



# Community Asset Appraisal Field Report



## Covering Targeted Communities in Margibi, Montserrado & Nimba Counties May 10 – 23, 2013

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## Acronyms

<b>ANPPCAN</b>	<i>African Network for the Prevention and Protection against Child Abuse and Neglect</i>
<b>ARCH</b>	<i>Actions to Reduce Child Labor</i>
<b>CAA</b>	<i>Community Assets Appraisal</i>
<b>CAs</b>	<i>Community Advocates</i>
<b>CL</b>	<i>Child Labor</i>
<b>LC</b>	<i>Local Coordinator</i>
<b>CW</b>	<i>Child Work</i>
<b>CLMC</b>	<i>Child Labor Monitoring Committee</i>
<b>CWC</b>	<i>Child Welfare Committee</i>
<b>DAO</b>	<i>District Agriculture Officer/Office</i>
<b>DEO</b>	<i>District Health Officer/Office</i>
<b>DHO</b>	<i>District Health Officer/Office</i>
<b>FAWE</b>	<i>Forum for African Women Educationalists</i>
<b>FGD</b>	<i>Focus Group Discussion</i>
<b>LCIP</b>	<i>Liberia Community Infrastructure Project</i>
<b>LM</b>	<i>Local Mobilizer</i>
<b>LWI</b>	<i>Living Water International</i>
<b>PTAs</b>	<i>Parents Teachers Association</i>
<b>WI</b>	<i>Winrock International</i>
<b>WG</b>	<i>Women Group</i>
<b>YG/C</b>	<i>Youth Group/Club</i>

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And to the United States Department of Labor (USDOL), we commend you for the support in taking concrete steps in reducing child labor in Liberia through the ARCH Project.

Together, we can break the cycles of poverty and abuse and reshape the future of our children for a better Liberia.

A. Alvin Winford  
ANPPCAN ARCH Project Coordinator

## Introduction

The Actions to Reduce Child Labor in Liberia (ARCH) project is targeting three counties – Montserrado, Margibi, and Nimba in Liberia. It is anticipated to improve the lives of children in the rubber belts of these counties. Children from 5 to 17 years are presently involved in child labor which diminishes their childhood and perpetrates the cycles of illiteracy and poverty. Child labor is denying or impending children’s rights to education, protection, and development.

Rubber production is one of Liberia’s most lucrative businesses. Companies such as Firestone, Morris-American Rubber Company (MARCO), Liberia Company (LIBCO) and others are operating rubber farms in Liberia, along with hundreds of small and medium sized rubber producers.

Due to the high poverty rates in the country, high illiteracy rate, few social protection services and the high labor intensive nature of rubber production, children are involved in many rubber producing activities including rubber tapping, planting and maintaining fields, and carrying heavy loads of rubber. Others are involved in burning of charcoal, selling at markets, and, thus consuming most of their time for formal education and recreation.

The ARCH project explored the concept of Community Asset Appraisal (CAA) through a participatory approach as a means of profiling the resources and experience of the community. Understanding the assets of the community is vital to the creation of a Child Labor Free Zone (CLFZ), by identifying resources available to address the issue of child labor through community-led interventions. Data about the community was collected by visiting and talking with community members and leaders.

## Purpose

The purpose of this report is to share the findings of the Community Asset Appraisal (CAA) mapping implemented in 15 communities in the two ARCH CLFZs. The CAA is a process used as a means of promoting participation, ownership, and sustainability in communities. It assesses the resources of the community through a capacity inventory and engages stakeholders to determine the major sources of talents, skills, and experience that can facilitate a reduction in child labor in the targeted areas. The process is intended to support the targeted communities to discover what assets and needs are important in preventing and responding to child labor. This will enable the community and stakeholders to work together in achieving the project’s goals and ensure sustainability.

