999, SOCODEVI provides agricultural development activities predominately in cocoa and coffee. It provides technical assistance and cooperative development activities in 32 villages and has 1,935 members. The organization consists of an administrative committee with 8 members. Activities include training of trainers in agriculture to explain the agricultural techniques through demonstration, particularly in cocoa and coffee. The training is offered in local languages and utilizes simple visual materials. SOCODEVI has one of the most extensive networks of cooperatives and comprehensive provision of sustainable agricultural development activities in the cocoa and coffee regions that STCP covers.

Partners

- SOCODEVI, Canada (labor and materials).
UNICEF has a comprehensive approach to tackle the problem of child labor through provisioning of economic support to families, improving access to and quality of education, and advocating for the rights of the child. While considering options for program interventions priority is given to the prevention and protection of the most vulnerable children, particularly girls and younger children. UNICEF works in partnership and cooperation with other multilateral organizations, including the ILO and the World Bank. UNICEF provides support to the country through advocacy on child labor, involving the government to invest their political will and drawing up targeted and time bound action plans. The activities of UNICEF include:

- “Say Yes for Children.” advocacy and social mobilization campaign to promote woman and child rights.
- Child trafficking action plans for in collaboration with other UN organizations and NGOs. UNICEF also monitors the Mali/Côte d’Ivoire Protocol against child trafficking. Bondoukou education center for Trafficked children in Odienné
- Four community centers in Abidjan offering health services and school fees for 338 disadvantaged children, professional skills training for 110 children in three urban areas, and family integration for 229 children.
- Community childcare centers including training of 89 community workers trained on management of and implementation of early childhood activities. The 21 centers had a cumulative enrollment of 2,015 children.
- Life skills training for children outside the formal school system through mobile instructional units. This was implemented through traditional Koranic schools (religious) and non-formal literacy programs.
- Education support to provide quality services, especially four girls. Teachers and personnel in the ministry of education were given gender awareness and sensitivity training.
- Refugee program for children to integrate into the formal education system serving the estimated 120,000 refugees in Côte d’Ivoire. The program is implemented in cooperation of WFP and UNHCR with support from the government.
- Basic education program for 2003 to 2007 will aim at increasing net school enrollment rates and help to retain children (particularly girls) in school, in cooperation with the World Bank, the African Development Bank, the World Food Program and UNFPA. Information related to the prevention of HIV/AIDS will be communicated to children in school and outside school. A life skills program will be provided to children outside the school system through non-formal programs and Koranic schools (Bondoukou and Korhogo), teacher training, revision of the curricula, and education for peace and tolerance. Teacher training and production of teaching materials funded by French cooperation
- Child and adolescence welfare program to protect vulnerable children and to those at risk including victims of trafficking and those exposed to the worst forms of child labor. Programs will include efforts to prevent acts that result in the violation of the rights of the child. It will also include social reintegration and access to basic services. Efforts will be undertaken to involve children and adolescents in the decision making process. The program
is being implemented in cooperation with the ILO, the International Organization for Migration (IOM), Save the Children and the International Catholic Child Bureau (BICE).

**Partners**
- ILO.
- BICE, International Catholic Child Bureau (health, basic education).
- Save the Children.
- IOM (trafficking survey).
- World Bank (school dropout reduction).
- French Cooperation (teaching quality and curricula reform in Bondoukou et Korhogo).
- JICA (school construction)
- African Development Bank.
- World Food Program.
- United Nations Fund for Population Activities (UNFPA).

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**11. United Nations High Commission on Refugees. (UNCHR)**

UNCHR supports the government in managing the refugee population and helping in the repatriation of those wishing to return to their countries. UNHCR is providing health and educational services and organizing activities to promote self-reliance within the communities. Côte d’Ivoire had approximately 95,000 refugees and asylum seekers at the end of 2000, coming from Liberia, Sierra Leone and various other countries. The plan is to reduce assistance as more refugees are repatriated. UNHCR has helped in the repatriation of thousands of Liberians, and will continue to support about 15,000 Liberians in Nicla camp who arrived in Côte d’Ivoire in September 1998. The education system of Côte d’Ivoire has limited space and is currently unable to absorb all the refugee children. UNHCR has continued to provide educational assistance to these children. Activities include:

- Health, community services, agricultural projects, and other income-generating activities to promote self-sufficiency.
- Literacy skills and health education for Poor women to promote income-generating activities. The program focuses on single mothers and young girls at risk of getting drawn into prostitution.
- French classes for the children to prepare them for the public Ivorian school system.
- Family reunification and repatriation to about 275 unaccompanied children. The program continues to provide similar protection and assistance to 1,500 Sierra Leone refugees and a large number of urban refugees from Rwanda, Burundi and Congo.
- Advocacy with the government to respond to their needs and expand services to meet the needs of the refugee population and has a dialogue with the government to determine the official status of refugees.
Established in 1985, Winrock International is an international nonprofit organization that works with people around the world to increase economic opportunity, sustain natural resources, and protect the environment. Winrock supports innovative approaches in agriculture, natural resource management, clean energy, and leadership development according to the unique needs of its partners. By linking local individuals and communities with new ideas and technology, Winrock is increasing long-term productivity, equity, and responsible resource management to benefit the poor and disadvantaged of the world. The organization works by building human capacity, creating long-term relationships, managing effectively, communicating openly and promoting team work. Activities include:

- New farm technologies and improved seed varieties
- Water and soil management
- Market driven agriculture - market access to market-oriented production
- Micro-credit programs and micro-enterprise development
- Livestock and inland fisheries practices
- Alternative crops
- Post-harvest processing to add value
- Policies that ensure market opportunities and fair pricing
- Partnerships NGO public and private organizations, farmers, and educational institutions

**Projects in Côte d’Ivoire include:**
- African Women Leaders in Agriculture & the Environment
- African Women Leaders- Agriculture (AWLAE-ALFALFA)
- African Rural Policy Analysis Network
- Education for Development and Democracy
- Conservation Tillage in West Africa
- Agricultural & Environmental Scholarships for African Women
- On-Farm Productivity Enhancement
- Diffusion of Rice Technology

**Partners:**
- OVDL
- Habitat for Rural Development
- Numerous other community-based organizations, women’s associations and cooperatives
13. **USAID/Sustainable Tree Crops Program (STCP)**

The United State Agency for International Development USAID has funded the Sustainable Tree Crops Program (STCP) implemented by the International Institute for Tropical Agriculture (IITA). The goal of the project is to improve the economic wellbeing of small holders and the environmental sustainability of tree crop farms. This is to be achieved by working towards the following results:

- Create the capacity and motivation of Farmer Association owned grower and business support services to assist smallholder tree crop farmers
- Increase availability of and use of environmentally friendly technology to raise profitability and productivity of smallholder tree crop systems.
- Identify and promote the use of policy and strategy options that increase the efficiency of tree crop sectors.
- Create and strengthen regional market and information systems which enhance efficiency of tree crop sectors.
- Develop socially responsible production and marketing systems.

A comprehensive study of cocoa producers and workers in Côte d’Ivoire and baseline studies in the surrounding countries of Cameroon, Ghana, Guinea, and Nigeria has been implemented with assistance from USAID, the US Department of Labor and the ILO. In addition, an action plan to eliminate the worst forms of child labor in cocoa production and improve wages and working conditions has been developed by the Sustainable Tree Crops Program including the initiation of several pilot projects to define appropriate labor standards for family farms, to address child labor abuses, and to monitor cocoa export processes for abusive practices. The study investigated 2,000 farms in Côte d’Ivoire. IITA coordinated the survey activity.


The World Bank is assisting the government of Côte d’Ivoire through a US $53.3 million loan for Education and Training Support Project. The objective of the project is to enhance enrollment, improve the quality of education, and increase the cost effectiveness of the education system. To support the National Education Development Plan, (NETDP) the project aims to achieve universal primary education by 2010. Priority is given to poor and underserved areas; mainly rural regions and areas that have fewer girls and high dropout and repetition rates. The learning outcomes component of the project ensures better curriculum content, adequate number of textbooks, and appropriate teacher to student ratios. Existing schools will be rehabilitated and more school facilities will be established. In-service training for teachers is also supported by the project. The project supports capacity building at all levels of the education ministry.
15.  **World Bank/Promotion de la sante de la femme: PROSAF Project**

Created in 1998, the World Bank-funded the to the Promotion de la sante de la femme (PROSAF) project to help establish rural transports systems and improve the lives of rural communities in Côte d’Ivoire. The aim of the project is to help improving the conditions of rural transports in gender perspective and its objectives are to: (1) to built the capacity of women and men in matter of participatory rural transports development, (2) to stimulate the full participation of rural local community-based associations in managing the ITM program as the alternative solution to their transports problems, and (3) to ensure a monitoring and evaluation program of the easy rural transports system in gender perspective. Activities include:

- A literacy program that organizes women groups with the participation of men. Based on outreach from the literacy program, cooperatives like in NEBO (Priest Pierre) are training the chief of villages to take a census of the birth to plan for school enrollment from year to year.
- A free vaccination campaign, where nurses are driven to the village with motos.
- Training for the maintenance of water pumps in the North to make operational the 60% of the 1200 pumps in the area that do not work.
- The Moto Program makes small motorbikes available to make tasks easier to perform, including fetching water, going to school, helping agricultural extension worker reach the field, gathering firewood, and transporting children. The project helps to procure in expensive motos from a Chinese company, provides training for drivers, and clears paths and prepares roads.
- Support for crop production (coffee, cotton, cashew nuts, oranges, mangoes, rice, corn, cassava, yams and various kinds of vegetable) in Worodougou Region (centre-north of Côte d’Ivoire), specifically in the locality of Kounihiri.