## Background

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Liberia entered into a three and half year sub-agreement with Winrock International to implement several major interventions of the ARCH project. Winrock is the lead organization, and ANPPCAN and the Forum of African Women Educationalists (FAWE) are implementing partners. The project is funded by the United States Department of Labor (USDOL).

The ARCH project targets the rubber belt counties of Montserrado, Margibi, and Nimba where it will support over 10,100 children ( 5 – 17 years) involved in or at risk of exploitive child labor and provide livelihood and social protection services to 3,700 households (HH). ARCH lays the foundations for two child labor-free zones (CLFZ) that provide a model for reducing child labor not

only for the rubber industry and rubber producing communities, but also for other concession-driven sectors (oil palm, cocoa, and coffee). ARCH will strengthen the institutions that are best placed to sustain child labor reduction, monitoring, and enforcement, as well as raise public awareness about the hazards of child labor throughout the targeted Liberian rubber belt. The ARCH project includes eight interventions to carry out its objectives. ANPPCAN will lead the delivery of services for social protection interventions. ANPPCAN will also play a key role in awareness raising; policy and institutional strengthening; and research and data collection.

ANPPCAN Liberia led a community asset appraisal mapping exercise by carrying out a thorough inventory of the available assets in the 15 project communities for year one. The exercise was done from May 10<sup>th</sup> to 23<sup>rd</sup>, 2013 with the involvement of staff from Winrock, FAWE, and ANPPCAN. The team members were divided into three groups, with two teams posted in Nimba and one team in Montserrado and Margibi Counties.

## Methodology

The CAA used both quantitative and qualitative methods to collect information from participant communities. The Focus Group Discussion (FGD) questions and Household Appraisal Questionnaires (see annexes D and E) were used as main tools to identify the community assets, how communities perceive and relate to the concept of child labor, as well as which sector of work child labor is most prevalent. Questionnaires were administered to 300 stakeholders across 15 communities including town chiefs, youth leaders, women leaders, principals of schools, and household members. These questionnaires were field-tested in Nyehn, a non-project community, and then the tools were fine-tuned before being conducted in the project communities.

These questionnaires were used to generate conversation during focal group discussions and household interviews. The questionnaires included questions on assets, population density, number of children in school, and number of children who have dropped out from school. The questionnaire provided open ended responses for additional comments from respondents. A field team carried out the CAA. Each district consisted of one team leader and four interviewers. The actual field data collection was carried out over a period of 2 to 3 weeks and the completed questionnaires were returned to the office for analysis using an excel database.

## Sampling

The asset appraisal covered CLFZ one and two. CLFZ one is comprised of Todee and Kakata Districts, with a total of eight target communities (seven in Todee District, Montserrado County and one in Kakata District, Margibi County). Gobah, Pleemu, Kartoe, Nuquay (Gwee Town), Zinc Camp, Dekegar and William V. Sirleaf communities are located in Todee and Dartu Ta is located in Kakata District, Margibi County. CLFZ two includes Flumpa, Blohn, Gbayblain communities located in Saclepea District, Nimba County and Boweh, Mehnpa, Gbanla and Yarsonnor communities, located in Saclepea II District, Nimba County. These communities vary in size (land areas), population density, and leadership structures.

A total of 225 households were surveyed and a total of 15 Focus Group Discussions (FGDs) were held (one per community). The ARCH team randomly selected 15 households from a list provided by community leaders, and the team visited the individual households to conduct the survey. The FGD participants were purposively selected, ensuring that each FGD included representatives from diverse members of the community, including teachers, local authorities, women's group leaders, youth leaders, principals and teachers.

## Field data collection personnel

Team leaders were ANPPCAN staff with in-depth knowledge of the target communities. All interviewers have had previous experience in surveying and collecting data. In order to ensure a gender-balanced field team an equal number of women and men were selected from each institution (WI, FAWE and ANPPCAN).

## Coordination with Authorities

Official approval to conduct the CAA was obtained at county level, from the County Superintendent. At local level, in each locality the team contacted local authorities prior to the CAA to introduce themselves the project, and gain permission to go to the community and work with community members on the CAA activities.

## Selection of Community Advocates

Community Advocates are critical community assets to ensure the ARCH project is sustainable and successful. During the CAA research, 15 community advocates (CAs) were selected to serve as volunteers on the ARCH Project. The CAs were selected based on discussions and recommendations from community members and local authorities. The list of selected CAs can be found in Annex A. The follow criterion was used when identifying CAs:

- Be a permanent resident of the community and selected by community members
- Must have the capacity to competently execute the functions of a CA
- Must be willing to work with project staff and submit data and other deliverables on time
- Able to monitor children who are in or at-risk of child labor
- Able to collect data for the Direct Beneficiary Monitoring System
- Must be literate
- Must have good moral conduct
- Must be respected by the community and selected by the community
- Should be self-sustainable/ volunteer and not expecting compensation for volunteer work
- Must be between the ages 25-55 years
- Must understand and speak the local language
- Must be able to carry out awareness raising on the dangers of child labor and the importance of education
- Must be willing to serve as volunteer

## Findings and Discussion: Focal Group Discussions (FGD)

FDG interviews were held with key stakeholders in the project's communities. Participants included town chiefs, community leaders, principals of schools, youth leaders, women leaders, law enforcement officers, and rubber farmers. Focus Group Discussions took place after the household interviews in each of the 15 communities.

When asked about children in worst forms of child labor, the general view is that child labor is not good for children. Most of the respondents reported that child labor is harmful to the development of children. They are of the view that it serves as a serious impediment to the development of the community and affects the child's schooling and well-being. However, the community members lack

a full understanding on the differences between child labor and child work. Also, participants could not provide concrete examples of the different concepts. It is clear that ARCH awareness raising strategies will need to focus on building awareness on these definitions and helping communities understand why child labor is harmful to not only children, but also to the entire community.

Parents do understand that children between the age of 5-17 doing adult's work and working on farms without time for school and play cause children to be distressed and may harm his/her future. Child labor is viewed as a community problem and as such needs the involvement of the community in addressing its threats.

Poverty was highlighted as a major factor exacerbating child labor in the communities. This is due to rubber being their major source of income. Some families articulated that poverty issues prevent families from thinking about the impacts of child labor and the importance of education. They pointed out that children are helpful to them during the farming season. They further justified that work is acceptable for children because work do not prevent children from studying. According to the families, children go to school in most cases, despite high absentee and drop-out rates.

Some of the community members are owners of small rubber farms and many of their own children abandon school, or attend but work excessive hours before and after school, which affects their school attendance and performance. Some influential members of the communities are also involved in running rubber farms, and many justify it as necessary. According to participants, the engagement of a child in the work sector is a means of helping the parents cater to the children needs, including the costs of school uniforms, supplies and study materials.

Parents were also blamed by many community chiefs and leaders for children's engagement in child labor. According to some chiefs and community leaders, parents are not taking up their responsibilities towards the upbringing of their children. As the result, most of the children are involved into work activities such as rubber tapping and motorbike transport to generate fast money to contribute to the households. Awareness raising activities and campaigns carried out by the ARCH project will specifically target parents and guardians.

Below are some of the common views community members shared on the definition of child labor and child work. There is some understanding of the terms, however not all community members were able to clearly explain the difference. Participants in the CAA said child labor is:

- *Children under age doing big people work (adult work)*
- *Children working on farms and don't have the time to go to school*
- *Depriving children from the opportunity they are supposed to enjoy*
- *Any work that will damage the future of a child*
- *Any work that exposes a child to danger*
- *Children walking far distances with heavy load on their head*
- *Children engaged in hard work that is not good for their well being*
- *Children working hard or under pressure*



- *Working the whole day on farm*
- *Using children as breadwinners in selling their bodies for sex*
- *Making profit from the work children do*
- *Forcing children to work or punishing them*
- *Children selling in the streets*