**Partners**

- At the beginning, funds came from the office of the President
- World Bank came to choose villages and gave 9 million FCFA (US$12,857) for 5 motos.
- The Canadian Government will buy 6 motos for a project in Kounihiri.
- Department of the Family
- Department of Transportation
B. Government Programs

1. The Minister of Employment and Ministry of Family, Women, and Children's Affairs

The Minister of Employment and the Ministry of Family, Women, and Children's Affairs has cooperated with Malian authorities to prevent child trafficking between the two countries. The Minister of Family, Women, and Children's Affairs of Côte d'Ivoire and the Minister for Women, Family, and Children's Promotion of Mali have a meeting in Sikasso, Mali, to discuss issues and concerns related to trafficking. The Governments of Côte d'Ivoire and Mali signed an agreement in August 2000 to facilitate the repatriation process of Malian children from Côte d'Ivoire. A rest and transit center was set up in Sikasso for children being repatriated from Côte d'Ivoire. The consular services of Mali in Côte d'Ivoire remain in communication with the ministerial and municipal authorities of certain regions. It has greatly enhanced and facilitated the repatriation of several children. Associations of Malians living in Côte d'Ivoire are also vigilant and are playing an active role in combating trafficking.

2. National Committee to Combat Child Trafficking

In July 2000, an inter-ministerial committee to combat child trafficking was formed from representatives from the:

- Ministry of Foreign Affairs
- Ministry of Interior
- Ministry of Security and Decentralization
- Ministry of Justice
- Ministry of Labor
- Ministry of Agriculture
- Ministry of Communication
- Ministry of Social Affairs
- Ministry of National Solidarity
- Ministry of Family, Women, and Children's Affairs
- NGOs
- UNICEF
- REFAMP-CI (network of women ministers and parliamentarians)
- International Catholic Bureau for Children (BICE)
C. NGO Programs

There is a strong and active network of non-governmental organizations throughout Côte d’Ivoire. However, none of the NGOs located in the cocoa producing regions are currently engaged in preventing and eliminating the worst forms of child labor in cocoa production. Some of these organizations are international development agencies, while the majority of others are smaller national or community based NGOs receiving support from a variety of donors. These NGOs are generally based in urban and peri-urban business centers throughout Côte d’Ivoire, most with headquarters in Abidjan. Some of the other key sites for NGO offices include: Bouaké, Daloa, Grand Bassam, Korhogo, San Pedro, and Yamoussoukro.

While none of the NGOs visited specifically offer services to child caught in abusive child labor in the cocoa sector, they do offer a wide variety of other related services that can be of benefit for children in the cocoa growing regions. The activities for trafficking have been primarily for children involved in domestic work and prostitution. Some NGOs, such as ASA, have started to develop programs for children in agriculture, though these initiatives are still in their infancy. Following are some key services that NGOs are currently providing for children and youth in Côte d’Ivoire.

1. **AEJT**

Established in 1994 to provide services for street children, the organization has expanded to assist fruit and sweet vendors, apprentices, drivers, house keepers, and fishers. It operates three programs in towns of Bouaké, Abidjan and Grand Bassam. The organization has conducted the following activities:

**In Abidjan**
- Awareness raising activities about youth problems.
- A literacy program.
- Self help projects.
- Annual celebration of International Literacy Day.
- Soccer tournaments.
- Cleaning up the town (Adjamé).
- Beach outings.
- Making ID cards available to youth.
- Renting chairs (to raise money).
- A micro loan program offering short-term loans of up to 50,000 FCFA. The WCY of Adjamé is motivated, and its members are involved.
In Bouaké
• Advocacy on behalf of youth with local authorities.
• Apprenticeship program with a committee is in charge of monitoring the conditions of work and negotiating with employers, including electronic engineer, wheelbarrow carrier, wrought-iron craftsman, joiner, tile, shoe repairer, tailor, hair cutter.
• Awareness-raising to integrate the youngest into protection programs.
• Enforcement of the right to healthcare (drives members to hospital and takes care of the expenses).
• Literacy program (one classroom, two levels of instruction)
• Follow-up with children contacted during the 1998 census.

In Grand Bassam
• Soccer tournament: 24 teams of 16 players with a total of 384 players.
• Increased its membership from 28 in 1998 to 44 in 1999.
• Literacy program 315 children.
• Renting chairs raise money to get rid of problems.
• Make easier the use of administration facilities, including city hall, prefecture, inspection, and police.
• Authorities understood the objective of the association.
• Literacy program has been decentralized to the district level.

Partners
• EASEMO (Team d’Animation socio-éducative en Milieu Ouvert du Department de l’employ et de la prévoyance sociale de la République de Côte d’Ivoire)

2. Akwaba

Established in 1996, Akwaba Côte d’Ivoire works to educate and rehabilitate children in difficult situations including the handicapped. The goal is to develop services for children while improving the solidarity of the community. Akwaba also works in the area of health and safety and the protection of the rights of prisoners.

• The Akwaba center opened in January 2000, and provides children with housing, food, and an education. It serves about 100 children per day. Lodging is available for 32 in bunk beds. The four classrooms offer education in morning and afternoon shifts.
• The boarding school serves abandoned, trafficked, and out-of-school children. The center maintains records on each child and provides housing until they can be settled from 3 weeks to a year depending on their situation or until they are settled with their families.
• Activities for trafficked children include games, dancing, literacy, explaining about trafficking, why caught by police, and explaining human rights (CRC and African Charter
on Human Rights). If the children are trafficked from Mali or Burkina Faso, the center contacts the relevant Consulate who helps to contact the parents.

- Vocational training is provided to children from ages 14 to 20 years including literacy, embroidery, hairdressing and a bakery and the support of micro enterprises including poultry and animal husbandry. The center grows food in the garden for training and the children make products they can sell to raise funds. Training includes how to start a business.
- Primary healthcare centers in Ferké, Tiébissou and Gonfreville. A new health center was scheduled to open on the Bouaké campus in June 2002.
- Social programs for prisoners, women, children and men to train them in a vocation and hopefully place them in a job. Akwaba pleas with the city hall of Bouaké to improve the road that provides access to the center.

**Partners**

- Spanish Foundation located in Barcelona, Spain provides funding.
- EASEMO in Bouaké, contact us, organize meeting between children and families for reunification.
- EASEMO and BICE, police sends to them, they send to Akwaba or police sends to Akwaba directly in the Bouaké area.
- Save the Children-Sweden visited, OEM visited last year, sent them papers.
- Spanish foundation pays for food for trafficked or abandoned children (local children participating in training at the center go back home for food).

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**3. African Movement of Working Children and Youth (AMWCY/ENDA)**

Founded in 1994, AMWCY/ENDA is a federation of 30 associations in as many African cities. The partnering organizations work to fight against exploitation and bad working conditions for child workers. It serves about 15,000 domestics, market sellers, daily laborers, apprentices and street children. Since 1996, the regional movement has worked to ensure twelve basic rights for children, including the right to remain in the village (not to go to the cities), to security, to light work, to be respected, to be listened to, to healthcare, to learn to read and write, to play, to express and organize themselves, to receive equal justice, and the right to learn a profession.

- Children and Youth Conquering their Rights (CALAO) Project in cooperation with NGOs, churches and governmental departments (since 1985), which provides a communication system to help children take a dominant role in defending their human, social, economic and cultural rights. It reinforce children and youth associations through training, follow-ups visits, and organizational and communication support. It does not develop direct services for children. Rather, it develops the capacity of service providers.
- Training and exchange program and has organized 30 regional sessions in West, Central and Southern Africa. The African Training Program (ATP) trains urban animators in thirty African cities in participation, participatory research, listening, and evaluation, and it is developing modules for income generation, non-formal education and communication. The
program works with governmental organizations, non-governmental institutions and grassroots associations.

- Information dissemination on working children and child rights by distributing documents in 104 countries for direct partners, NGOs, decision-makers, researchers, training institutions, and individuals. The program also disseminates information on an e-mail network in 16 cities, publishes a quarterly bulletin entitled "Info Calao," and runs an Internet site. AMCYW members wrote and published a book entitled "Voice of African Children" in 1999, and produced the movie: "Strength of the Young".

**Partners**
- Communauté Abel/l’Via de Grand Bassam (Côte d’Ivoire)
- Bureau International Catholique de l'Enfance - BICE (Côte d’Ivoire, Togo)
- Team d'Action Socio-Educative en Milieu Ouvert - EASEMO Bouaké - Korhogo (Côte d’Ivoire)

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**ASA**

Founded in 1997, ASA support child workers in mines, in the marketplace, on plantations and children involved in armed conflict. ASA works as an ombudsman for the monitoring of the CRC, especially in regard to trafficking. Interventions that assist judges to protect the children against employers are undertaken.

- Literacy program for 30 young girl vendors in cooperation with UNICEF at the facilities of the Department of Social Affairs.
- Refugee program for displaced youth aged 7 to 15 from Liberia, Mali, Burkina Faso, including unaccompanied children and child workers in the gold mines. The centers are in Tabou and Guiglo serving 250 and 150 children, respectively. In Guiglo, the center operates a garden program, which supplies both of the centers with food. Training is provided in sewing and bakery for girls aged 10-12.
- Trafficking program since 2000, including psychological support for child victims of trafficking. Participation at the redaction of the agreement with Mali, law against trafficking and member of the national committee in charge of fighting against trafficking. In Bouaké, the project intervened on behalf of children under arrest for trafficked, including two meals a day and psychological assistance for the children.
- Project Literacy is a program under School 2002 (Guiglo) for young girls.

**Partners**
- UNICEF (literacy program)
- French Cooperation (School 2000)
- Family Department
- Social Affairs Department
- UNHCR for refugee program (funding recently withdrawn)
5. **Association Nationale d'Aide à l'Enfance en Danger (ANAED)**

Created in 1981, ANAED works at the national level to fight against all form of childhood marginalization. It developed a chapter in Korhogo in 1985, which is the only part of the organization working today. The goals of the organization are to reintegrate unaccompanied children with their families, to bring stability to children in danger situations, to stimulate children to participate in social life, to provide psychological support to families, to develop the aptitudes of children, and to make people aware of child rights, especially as it relates to the provisions of the CRC. Activities include:

- Vocational training center on 4 hectare with a capacity for 60 trainees. There are four programs, including agriculture, construction, metal work, joinery, and batik/tie dye.
- Drop in center for children at risk including a counseling center and a place to wash themselves and clean their clothes. Boarding school for 24 children and a canteen for breakfast and lunch for child trainees.
- A social study on the children who enroll at the center.
- There is a plan to develop a section for childhood victims of trafficking.