The participants described child work as:

- *Work a child does that allows him/her to go to school*
- *Work a child does that allows him/her to play and study their lesson*
- *Work a child does to enable him/her to be a better person*
- *Various domestic works that the children can do. Sweeping the house, washing dishes, cutting grass in the yard, etc.*
- *House work that are not harmful to children*
- *Work children do that will develop them morally and physically*

## Women's Role

Women's role in the communities is critical for the improvement of the families' livelihoods. Women motivate their male partners to work hard, but spend most time at home carrying out domestic chores and caring for children. There is a call to depart from this traditional gender norm and give women a greater opportunity to fully participate in decision making processes that will improve their situation and that of their families. Women are often supportive in contributing to community development activities and are often responsible to preserve and manage community assets. As a means of livelihood activities, some women are involved in small businesses and small garden-crop production from backyard plots. These crops are sold on general market days.

Below are examples of women's participation and activities in their communities as described by women during the FGD and through the questionnaires.

- *Small business clubs; collaborate together to provide business services to each other*
- *Cooperative farming; women are allowed to share the profits from harvest as an incentive for belonging to the cooperative and to encourage other women get into farming*
- *Advocate for women inclusion in opportunities within the community*
- *Clean – up the community and the promotion of hygiene*
- *Maintenance of the community hand pump*
- *Cleaning of the midwifery home*
- *Maintenance of the various wells used by the community*
- *In one of the 15 communities, the Gbanla Community Concerned Women Association initiated the building of the community school*

## Findings and Discussion: Community Assets

There are primary schools in each community and a majority of the schools follow the Ministry of Education and Ministry of Health and Social Welfare regulations. Schools conveyed that a total of 4,782 children were enrolled in schools in the 15 communities at the beginning of the school year in September 2012. As of May 2013 (the end of the school year), the current enrollment of students in school is 3,904 (2,150, are males and 1,754 are females). Therefore, 878, or 18.4% of children dropped out between the beginning and the end of the school year. Slightly more girls, 454, dropped out than boys, 424.

There are four Junior High Schools in the 15 communities and they are located in Kato, Pleemu, Gobah and Flumpa. The only identified Senior High School is in Flumpa which also has the only District Education Officer. No health centers or hospitals were identified in any of the 15 communities. Two clinics were identified in Gobah Town and Flumpa. Two drug stores were identified in Flumpa and Boweh.

Community population data collection was done through town chiefs and community leaders who provided estimates on the population in their communities. It was reported that the total population of the two CLFZs is 26,001 people. The population for CLFZ one is 8,203 people (3,432 male and 4,771 female), while the population of CLFZ two is 17,798 (8,147 male and 9,651 female). Not too surprisingly, in all of the communities each stakeholder and household head reported that child labor is practiced widely in their communities.

In all of the 15 communities, rubber is harvested every season, and many farmers are initiating replanting on their land. In CLFZ one and two, there is a total of 1,017 hectares of planted rubber and 453 tons of wet rubber is reportedly harvested every season. These figures are estimated provided during focus group discussions with community leaders and stakeholders. Details on rubber tons and hectares are provided in the subsection below on charts and tables.

When looking at the assets of the communities, assets were grouped under categories in order to understand how they can be used. Categories include **physical assets** (including schools, police stations, clinics, hand pumps, markets, and administrative buildings), **social economic assets** (including youth groups, women's groups, saving and loan schemes, NGOs, and community based organizations), **human assets** (including educators, mechanics, carpenters, and farmers), **natural assets** (including rivers, forests, lowlands, and rubber plantations), and **local government assets** (including labor inspector, education, and agriculture offices, and rubber trade unions). A full detailed summary of types and number of assets identified can be found in Annex C.

A total of 73 physical assets were identified throughout the 15 communities. There are 100 identified assets including savings and loan schemes, youth and women groups, cooperatives, and sports association that were classified as social economic assets. There are 136 identified human assets identified. Seventy nine natural assets identified and 19 local government assets including Government offices were identified. In each of the 15 communities, a primary school is available thereby serving as a boost for ARCH to enroll children in school.