**Partners**

- Secours Catholique Francais since 1992, BCEAO Korhogo, City town, NGO in Korhogo.
- Save the Children-Sweden funded a study on domestic trafficking.
- Secours Catholique funded a trafficking project, but is cutting back funding.
- Prisoners Without Borders organization - pays for the cost of the chickens.
- UNICEF provides supplies, such as wood and medicines.
- UNESCO is expected to fund a literacy program.

6. **Association Thameri**

The Thameri Association support programs for education, food security (secure access and availability) and healthcare. The education program in eastern Côte d’Ivoire consists of a two-room classroom. The program teaches rights of women and children, preventative healthcare, the organization of cooperatives, and saving money. There are training sessions on making soap, candles, growing mushrooms, and growing Cassava. The program has 100 hectares of rubber trees, as well as areas to grow tomatoes, and bananas. Women manage the cooperative.

**Partners**

- GTZ assisted with planting forest (Sodefor)
- Society for Development of Forest (pays the workers)
7. **Brother Miguel Angel Isla Lucio Adoption Home**

The Brother Miguel Adoption Home houses children who have been abandoned, mistreated, orphaned, who are handicapped, or have already developed AIDS, for infants and children up to 14 years of age. After acute medical care, the hospital sends children to the center to provide ongoing assistance for infants and children suffering from malnutrition and other types of opportunistic infections caused by AIDS. The center houses, feeds, and cares for up to 12 children who are referred by the government, police, child protection, hospitals and churches. The center staff provides assistance with recruiting, identifying and screening potential adoptive parents for the children.

8. **Mutuelle des Femmes Solidaires de Grand-Bassam (MUFSO)**

Established in August 2001, MUFSO offers programs in skills training and environment. It organizes community-cleaning campaigns to remove trash and clean streets, and helps to develop job opportunities for young workers. Girls from the age of 15 and widows are provided with training in sewing, typing, beauty school, computers. They are offered small loans and the organization operates a sewing room.

**Partners**
- ADEQU: association de developpement de quartier
- Community Abel

9. **Centre des Metiers Ruraux (CMR)**

The government of Côte d’Ivoire decided to create a program of regional training in Tiëbissou, Tiassalé/Sikensi, Daoukro/Ouellé, Bouaké, Odienné/Aboisso, San Pédro/Bouna, Man, and Korhogo. The goals of the organization include training illiterate youth in rural areas, adapting training to the specific needs of the population, providing income opportunities, promoting basic education, and mobilizing civil society to address their felt needs. The methodology of the approach is as follows:

- Training offered by mobile training units.
- Training based on the demand expressed by villages that identify their own needs.
- Adapting training to everyday life.
- Each program is set up with participants themselves.
- Rural population participates with fees for the training.

**Partners**
- GTZ
- French Cooperation
10. **Committee for People from Mali in Daloa.**

Formed in 1982, the Committee for People from Mali in Daloa consists of 27 Committee members, representing 9 regions with 3 representatives per region. The program provides assistance to Malians in case they have a problem, are identified as a trafficked child, get arrested, go to school, conduct business, need a bank account, etc. Activities include:

- Conduct research about children in the fields.
- When a case of trafficking, only on Ivorian plantations, deal with the political side of problem.
- Each year could send back 200 children per year, asked Consulate for help, but no response as yet.
- Met with ILO about trafficking.
- Help to organize community events, programs and activities for Malians living in Daloa area.
- Help to sponsor scholarships and raise funds for children unable to pay for fees to attend school.

**Partners**
- Funds come from providing ID cards from the Mali Consulate; individuals pay 5,000 FCFA, with 1,000 FCFA coming to the committee every three years.

11. **Communauté Abel**

In 1981, Priest Giovanni d'Ecole established Communauté Abel as part of an initiative by the Department of Justice to reintegrate juvenile offenders into social life by providing them with work opportunities. Goals of the organization include:

- Providing care for young people in difficulty, and help them reintegrate into social life and help prevent their situation from happening to other children.
- Helping poor children regain their dignity.
- Sensitizing the public to mobilize for action and improve the possibility for replication and sustainability.
- Build the capacity of organizations involved in youth affairs (including private institutions, NGOs, Government authorities) through research, sensitization and training.

In 1989, the organization opened the Centre de Recherche Documentation et Training (CRDF) to provide at-risk groups with a knowledge and understanding of women and children’s rights with a focus on understanding provisions of the CRC, in cooperation with Save the Children. They
also operate a literacy program through a Koranic school. Abel also hosted the first meeting about trafficking in Grand Bassam.

Abel operates a boarding school that provides training for children in moral danger, orphans, and victims of child abuse to provide support for the "service de l’Education Surveillée" program of the Department of Justice. Services by Grand Carrefour include a health center, a library skills, training programs (sewing and carpentry), computer skills, music and dance, sports, apprenticeship, counseling, literacy training, and food.

The three-year vocational program works with artisans to help ensure that children work in a safe and healthy work environment, free from exploitation. Business owners are encouraged to take the apprentices by donating wood or giving them a place on the street to exhibit their products. Unfortunately, the diplomas from the program are not yet recognized nationally. The organization also operates a micro-credit program (Program d’Action Support au Secteur Informel - PASI) to develop sustainable incomes for youth and women, which is managed separated from other program activities.

**Partners**
- Bureau International Catholique de l’Enfance (BICE)
- Equipe d’Action Socio-éducatives en Milieu Ouvert (EAEMEO) for the BOSSO alternative education project, since 2001
- ENDA for child worker projects
- Agreement signed with the Foreign Department, Justice and Public Freedom Department, Social Affairs and National Solidarity Department, Employment and Youth Department and Diocese of Grand-Bassam.
- For trafficking programs, BICE, European Union, Save the Children Sweden, UNICEF, AESEMO, AEJT, and Bouaké Government.
- International Group Abel of Turin
- NOVIB (BOSSO project)
- European Union
- Department of Justice (rent and electricity)
- Save the Children (trafficking program)

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**12. ChristAction**

ChristAction was established in October 2001, founded by a man who got polio at 6 years old and had to crawl hours to go to school. Its four goals include providing education in rural area for children and adults and to integrate them into the labor market, to protect the environment, to fight discrimination against the handicapped, and to establish micro enterprises with the families of children in need.

The program works from a classroom bought by the founder, and is financed through personal contributions and money from protestant church organizations. Activities include analyzing why
children work, reintegrate children into the school system, promoting volunteers teaching, maternal child health, computer training, and integrating the handicapped into society through employment training.

13. **Daloa: Ansarul Koran – Koranic School**

The Ansarul Koran School in Daloa provides training for children in French, English and Arabic. Its goals are to train children in Islam and in skills training, such as computers, secretarial, woodworking, cocoa, and the safe use of pesticides. Until the 6th grade, instruction is in English and French, after 6th grade they learn Arabic. Classes include geography, grammar, Arabic and history. They have Friday and Sunday off, but otherwise follow the same vacation schedule as public schools. The school accommodates about 400 students (255 boys and 71 girls in 2002). It is staffed by 30 teachers, 10 of which are women. There is no canteen at the school.

**Partners**
- Receive funds from the University of Medina in Saudi Arabia
- No funding support from government, but under the Department of Education
- Teacher’s salaries paid by fees
- Private school
- Depends on Department of Interior

14. **Ecole Premiere Protestant**

The Ecole Premiere Protestant consists of 2 Primary Schools with 14 classrooms each, and 312 students per school. In each school there are two classes each for grades 1-5. 1,200 students attend high school for Baccalaureate. Of these, 72.91 percent of students graduate, and 61.53 percent go on to high school. In the 1980’s, the government paid 80 percent of salaries. Since 1990, this has been reduced to 50 percent. The salary of the Administrator is based on performance, graduation and retention rates

**Partners**
- Receive financial support from Union des Eglises Evangelique Services et Oeuvres de Côte d’Ivoire
- Subsidy from government but paid not regularly

15. **EASEMO – Equipe d’Action Social Education en Milieu Rurale**

Created in 1984 as a governmental organization under the Department of Social Affairs, EASEMO works to prevent the marginalization of young people, to protect them and improve their lives. The program works in literacy education, alleviating the problems of child labor, street children, children in prison, handicapped children, and unaccompanied children. EASEMO has implemented the following activities:
• Assisted 30 child trafficking victims between 8 and 23 years olds in 2001, which were placed at the Akwaba center.

• Counseling for reintegration of child laborers, street children, children in prison, handicapped children, and unaccompanied children. During three years of training, kids are prepared to take responsibility for themselves. In many cases the children are reunited with their families, provided vocational training, enrolled in school and provided with basic healthcare.

• Literacy program for apprentices after work hours. In Grand Bassam, it is provided during working hours.

• Healthcare including basic healthcare, hygiene, and counseling.

• School enrollment to encourage the integration of out-of-school children into the formal school system.

• Sports and leisure activities including karate and cultural activities.

• Awareness-raising to sensitize stakeholders on the rights of the child.

• International exchanges develop international and national exchanges with organizations.

• Apprenticeship program for children 14 and older to negotiate apprenticeships.

Partners

• Terre des Hommes for the training of 45 young people.

• CARITAS-Germany

• French Cooperation (extension of building and construction of a sport field)

• UNESCO, ILO, UNICEF technical partners on irregular basis

• ENDA (financial and methodological support).

• NOVIB (alternative education)

• National NGOs including Akwaba, Association St Camille, Maison de l'enfance, le dispensaire notre Dame des Apotres, la Brigade Mondaine (police), Gendarmerie, Tribunal for children are local partners

• BICE and Community Abel (children in difficulties)

• Department of Social Affairs

• OXFAM

• Save the Children-Sweden (financial and technical support)
16. 

*Habitat and Rural Development (Winrock)*

Created in 2000 by Winrock International, Habitat and Rural Development is working in 30 villages around Bouaké in the areas of research, vocational training governance and population activities. Its goal is to alleviate poverty and contribute to sustainable development. Its objectives include:

- Utilization of resources and local competency in the field of economic growth.
- Fight illiteracy to give underserved populations a chance to improve their lives.
- Increase awareness in cooperatives, reinforce management capacities of members, and the marketing of products.
- Fight against unemployment and reduce rural-urban migration.
- Support for micro enterprises for women.
- Rural income generation activities.
- Cooperatives for production, processing and marketing activities.
- Promotion of rural micro enterprises for young literate in rural area.

Some achievements include:

- Development of 20 agricultural cooperatives.
- Making manioc-processing machinery available to four cooperatives.
- Youth vocational training program for the building of houses.
- Housing credit program.
- Literacy program for 300 youth and adults people from 10 villages in the canton of N'draounan s/p Bouaké.
- Development of brick-making company.
- Development of manioc processing company.

**Partners**

- Ministry of Construction
- Habitat for Humanity
- Winrock
- World Bank, Banque Africaine de Developpement
- World Food Program
- Swiss Cooperation Center for Technology and Development
- Department of Education
- Fonds pour l'environnement mondial (FEM)
- Department of Industry
- BASIN Network
17. **Institut Africain pour le Développement Economique et**

Created in 1962 by the Jesuits, INADES was developed to deliver distance education to rural areas in Africa. The Côte d’Ivoire National Office was established in 1978, and it currently has a staff of 17 persons. INADES priority interventions include development of farmer organizations, the environment, enriching soil fertility, and marketing food crops. The organization has implemented activities including the settling of young farmers in Guiglo, a training program for "SODEPRA" agents, Bonoua integrated development project, and an in-service training program for all CIDT agricultural extensions.

18. **IOM**

IOM was established in 1951, and now works in 69 countries. The Côte d’Ivoire office was established in 2000. IOM works to assist refugees and victim of child trafficking by providing them with rehabilitation services. Plans for the organization include conducting a trafficking study for the ILO, and creating a rehabilitation center in Bouaké that would work to reunite children with their parents, provide micro-finance, training and healthcare.

**Partners**
- Save the Children-Canada (Center in Sikasso, Mali, plans for center in Bouaké)
- Bouaké: EASEMO, Consulate of Mali
- Daloa, Association of Malians
- UNICEF (trafficking)
- Department de la Family (trafficking)
- Population Refugee Migration
- Italian and Belgium government
- Migration for Development in Africa (MIDA)
- UNESCO
- World Bank

19. **Organization of Volunteers for Development (OVDL/Winrock)**

Established in 1981 by Winrock International, OVDL works to improve the standard of living of rural populations through food self-sufficiency, including helping children to embrace agriculture and learn to produce effectively. The organization is made up of agricultural engineers with background in natural science, a chemist, a lab technician, and other technical support.

- Supports agricultural education at the 3rd and 4th grade levels through the FISDES program in Bouaké (similar to Future Farmers of America program in US) 100 children participated have been attracted to agriculture in participating rural schools.
• Sale of products through school cooperative, which provides the school with money to provide food. Activities 2 times per week from 4 to 5pm.

• Rice project to enable women to master new techniques of rice production, and introducing new improved varieties (more productive, tolerant to irregular rainfall, and leaves do not irritate the skin). Also developed a rice mill for women in region. To date more than 1,500 women have benefited from the project. Rice program provides seeds, training on how to plant, field training for women, follow-up to see if follow through with activities.

• Micro credit program for rice and cotton production in Korhogo and Man. Program also supports literacy, and health promotion. Program targeted for women, no women under 18 years of age participate and young men not in school. The women have been shown to be more likely to reimburse loans (3.7 percent default) depending on the success of the business. They did not come back to ask for more funds.

• In 1998, trained men and women over 20 years of age with on cotton production and processing: follow cooperative activities in central and northern regions (Odienne/Bondoukou) offering management and accountability training and assistance; micro-credit program: bring projects offered by young men and women, study project, fund up to 1 million FCFA, follow activity in field, re-coup loan (some projects include selling cereals and butter from sheep’s milk).

• Since October 2001, have worked to establish a community bank.

**Partners**
- Winrock International
- European Union

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**20. Catholic School in Korhogo**

With funding from Canada, Spain, and Great Britain that has supported construction of the school buildings, the school provides skills training in agriculture as well as basic reading and writing competencies. It also targets children orphaned by AIDS, the handicapped and mentally retarded. Fees are 34,000 CFAs per year, with half of the students fees are paid by the Catholic Institute. Children also work in cashews, cotton, and mangos after school and on vacations. Parents and Catholic Institute pay for canteen services at the school. 104 children fed each school day; half of them do not pay and are supported by the Catholic Institute. Under Catholic direction, they pay for their teachers, as they receive no Cote d’Ivoire government funding. There are 300 children on the waiting list for the AIDS Orphans Center. Plans are underway for the creation of a new residential facility for children on the campus.

**Partners:**
- Manes Unidas
- CIDA-Canada
- Government of Spain
- Embassy of Great Britain

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SOS Violence Sexualles started its operation in 1997 to provide services to those who have been victims of sexual abuse or who are at risk of getting exploited. It is a group of professionals comprising of psychologists, medical health practitioners and volunteers aiming to provide moral, educational and legal assistance to those who have been sexually exploited. This group offers legal aid, counseling and rehabilitation services to the victims of sexual violence. It also monitors the application of laws and actions taken by the judicial system related to sexual offenses against children and women and organize sensitization and awareness-raising campaigns.
IX. STRATEGIES TO ALLEVIATE ABUSIVE CHILD LABOR

The growing dependence on cocoa, coffee and cashew nuts, the main STCP commodities, leaves both the producers and workers in a vulnerable position when world prices drop dramatically. Over the past 15 years, the approach to cocoa production has been expansive, increasing the number of producers and hectares in production, as opposed to a focus on improving efficiency, increased yields per hectare, and quality. The STCP focus on these areas is critical to a sustainable tree crops production strategy. But development in this area without addressing the inherent needs of the producers, workers, their family members, and the community at large has the potential to accelerate the problem of child labor and perpetuate the cyclical nature of rural poverty.

Alleviating the worst forms of child labor in the cocoa region goes hand in hand with improving and sustaining the revenue generating potential of producer families by increasing cocoa and other crop yields, quality and efficiency. This has been the mission and objectives of the STCP in the past. However, such sustainable development requires accountability not only to the producers, but to the workers, their families, and the community. Increasing the wealth of only one sector within a community does not ensure that such wealth is spread evenly and does not ensure that children will ultimately be the beneficiaries. Additionally, it does not ensure that child labor will be eliminated but could, in some instances, actually have the reverse effect. Accountability in sustainable development includes making significant improvements in education and other services within the community that benefits all.

The programs of action or intervention strategies that are referred to in Article 6 of the C. 182 for the most abusive child labor should be designed and implemented as a matter of urgency, in consultation with relevant government institutions and employer and worker organizations. These interventions are recommended to take into consideration the views of the children directly affected by the worst forms of child labor, their families and, as appropriate, other concerned groups committed to the aims of implementing the requirements under C. 182. Such interventions should aim at:

- identifying and denouncing the worst forms of child labor;
- preventing the engagement of children in or removing them from the worst forms of child labor, protecting them from reprisals and providing for their rehabilitation and social integration through measures which address their educational, physical and psychological needs;
- giving special attention to:
  - younger children;
  - the girl child;
  - the problem of hidden work situations, in which girls are at special risk;
  - other groups of children with special vulnerabilities or needs;
  - the unaccompanied migrant child;
- identifying, reaching out to and working with communities where children are at special risk; and
• informing, sensitizing, and mobilizing public opinion and concerned groups, including children and their families.

The conditions are ripe in Côte d’Ivoire to undertake initiatives to address the worst forms of child labor. The government has expressed willingness to address the issues of trafficking and work together with other key partners to design strategies to address the trafficking and child labor problems. Data has been collected that provides relevant and helpful baseline information. The chocolate manufacturers, that buy the raw cocoa products, have voiced their concerns and expressed their willingness to the government and producers to assist with the design and support projects and programs. The international donor community is eager to see resolution of the problem and is willing to provide financial support.

Workers are eager for training and assistance that can help to improve their earnings potential and livelihoods. Community leaders are supportive of assistance that encourages improvements for all. And most importantly, the future producers and community leaders, the children, are eager to have access to quality and relevant education and skills training opportunities that can only serve to benefit the country, their community and themselves in the future.

Although timing is right, there is still a great deal of sensitivity due to the politically charged nature of the issue. Therefore, a great deal of education is required and intervention strategies should be customized and designed using a participatory planning process that engages the producers, local officials, tribal and community leaders (including teachers), women and children. Interventions that are undertaken should be designed in such a way as to allow for an evaluation component that generates lessons learned and best practices through a participatory review. Finally, such strategies need to include considerations as to how these activities will be sustainable and allows for continuous improvement.

Inherent to all of the following interventions and strategies is the need for capacity and infrastructure development. This includes the provision of technical, financial and other assistance to build the capacity of government, NGOs, cocoa and other commodity cooperatives and producers, local elected officials and village chiefs/elders, and teachers and school administrators.

A. Creating a Responsive Environment

1. Social Marketing and Social Mobilization to Raise Awareness

   a) Promote Implementation Plans for the CRC, C. 182 and 138, and the COTC Protocol

Côte d’Ivoire has ratified the CRC and ILO Conventions 182 and 138. The government previously developed a National Plan of Action and formed a governmental Interagency Task Force to address the CRC. The National Plan of Action’s timelines has expired and the plan will likely require modification. Like the CRC, ILO conventions are only enforce once the country has ratified the conventions and has filed their plan of corrective action with the ILO in Geneva. At the time the team left Côte d’Ivoire, neither convention plan had been filed with the ILO.
Additionally, Côte d’Ivoire has also not ratified the African Charter on the Rights and Welfare of the Child.