The only police station identified was in Flumpa. Five market kitchens were identified in Gbayblain, Gbanla, Zinc Camp, Pleemu, and Gobah Town. The only community radio station was identified in Flumpa. Seven saving and loan clubs were identified in the targeted communities in Nimba, CLFZ2. This is an important gap that the ARCH could fill in the targeted communities in Montserrado and Margibi Counties by facilitating and setting up of village saving and loan associations.

Fourteen youth clubs were identified in the 15 communities. It is only William V. Sirleaf Community that does not have a youth club. Additionally, 14 women groups were identified in the 15 communities. Boweh is the only community that does not have a women group. Two rivers were identified in Menhpa and Dartu Ta. Six palm farms were identified in William V. Sirleaf, Nuquay, Gbayblain, Menhpa, Gbanla and Yarsonnor. Five blacksmiths, which provide agricultural tools for communities, were identified in Dartu Ta, Gobah, William V. Sirleaf, Gbayblain and Yarsonnor.

Table #1- Community Population in Target Communities

District	Communities	Male	Female	Total
Kakata	Dartu	1227	2273	3500
Todee	Dekergar	94	91	185
	Goban	503	600	1103
	Zinc Camp	274	334	608
	Nuquay	255	310	565
	Pleemu	150	159	309
	WVSirleaf	120	180	300
	Kato	809	824	1633
Saclepea I	Gbanla	400	350	750
	Boweh	439	378	817
	Yarsonnoh	1395	1402	2797
	Mehnpa	753	788	1541
Saclepea II	Gbayblin	835	1180	2015
	Blohn	1200	1300	2500
	Flumpa	3125	4253	7378
<b>Total</b>		<b>11,579</b>	<b>14,422</b>	<b>26,001</b>

The table shows the total number of 26,001 population for the 15 communities. There are **11,579** males and **14,422** females thus constituting **44.53%** males and **55.47%** females meaning there are more females than male in 10 of the project communities. (Source- Community Leaders)

Table #2: Children Presently Enrolled in School – May 2013 - Population Compared the enrollment at beginning of school year – September 2012

Districts	Community	Male in school in May 2013	Female in School in May 2013	Total	Total Male Population in September 2012	Total Female Population in September 2012	Total
Kakata	Dartu-Ta	85	95	180	103	115	218
Todee	Dekergar	52	68	120	81	116	197
	Gobah	318	334	652	364	364	728
	Zinc Camp	110	130	240	132	154	286
	Nuquay	100	75	175	112	85	197
	Pleemu	188	128	316	198	136	334
	WVSirleaf	47	56	103	57	71	128
	Kato	154	159	313	254	309	563
Saclepea I	Gbanla	77	29	106	77	29	106
	Boweh	94	61	155	123	80	203
	Yarsonnoh	194	163	357	262	221	483
	Mehnpa	120	102	222	130	108	238
Saclepea II	Gbayblin	270	118	388	290	131	421
	Blohn	74	63	137	94	72	166
	Flumpa	267	173	440	297	217	514
<b>Total</b>		<b>2,150</b>	<b>1,754</b>	<b>3,904</b>	<b>2,574</b>	<b>2,208</b>	<b>4,782</b>

Table #2 show the total number of **4,782** students were enrolled in school in the 15 communities at the beginning of the school year. In the 15 communities, the populations of student in school as of May 2013 dropped to **3,904**. (Source- School principals)

Table #3: Student Drop- Out Population

Districts	Community	Male	Female	Total
Kakata	Dartu-Ta	18	20	38

Todee	Dekergar	29	48	77
	Gobah	46	30	76
	Zinc Camp	22	24	46
	Nuquay	12	10	22
	Pleemu	10	8	18
	WVSirleaf	10	15	25
	Kato	100	150	250
Saclepea I	Gbanla	0	0	0
	Boweh	29	19	48
	Yarsonnoh	68	58	126
	Mehnpa	10	6	16
Saclepea II	Gbayblin	20	13	33
	Blohn	20	9	29
	Flumpa	30	44	74
<b>Total</b>		<b>424</b>	<b>454</b>	<b>878</b>