As in any country, awareness of the child labor issues helps to generate the social pressure needed for the government to take appropriate action and for communities and its citizenry to adopt its own social accountability standards and practices. This process can be greatly aided through NGOs, local organizations and international donors. These actions of awareness-raising can be effectively undertaken through the use of social marketing campaigns. This can be directed at multiple levels and targeted at different groups:

<table>
<thead>
<tr>
<th>National Level</th>
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<tbody>
<tr>
<td>Key National Stakeholders</td>
</tr>
<tr>
<td>• Mobilize and educate key stakeholders, including NGOs and other service providers regarding child labor issues and effective intervention strategies that have been utilized and found effective in other parts of the world, including learning participatory planning approaches for customizing interventions to national and local conditions.</td>
</tr>
<tr>
<td>• Formalize a national interagency coalition, including all key stakeholders, to formulate and provide input on policy and strategies.</td>
</tr>
<tr>
<td>• Initiate public education campaigns using radio, television, and print media.</td>
</tr>
<tr>
<td>• Promote implementation of the government’s plan on the CRC, C. 182 and C. 138, and the COTC Protocol on Trafficking through education, training, and provision of technical assistance.</td>
</tr>
<tr>
<td>Government Ministry and Ranking Officials</td>
</tr>
<tr>
<td>• Foster and enhance the capacity and actions of the government’s Interagency Task Force and promote policy development and reform.</td>
</tr>
<tr>
<td>Unions and Associations of Producers and Cooperatives</td>
</tr>
<tr>
<td>• Educate and engage the unions and associations of producers and cooperatives in understanding child labor issues and implementing socially accountable production practices.</td>
</tr>
<tr>
<td>Teachers and School Administrators</td>
</tr>
<tr>
<td>• Incorporate into teacher training curriculum information and education regarding the needs of working children and approaches to address on-time enrollment and retention.</td>
</tr>
<tr>
<td>Police and Judges</td>
</tr>
<tr>
<td>• Provide education and training regarding children’s rights under the laws and international treaties and protocols with respect to trafficking.</td>
</tr>
<tr>
<td>• Promote the development of linkages with NGOs and other service providers for assistance to children as opposed to placing them in jail.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Level</th>
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</thead>
<tbody>
<tr>
<td>Parents and Children</td>
</tr>
<tr>
<td>• Promote education enrollment and retention campaigns—education works for working children.</td>
</tr>
<tr>
<td>• Provide education about the ill effects of children starting work too early, working too long hours, performing hazardous activities, and working in dangerous unhealthy conditions.</td>
</tr>
<tr>
<td>Producers/Cooperatives</td>
</tr>
<tr>
<td>• Provide education and training regarding the requirements under the law that deal with the employment of children and conditions of labor.</td>
</tr>
<tr>
<td>• Promote education and training regarding labor recruitment strategies.</td>
</tr>
<tr>
<td>• Promote education and training regarding safe work practices.</td>
</tr>
<tr>
<td>Teachers and School Administrators</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>School Inspectors</td>
</tr>
<tr>
<td>Local Elected Officials</td>
</tr>
<tr>
<td>Community Based Organizations and Other Service Providers</td>
</tr>
</tbody>
</table>

There should be efforts to involve traditional and modern communicators in children’s programs. The African Charter on the Rights and Welfare of the Child is a useful framework and a tool to increase awareness of the various cultural and traditional practices that may have negative impact on the child’s development.

### B. Education Reform

In general, reform that establishes a policy framework that makes education available for all children should be the objective, although achievement of this objective requires a thoughtful and long-term strategy and continued financial support.

#### 1. Decentralizing Oversight and Control of Schools

The testing of education reform models and strategies, such as those used by USAID and that has been successful in other parts of the world, may help to effectively address needed improvements into the educational system for children in rural agricultural areas. These models and strategies, if implemented on a localized level, should be evaluated to determine their potential for replication. These models and strategies should address some of the major reasons why children are not in school and are working. For example, a pilot program addressing educational reform could assign greater oversight and control at the local village level for input into the design of relevant curriculum, development of non-formal and other vocational education and skills training opportunities, adjusting school hours and vacation schedules, oversight of teachers, evaluation of administrators, and improvements to school infrastructure.
### ACTIVITY: Education Policy Reform

#### Description

The education system could be greatly improved by being more responsive to working children, enabling them to have opportunities for an education, even if they have missed the age for enrollment. They also need a school system that is flexible enough to accommodate their work schedule and offer services according to the resources that are available to them.

#### Objectives

1. To enable working children, including international migrants, to have access to quality basic education.
2. To develop the financial incentives necessary for schools to increase their enrollment, especially in STCP growing regions.
3. To ensure that the national curriculum of is useful and relevant for children working in agriculture.
4. To make teacher training services available for rural teachers.
5. To develop a parallel non-formal education program for children who have fallen behind and find it difficult to integrate into the formal school system.

#### Activities

- Stakeholder needs assessment workshop to identify policy needs and to develop cost-effective solutions.
- Strengthening of existing child trafficking committees and empowering them to have input in the development of educational policy.
- Capacity building and training of education directors at the district level.
- Development of materials and media campaign to raise awareness on the needs of education for working children.
- Pilot non-formal education system developed, implemented and tested.

#### Results

- Workshop conducted and recommendations assembled in a planning document.
- National Child Labor and Education Action Plan developed with the Ministry of Education, National Child Labor Steering Committee and regional authorities.
- Child labor module developed and tested.
- New child labor module added to existing curriculum.
- Number of working children enrolled in school.

### 2. Aligning Labor Laws and Education Policies

Other education policy reform could examine the consistency of labor laws with the gaps in the education system, particularly for children who are out of school at age 12, but not allowed to enter apprenticeships until the age of 14. Also, testing the approach of unifying the oversight of education programs into one agency as opposed to current split between multiple agencies, or increasing the oversight of inspections to all schools, both formal and non-formal operating within Côte d’Ivoire.
3. **Participatory Planning for Education Reform**

Engaging the chiefs and villagers in designing strategies as to how improvements in education can be achieved should utilize a participatory planning process. This allows for the input, and ultimate ownership, of the strategies and objectives that are to be undertaken and sustained within the village. This could include the recruitment of teachers with an understanding of the language of the villagers, commitments by the village to build better housing for the teacher, assisting with the establishment of a canteen for children at school, and the building of latrines.

4. **Enrollment Campaigns**

The team observed that even in rural remote locations, many villages had a school for the children. Most expressed an interest to have the children in school and their getting an education. Building upon this interest, a campaign to enroll children in school and prevent them from entering work at too early an age can be conducted. To promote education for all in Côte d’Ivoire, creating a social marketing campaign that encourages early and on-time enrollment of children in school and retention of children in school, can add tremendous value.

5. **Attendance Campaigns Targeted in At-risk Communities**

The evidence from Côte d’Ivoire points to the need for a proactive effort to increase school attendance, especially among at-risk and vulnerable population groups, such as migrant and refugee children. This should include efforts to improve access to schools, promote education in their native languages, vouchers and special school feeding programs. Non-formal education and vocational training may be introduced for out-of-school children. Parent awareness/education programs would also be beneficial.

There is great gender disparity even in the limited school attendance in Côte d’Ivoire. There needs to be, therefore, a strong promotion of girls schooling, especially in rural areas. Appropriate incentives, including free food grain or other monetary incentives may be provided. Establishing child-care programs, that allow girls greater participation in school and alternately serves as education in early childhood development and other skills training, could be provided.

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### ACTIVITY: Local School Enrichment and Enrollment Campaigns

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Enrollment campaigns and monitoring established to determine school attendance of child workers and to assist local school enroll new students. In some cases this can be achieved by raising awareness of the problem and developing school/community led enrollment activities. In other cases, it may require the testing of reformed school budgetary allocation based on the number of child workers enrolled.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make school accessible to children involved in child labor.</td>
</tr>
<tr>
<td>2. To make school more responsive to the needs of working children, in terms of curriculum and school calendar.</td>
</tr>
<tr>
<td>3. To improve the capacity of teachers to assist working children, through counseling, teaching capacity and community outreach.</td>
</tr>
<tr>
<td>4. To advocate and assist in the development of school infrastructure.</td>
</tr>
<tr>
<td>5. To monitor the situation of students who work in agriculture.</td>
</tr>
<tr>
<td>6. To develop a system that rewards schools that enroll new students.</td>
</tr>
</tbody>
</table>
Activities

- Rural school enrollment campaigns to improve access to school by working children.
- Teacher training, with an emphasis on reaching out to working children and meeting their social and physical needs.
- Community school project committees to develop and implement a school improvement action plan.
- To sponsor district level needs assessment workshops with school administrators and government authorities.
- To enable a teacher to serve as a counselor for working children, to provide them with moral support and respond to their needs.
- To pilot a school finance decentralization program that pays schools according to the number of children enrolled, not on a fixed payment that discourages the enrollment of new students.

Results

- Number of school enrollment activities conducted.
- Number of working children enrolled in school.
- Number of teachers trained in child labor related subjects.
- Number of school improvement committees activated.
- Number of community-sponsored school improvement activities implemented.
- Number of child workers counseled at school.
- Number of school counselors offering services.

6. School Hours/Vacation Schedules
Allowing local communities the flexibility of setting school hours and vacation periods in rural areas are two potentially effective measures to improve attendance and retention in school. Having more flexible hours and modified vacation schedules takes into consideration the local peak harvest times and the needs and circumstances of the children who reside long distances from a school facility. Likewise, this may help to address the problem of lack of teachers and their absenteeism, as teachers themselves are often required to perform other work to supplement their salaries.

7. Improving Educational Curricula
To improve the attitudes of children and their parents, the relevancy of the educational curriculum has to address the practical aspects of life and job skills needed by children in rural agricultural areas. Parents and children will likely view incorporating basic life skills training, which are practical to rural agricultural life, as helpful and relevant. A similar type of agricultural orientation was a significant part of curricula at the CP2 level. However, many children do not reach that level before dropping out and it is not often relevant for girls. As a result, considerations should be given to adjusting the basic literacy curricula to incorporate the value and worthiness of agricultural work and other basic life skills training.

Also, child rights issues could be incorporated into the school curriculum at many levels. There is a need for training programs to be instituted for teachers, social and health workers, members of the judicial system, labor inspectors and staff members of the relevant ministries do cover the provisions and standards laid out in the Convention on the Rights of the Child.
8. Dropout Prevention

Agricultural skills training offered in school may include the development of progressive levels of training related to cocoa and other STCP commodity production and marketing training for children, particularly for those beginning at age 10 or 11. Having a curriculum that is valued more, by parents and children, will help to work against the flow of children dropping out of school. Grootaert’s study indicates that higher number of dropouts take place after 11 years of age. The study further indicates that children in the poorest households and children of young parents tend to drop out of school more often. Therefore, program interventions should be designed to target children at or above age 11. These interventions should also take into consideration children in the lowest economic levels, children with young parents and children from large families. Grootaert also finds that school attendance is likely to improve by having a school in the village and not at a long distance away (Grootaert, 1998).

<table>
<thead>
<tr>
<th>ACTIVITY: Youth Leadership Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>There is a need to make the value of education felt by working children and their families, by helping them to understand the opportunities of education and the sacrifices they are making by keeping children out of school.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. To raise awareness of working children and their families the value of an education.</td>
</tr>
<tr>
<td>2. To develop the leadership potential of young workers.</td>
</tr>
<tr>
<td>3. To involve working children and their families in the design of community development interventions.</td>
</tr>
<tr>
<td>4. To develop the self confidence and coping strategies of at-risk children.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>• Leadership training for youth advocates.</td>
</tr>
<tr>
<td>• Theater for Development Activities.</td>
</tr>
<tr>
<td>• School enrollment campaigns.</td>
</tr>
<tr>
<td>• Child-to-Child first aid, preventative health and safety training.</td>
</tr>
<tr>
<td>• Peer counseling for child workers.</td>
</tr>
<tr>
<td>• Organization of sports events and recreational activities.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>• Number of children trained to become child worker advocates.</td>
</tr>
<tr>
<td>• Number of child beneficiaries reached by the program.</td>
</tr>
<tr>
<td>• Number of children extracted from abusive labor situations.</td>
</tr>
<tr>
<td>• Number of community events sponsored by the youth groups.</td>
</tr>
<tr>
<td>• Increase in level of awareness of child rights and how to protect them.</td>
</tr>
</tbody>
</table>

9. Vocational Education for At-risk Youth and Dropouts

For those children who are at high risk of dropping out and those who have dropped out of school, opportunities for work/study and other non-formal education programs (easily accessible to these children) are needed. Older youth, after age 14 who are seeking more specific job skills training should have access to learning vocational skills that are relevant to their local community and areas of interest. This requires periodic labor market assessments and on-going analysis to keep pace with changes and variations of business and employment opportunities
within the local area and region. Critical to the success of this type of training program is to ensure that the basic education curriculum is presented within the vocational context of interest to the youth. This requires the use, and possibly development, of vocationally oriented interest inventories that are adapted for the cocoa sector, combined with an intake, assessment and follow-up mechanism that provides support and assistance throughout the training process.

### ACTIVITY: Vocational Skills Training Program.

**Description**
The vocational skills of young workers need to be improved for them to take advantage of the opportunities in the labor market. By building the capacity of vocational training institutions, they can better target and serve working children.

**Objectives**
1. To improve the income generation potential of young workers.
2. To develop the business skills and entrepreneurship of young people.
3. To prepare young workers with the literacy and math skills they need to succeed in business.
4. To improve the relevancy of vocational education.
5. To advocate and assist in the development of vocational education infrastructure.

**Activities**
- Training program for instructors at vocational education institutions.
- Introduction of improved vocational curriculum.
- Placement of qualified vocational instructors.
- Reform of cost recovery systems.
- Job placement services with private companies and government institutions.
- Develop linkages with micro-credit programs.

**Results**
- Number of working children trained.
- Cost recovery and tuition paid.
- Number of trainees placed in jobs.
- Demand for services by trainees.
- Number of trainees that access loan services.

**10. Teacher Training and More Effective Teaching Assignments**

Courses that aid teachers in a greater understanding of why children work and are not in school can help to promote improvements in the pedagogy of instruction and understanding of the needs of working children. World Bank allows for two years of teacher training. Part of the curricula for these teachers, in terms of instructional materials, classes, and teaching practicum, would serve to strengthen the sensitivity of teachers and providing them with very specific skills for developing interactive and locally relevant teaching aids and materials for children in rural cocoa producing areas.

Additionally, providing technical assistance the in process of making teaching assignments could help to improve the placement of teachers at sites where language skills could more effectively be utilized. Additionally, it is important for teachers in advance to have a clear understanding of the conditions of the localities where they will be providing instruction and offering some practical, low-cost ways in which to make improvements. This would likely help to enhance the
retention of teachers in rural, isolated agricultural locations. Also, offering periodic training
sessions on a regional or local area basis, where teachers could come together to facilitate
problem solving and exchanging best practices and lessons learned could help to reduce burn
out, stimulate improvements, and foster retention.

11. Improving School Infrastructure
The quality of the school facilities and the services available, such as electricity, water, canteens,
and latrines, are needed throughout rural agricultural areas. GTZ has undertaken the building of
school structures, with the expectation that communities will assume part of the development
responsibility and build latrines and provide other basic services for the schools. The team
observed that in some cases, while the school building was constructed and classes were being
held, there was no running water, electricity or latrines built or in the planning by the
communities. As a result, efforts need to be undertaken that will attempt to build stronger
partnerships and ownership within the communities to “adopt” a school or classroom and forge
new public-private partnerships to enhance education in a community.

<table>
<thead>
<tr>
<th>ACTIVITY: Building Public-Private Partnerships for Education</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>An important intervention strategy is the development of public-private partnerships that support education. Engaging businesses, cooperatives, and producers into assisting with the support of education can help in many ways. To address structural needs of the facility, local carpenters and builders can be engaged to assist with repairs to the facility and building housing for the teachers, masons can be utilized to repair and replace bricks, and larger businesses can support the “adoption” of a school or classroom providing needed financial support for the installation of electricity or the building of latrines. Likewise, having business involvement can help to stimulate input into curriculum design, identifying opportunities for work-study programs for youth.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. To establish a mechanism for collaboration between the local business community, cooperatives and producers and the education service providers.</td>
</tr>
<tr>
<td>2. To address the immediate need for infrastructure repairs and rehabilitation of school facilities.</td>
</tr>
<tr>
<td>3. To facilitate business (potential employer) input into the design of relevant vocational curricula.</td>
</tr>
<tr>
<td>4. To create new partnerships and vocational training opportunities for older youth.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>• Conduct labor market analysis, and identify potential private sector partners.</td>
</tr>
<tr>
<td>• Hold meetings with business representatives to assess partnership potential.</td>
</tr>
<tr>
<td>• Form school development committees with key stakeholders, conduct meetings, and formulate plans for the “Adopt a School/Classroom” campaign.</td>
</tr>
<tr>
<td>• Design a work-study or apprenticeship training model in three strategic occupations.</td>
</tr>
<tr>
<td>• Establish business sponsorship of sports, teams, theatre, dance and music events.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>• Results of labor market analysis.</td>
</tr>
<tr>
<td>• Number of meetings held with business and number actively participating.</td>
</tr>
<tr>
<td>• Number of school committees created and plans developed.</td>
</tr>
<tr>
<td>• Number of school repairs completed.</td>
</tr>
<tr>
<td>• Number of youth entering work-study or apprenticeship trainings.</td>
</tr>
<tr>
<td>• Number of sponsorships of events.</td>
</tr>
</tbody>
</table>
C. Migration Services/Trafficking

Migration for employment both inter and intra-country are common throughout West Africa. Trafficking of children is a serious problem in Côte d’Ivoire. The plight of children in cocoa plantations has received international coverage resulting in several studies being undertaken. These studies provide valuable insights on the level and extent of the worst forms of child labor in cocoa farms. New laws specifically against trafficking have been introduced, but prevention and enforcement strategies and programs need to be developed and widely implemented. In addition to trying to stop cross border trafficking through strengthening and training of law enforcement and judges, other measures need to be taken to eliminate it.

Côte d’Ivoire has signed a Memorandum of Understanding with the government of Mali for stopping trafficking and the repatriation of trafficked children, but more needs to be done. Dr. Rima Salah, UNICEF Regional Director for West and Central Africa proposes increasing public awareness through government, non-government and community organizations, and through the use of different media. Dr. Salah suggests promotion of education for preventing trafficking. This would include promotion of basic education, use of selective economic incentives and quality education to decrease school dropouts, and the starting of “second chance opportunities” for working children who have skipped out on schooling. Dr. Salah also strongly proposes legislation, especially with severe penalties for traffickers, to deter the tide of trafficking (Salah, 2001).

1. Rescue, Rehabilitation and Return

Children, who have been trafficked or find themselves entrapped, need to have immediate rescue and rehabilitation in a safe and nurturing environment, and be returned to their families as soon as possible. Such services will require residential lodging, provision of food, clothing, medical care if needed, psychosocial counseling, educational assistance during their interim stay, and assistance with transportation and return to their home base. Such activities need to be accompanied with an assertive outreach and assessment program that facilitates the recognition and identification of children caught in such abusive circumstances, and the development of trust and reliable services to meet their needs. Currently, two organizations have residential centers in operation that are serving children. These include Akwaba in Bouaké and Communauté Abel near Grand Bassam.
ACTIVITY: Migration Services Center

Description
An important intervention strategy is to develop a safe haven where unaccompanied migrant children can go to receive needed support, including counseling, food, lodging, and educational services. Children who meet clear eligibility criteria to be determined by the program, would receive the assistance for a period of time before they are returned home or a suitable guardian can be located.

Objectives
1. To meet the short-term physical needs of unaccompanied trafficked children, including food, lodging and psychological support.
2. To reunite children with their parents or guardians, or to identify foster arrangements.
3. To study the problem of child trafficking to better understand their problems and better develop effective interventions.
4. To develop the self-confidence and coping strategies of at-risk children.

Activities
- Room and board for trafficked children 8-14 years old.
- Demonstration farm for agricultural training and food production for the center.
- Skills training in carpentry, sewing and textiles.
- Agricultural safety training.
- Psychosocial counseling services delivered by a traveling counselor who visits the center at least once a week.
- Sports and leisure activities.
- First aid and preventative healthcare services.

Results
- Number of children served by the center.
- Number of abusive labor situations improved.
- Number of children reunited with their families.
- Number of children with improved health status.
- Amount of money earned children in income generation activities.
- Awareness of child rights and how to protect them increased.

2. Prevention From Entering Other Worst Forms of Child Labor
Care must be given to targeting interventions in only one sector of child labor within a region or village. Children who are extracted from one hazardous occupation may end up moving to a potentially worse situation. The basis of all intervention strategies must be to “do no harm” to any of the children, both in the short and long-term. Therefore, it is important for STCP to consider the other worst forms of child labor that exists within their target areas and to ensure that interventions do not have the unintended effect of making the matter worse. Also, it is important to consider that narrowly targeting services to only one sector of children, such as only serving children working in cocoa, may have the result of encouraging children to take jobs that qualify as hazardous work in cocoa in order to ensure their eligibility to receive assistance.

Considering these issues, the following other worst forms of child labor exists within the STCP areas where STCP commodities are grown. Children in mines, charcoal, prostitution and in the streets also face serious abuse and therefore deserve similar priority. Also, it is common
knowledge that a large number of girls work as domestic workers. However, their condition and situation remains hidden in the privacy of homes. A strategy to investigate the child domestic sector needs to be developed, which should lead to a comprehensive program to cater to domestic child workers.

3. Interventions to Prevent or Alleviate Trafficking in Sending Countries

It is important to develop a preemptive response to the issue of trafficking by addressing migration in sending countries before it becomes a problem in receiving countries (such as Cote d'Ivoire). However, it is difficult to affect the supply of trafficked children, without approaching it through changes in migration policy and implementing effective education and enforcement programs. It may be advisable to first concentrate on prohibiting the trafficking of unaccompanied children across borders, and to regulate the migration of sharecropping families that decide to settle in cocoa producing regions. This would ensure that children who come to work in Cote d'Ivoire, at least, have a guardian with them who can help to assure that their work situations are favorable, and who can cover the cost of education and provide social and emotional support. Stemming the tide of the migration of other unaccompanied children can only be accomplished by stopping the supply through the borders, because there will always be children in the poor countries that find it economically rational to migrate for employment in Cote d'Ivoire.

Development activities in sending countries are hard to develop since the children who would be targeted need to be identified before they make the decision to migrate. In some cases, this may be feasible for communities and families with an established trend of migration for employment, such as those that have been identified through studies such as those conducted by the World Bank in Benin and that are now being conducted elsewhere in the region. However, in most cases, it would not be feasible to cost effectively change the decision for enough children to affect migration trends, especially considering the relatively limited funding available for a child labor initiatives. Instead, larger poverty reduction development programs in Mali and Burkina Faso need to be implemented in such a way that they simultaneously work to stem the practice of unaccompanied child migration. This could be accomplished through micro-enterprise, agricultural development and income generation initiatives, combined with significant improvements in education opportunities for children and youth. Certainly, more study needs to be conducted before complementary programs can be designed to cost effectively stem the tide of child migration from sending countries.

D. Transportation

In isolated rural areas, transportation is one of the more critical problems. Lack of transportation inhibits children’s access to school, movement of goods and products to market or for distribution, inability to get reach medical help, failure to get children registered at birth in a timely manner, and other problems associated with isolation and lack of access to goods and services. Instituting a low-cost transportation program can have multiple levels of impact. For children, having a means to get to school can improve their access to school and helping to reduce their workload, i.e., carrying of heavy loads during cocoa harvesting. For cooperatives, this provides a means of transporting their commodities to distribution sites that potentially can enable the producers and cooperatives to attain a better price for their cocoa. For villagers, this helps to deal with accidents and injuries by increasing access to health and medical care. Such
low-cost transportation can also be used for other basic services, such as the transport of coffins during funerals.

**ACTIVITY: Improving Transportation and Rural Access**

**Description**
An important intervention strategy is to develop a means for improving rural access to services. Lack of transportation is a major constraint keeping children from attending school and increasing the workload for rural youth, including long walks to school, fetching water, transporting agricultural produce to and from the marketplace, and other transportation related activities.

**Objectives**
1. To make schools accessible for out-of-school youth.
2. To increase the income earning potential of agricultural producers.
3. To free the time of children so that they can study and play.

**Activities**
- Vocational training for moto repair and maintenance
- Leveling roads so that they can accommodate moto traffic.
- Micro loans to finance motos by cooperatives and individuals.
- Transport of kids to school, as a condition for ownership.

**Results**
- Operational motos at end of project.
- Number of motos purchased by cooperative.
- Number of children regularly transported to school.
- Increase in income for moto owners.

**E. Addressing Hazards in Agricultural Employment for Youth**
The reality in a rural agricultural environment is that children will work to help assist their families earn money. Inherent to eliminating the worst forms of child labor in cocoa production, is clearly understanding those activities that are hazardous regardless of age or size of the child, and those activities that when performed by younger or smaller framed children places their health and safety at risk. To better understand those activities that are age and task appropriate performed during the cocoa production process requires the conduct of an independent and impartial job risk analysis. This analysis can serve as the basis for designing training programs for producers, parents, government officials, inspectors, monitors, etc., and assist with any social accountability monitoring process to determine that the worst forms of child labor are not occurring relative to a particular producers’ site.

A job risk analysis entails the examination of the different tasks, activities, and approaches used to perform a particular job task. This would include examining actions that raise and lower risks during the performance of the job task. For example, when lifting bags, pans or buckets is a job task that is being examined, weighing the bags to determine an average weight, examining the approach used by the worker to lift the object, determining whether protective equipment is utilized, as well as taking into account the age and size of the child performing such tasks. From this data, a determination is made regarding the appropriateness of such job task activities for persons of such height, weight, and build. This is done for each of the job tasks that children
perform to provide a fair representation of what tasks and activities will place a child’s health and safety at risk and those that do not. It is understood that such a job risk analysis was performed some time ago by the Government of Côte d’Ivoire and perhaps by the cocoa industry. However, it is recommended that an independent agency be utilized to perform this assessment that is staffed with individuals who are knowledgeable about child labor in cocoa and job risk analysis techniques and requirements.

ACTIVITY: Job-risk Analysis

Description
A job risk analysis, representative of cocoa and other STCP commodity production nationwide, will help development practitioners and government authorities to better plan relevant child labor prevention/education activities. The analysis would study those tasks performed by children and determine those that are and are not age and task appropriate. This provides clearer insight into the incidence of the worst forms of child labor in certain geographic regions with an understanding of variations due to differences in production and harvesting practices.

Objectives
1. To develop criteria for hazardous agricultural work for children.
2. To measure the nature and incidence of abusive child labor in specified target regions.
3. To develop a plan of action to meet the needs of children involved in dangerous agricultural work.
4. To develop a strategy and determine its potential for success and replication throughout the country.

Activities
- Conduct a job-risk analysis survey in 20 STCP villages around the country.
- Develop a plan of action with regional education, migration and law enforcement authorities.
- Identify regions and villages at the highest risk for abusive child labor, including trafficking.

Results
- High-risk regions and communities identified.
- Job-risk analysis survey conducted.
- Child labor plan of action developed for 20 villages.
- Number of child workers and producers interviewed.

Clearly, one of the most obvious risks to children working in agriculture is found during the process of mixing, loading and applying of pesticides and other chemicals. No job risk analysis is needed to determine that children under the age of 18 should not be engaged in any aspect related to these activities. However, evidence would suggest that children, at least older children, may be more frequently involved than previously thought. Likewise, with the growing threat of crop infestations due insects and the resulting reduction in yields, the encouragement to utilize pesticides to address production losses increases. With the increase in pesticide use, the risk to children grows from direct contact and from working in and around treated sites. What may have once been considered a non-hazardous activity, could in the future, with the introduction of pesticides, become an activity defined as hazardous. Training should include integrated pesticide management practices (IPM) that present alternative strategies to pesticide use to dealing with insect and fungus problems.
Also using and maintaining protective equipment could help to mitigate some of the risks of children when working in areas previously treated with pesticides. Allowing for the proper re-entry period post spraying that addresses a differential for children would also add increased protection. However, the likelihood that these are understood and being complied with is unlikely. A compounding factor is that protective equipment, that could add an additional margin of safety, is often not designed for the size and frame of children but is based on an average adult male. Many adult workers appeared to have an understanding of how to mix and load sprayers, and some of the equipment needed during this process. This was based on training they had received from ANADER. Clearly, many of the producers had trust in ANADER and its trainers. However, training materials were not available for the team to review and training had never been evaluated to determine the quality or consistency of the training. Some ANADER representatives that we interviewed were quite knowledgeable and very helpful. Whether this is consistent for all ANADER trainers is unknown. Clearly, ANADER personnel need additional resources to augment the work that has been done in the past related to pesticide safety training and need to reinforce their training in the area of protective equipment—an area where adherence to the proper use of protective equipment was lacking.

Worker Safety training for producers and workers largely has not occurred. Although ANADER provided training regarding pesticide application procedures and safety, their curriculum did not address other aspects of worker safety, such as the proper approach to bending, stooping, lifting, dealing with heat stress, and avoiding cuts and falls. These areas are very important for training for children and adults to avoid injuries that can inhibit their abilities for long-term employment in the future. This type of training has value and can be sold to producers because an injured worker (or producer) in an unproductive worker (producer). Increases in down time due to injury by either the worker or the producer can hurt the ability of the producer and worker to earn the desired revenues drawn from an efficient and timely harvest.

### ACTIVITY: Pesticide and Other Worker Safety Training

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<td>Alleviating the incidence of abusive child labor in STCP regions involves the development and testing of a producer-training program on safety of work conditions for children. The training would train current and future producers on the weights that children can carry, the age appropriateness of tasks (especially the mixing, loading and application of pesticides), alternative IPM practices, and the definitions of abusive child labor according to ILO Convention 182, the CRC and national laws.</td>
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<td>1. To raise awareness of farmers on the dangers involved in specific tasks performed by children.</td>
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<td>2. To develop production, transportation and marketing systems that does not rely on dangerous or exploitative child labor.</td>
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<td>3. To improve access to improved technologies, including IPM and other low-cost methods, that could minimize work hazards to children.</td>
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<td>4. To develop value added post harvest processing activities that can augment the income of child workers, such as grading, sorting and post-harvest processing.</td>
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Activities

- Two module training course (one on worker safety and one on income generation strategies) for producers that employ children.
- Training on the rights and responsibilities of children according to national and international law.
- Technology transfer program that reduces the need for lifting of heavy loads for children or exposure to pesticides.
- Training on the proper use of pesticides and the introduction of appropriate reentry intervals. This would also assist producers in finding and using IPM and other safer, more effective alternatives to pesticides.

Results

- Improved production practices adopted, especially in regard to the mixing, loading and application of pesticides.
- Greater use of IPM practices.
- New technologies improving the working situation of children introduced.
- Training on safe production practices conducted.
- Training on the provisions of national laws and international conventions conducted.

F. Stabilizing Agricultural Employment

A critical issue for cocoa producers and one of the factors stimulating child labor in cocoa, is that children are readily available and a low cost source of labor, particularly for small producers who utilize their family members. Many producers that the team talked to were planning how to increase the size of their farms (planting new trees), and increase the output from the trees in production. Producers were even talking about introducing new varieties that would quadruple the yield per hectare and increasing the use of pesticides and fertilizers that would subsequently reduce their losses and improve yields. All of these activities would likely result in the need for additional labor. Also, workers will need skills and training to master these new production and quality improving techniques.

However, at no time did the team find any producers who were thinking about or planning for addressing the subsequent increase in labor supply that would be needed due to their increased production. We asked producers to consider what they would do if the cocoa-related work of children under 14 were restricted, if no child under 18 were available to work with pesticides, if machetes were not used to harvest and cut pods, and if children did not carry the heavy bags of cocoa beans. Consistently, producers and cooperative representatives were at a loss of how they would deal with production if this were to occur, as they have always had an oversupply of labor. At no time were any of the cooperatives thinking about the need to develop a plan to ensure that their workforce needs are addressed in the future.

The need to begin planning for an agricultural workforce development mechanism will be an important next step for cocoa producers. It will need to incorporate labor needs analysis, outreach, recruitment, occupational planning, job skills inventory, training, and a referral/placement system. Building upon informal networks or practices of reciprocal labor agreements within cooperatives and other producers will be an important first step.
### ACTIVITY: Adult Agricultural Labor Force Stabilization Program

**Description**
The labor demand for the harvesting of cocoa is labor intensive and occurs at the same time, which often results in the reliance on child labor. Conversely, as children are withdrawn from cocoa production there is an increase in the demand for adult labor. This indicates the need for a labor recruitment and stabilization program that makes an adequate number of adults agricultural workers available at harvest time.

**Objectives**
1. To accurately determine the labor demand needed during peak harvest seasons, and to determine the capacity of existing system to meet this demand.
2. To mobilize and recruit adult labor that will be viable during harvest season.
3. To decrease the reliance on child labor.
4. To assess and build the capacity of the adult labor force to meet labor demand.

**Activities**
- Establishment of an adult labor pool.
- Jobs skills training for adult laborers, including refugee, migrant and locals.
- Labor market analysis to determine the nature of the labor supply problem, including the labor requirements, and supply in various STCP regions.
- Development of a child labor extraction and monitoring system.
- Development of a job placement system that matches laborers with prospective employers.
- An outreach and recruitment system to formalize the reciprocal labor system and make it responsive to the needs of producers.

**Results**
- Number of children extracted and replaced by adults.
- Number of adults benefiting from job skills training.
- Reduction in the gap between labor demand and supply during peak harvest time.
- Number of adults placed in cocoa production jobs.
- Number of children attending school during harvest season.
**ACTIVITY: Monitored Cocoa and Other Skill Apprenticeship Programs**

**Description**
The traditional apprenticeship system is perhaps the most sustainable and effective system for the transfer of vocational skills. However, the relationship between the employer and apprentice is asymmetrical, and there is potential for exploitation and abuse. This activity would monitor and support this relationship so that it meets the training needs of the child and the business needs of the employer.

**Objectives**
1. To increase access to quality skills training by children at risk of abusive child labor.
2. To improve the conditions of work for apprentices.
3. To sensitize employers on the needs and responsibilities associated with sponsoring an apprentice.
4. To structure the working relationship between employer and apprentice.
5. To ensure that apprentices are adequately compensated for their work.

**Activities**
- Development of local apprenticeship monitoring committees.
- Training of labor inspectors and employers.
- Implementation of labor contracts for apprentices.
- Development and enforcement of terms of employment.

**Results**
- Workshop conducted and recommendations assembled in a planning document.
- Increase in the income and earning potential of apprentices.
- Number of employers trained in safe and healthy work environments.
- Number of employment problems addressed by apprenticeship committee.
- Number of working children with access to rewarding apprenticeship opportunities.

**G. Standards and Compliance**
There exists today a growing support for social accountability in agricultural production stimulated by consumers and manufacturers alike. Several different models have been tried and are operating effectively in other industrial sectors. However, fewer models have been developed and tested within a rural agricultural setting. Any model that is attempted must include a component that is independent monitoring and certification of cocoa as child labor free.
### ACTIVITY: Development of Worker Safety Monitoring / Cocoa Child Labor Free Certification System

#### Description

A sustainable method to provide the incentives for producers to improve the working situation of children is the introduction of a certification system that ensures the responsible employment of children in cocoa production. This could include a customized system built on the successful experiences of other social accountability audit and monitoring programs that promotes responsible production in agriculture and certification of commodities as child labor free.

#### Objectives

1. To develop worker safety standards to be adopted by participating farmers.
2. To develop a periodic worker safety inspection system that measures labor standards compliance.
3. To improve the capacity of labor inspectors to monitor the conditions of work for child agricultural workers.
4. To raise awareness of farmers of the dangerous tasks performed by children and how to avoid them.
5. To develop a community-led monitoring system that children can turn to to report labor abuses.
6. To market the certification scheme and develop a revenue investment plan for profits from the sale of child labor friendly production.

#### Activities

- Develop and publish child labor standards and safety materials.
- Provide training of labor inspectors, either directly or according to a training of trainers methodology.
- Develop and conduct media campaign on the benefits of participating under the production system.
- Develop a non-formal education program for working children funded with the revenues of certified production.
- Create linkages with cocoa producers and internationals importers to promote certified production.
- Develop and test a pilot child labor monitoring system through a local cooperative or through the local school.

#### Results

- Child labor safety materials published.
- Training of labor inspectors delivered.
- Capacity of labor inspectors to cite abusive employers improved.
- International marketing campaign for child friendly production conducted.
- Community level child labor monitoring system implemented.
- Number of cocoa importers purchasing certified products increased.
- Non-formal education systems implemented.
- Number of child workers with access to education increased in participating communities.
X. CONCLUSION

In the context of extreme rural poverty, it is likely that child labor will continue to be an integral part of the Ivorian economy. However, there is much that can be done to limit the work that places the health, safety or morals of children at risk. It is important that abusive child labor is further studied to develop policies and programs that understand how to affect the factors that determine the supply and demand for exploitative labor tasks performed by children. Some activities should be restricted regardless of circumstances, such as child prostitution and working with pesticides. However, the vast majority of the tasks performed by children are issues of contentious debate that defies simplification.

This paper has described child labor abuses in Côte d’Ivoire, and programs and approaches in place that are currently helping children in the country. STCP is in an excellent position to build on these experiences and adapt them to meet the special needs of children in the agricultural sector. While the economic development work of STCP can be helpful in this process, it is not enough. Incentives (preferably) and disincentives also need to be developed to limit child exploitation by producers. This includes creating inducements for child friendly production, providing awards and incentives for child labor prevention and developing initiatives to eradicate the practice by producers and cooperatives, and when necessary levying heavy fines and penalties for repetitive non-compliance (3 strikes your out).

Strategies that are undertaken must include interventions that are targeted not only in the receiving countries (countries of designation), but also in the sending countries (countries of origin).

Only after children are prevented or extracted from abusive situations can the developmental approach of creating opportunities be pursued. This requires an integrated approach that combines economic development, education and psychosocial support. Child labor programs cannot address all of the constraints of child deprivation, but it can limit those factors that pose the greatest risk to child safety and development. The innovative approaches in this report, such as the development of rural transportation and technology transfer, are helpful. Creating educational opportunities for rural children is crucial.

STCP is in a unique position to negotiate for improved employment conditions for child workers. It has the infrastructure to deliver training, the technical expertise to propose viable alternatives, and the support of producers to make it happen. While STCP does not have, and is not expected to develop, basic education services; it does have the opportunity to create productive alliances with development organizations to fund and monitor educational interventions in STCP regions. STCP also has the influence to coordinate labor enforcement, education and economic development programs so that the results are integrated and mutually supportive, so that children extracted from abusive work have the opportunity to improve their education, income, social standing and self-esteem.
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