878 children dropped out due to child labor constituting 18.4%. There are **424** males and **454** females. That is **16.5%** of male children dropped out while **20.6%** of girls dropped out. The graph shows the percentages per communities taking into account both male and female. Reason for drop out include but are not limited to child labor, pregnancy, and illness.

## Limitation and issues

While it is true that generally the CAA was successful due to the steadfast support from the communities and the ARCH partners, it is expedient to point out some issues which initially posed some challenges for the exercise.

- *Getting to communities during this exercise was a challenge. Most of the stakeholders in these communities were very difficult to reach. Some of the reasons are that most of the dwellers of these communities were not in the communities at the time because of farming, rubber tapping, farms, or selling in the market.*
- *The roads to access many of the communities are either rough or completely damaged due to the bad weather during the rainy season.*
- *There was difficulty in meeting with some of the plantation owners during the exercise. The perception held by most of the rubber plantation owners is that they were benefiting from child labor and they did not want to honor meetings with the data collectors.*
- *Many of the respondents were unfamiliar with their ages. As such, they gave some estimates.*

## Conclusion

Child labor is a serious problem in all of the communities. The difference between child labor and child work was made known to participants after they provided their opinions surrounding the issues. There are appreciable assets available in the communities which will influence the design of the ARCH project and project activities. Implementing partners can explore and harness community

assets to add value to project initiatives. Building community capacity on fully utilizing existing assets will be key in sustainability efforts.

Another issue to consider is that some of the influential leaders have rubber farms. This adds a level of complexity to project implementation because it is possible that some community leaders may not support project activities given that child labor may be key to their profit. This issue will need to be addressed in a sensitive manner and project partners will need to come together to devise strategies for sensitization campaigns.

Women participation in decision making in the communities is not encouraging. This is an area that ARCH could make use of the opportunity in working with women to enable them to provide care and protection for children involved or at-risk of child labor. The livelihood component of the project and initiating women support groups in the communities would be beneficial.

The CAs will be crucial in the implementation of project activities. It is recommended that ARCH devotes significant time and resources to train, support, and motivate CAs over the course of the project. Training on the ARCH project goals and issues on child protection and child labor will empower CAs to lead awareness raising, mentoring and will motivate them to rise up to their new calling.

It is also important that the ARCH project works with communities in sensitizing them on the harm of child labor and the importance of education to enable more children to enroll and stay in school. Gender imbalance within schools is reflected in most of the communities we visited in child labor free zone one. The number of female children in school for Montserrado and Margibi is not encouraging. The number of girls in school in Nimba is more than the number of boys. The reasons might be that boys work hard to meet their daily working needs which compels them to be involved in risky businesses such as motor bike riding, which is one of the major means of income generating for young men nowadays. Many boys are also involved in doing farm work, burning coal and tapping rubber.

Most of the public schools have the correct ratio of instructors compared to the number of students in each classroom as per the Ministry of Education regulations. The toilets are also built through the regulations of the Ministry of Health and Social Welfare; that means there are separate restrooms for boys and girls.

There are few NGOs that have been working in the communities, building toilets for schools, hand pumps, and paving parts of the bad roads. The only community that has never experienced any NGO intervention is the William V. Sirleaf Community. Save the Children, the Carter Center, Concern International, LCIP and Living Water (LWI) are few of the NGOs operating in some of the communities. It is important to note that even these NGOs are not very visible due to limited program interventions. Interestingly in all of the project's targeted communities, no NGO operating in these communities that has a child labor focused program. As the result, the communities are enthusiastic about the coming of ARCH. They are also interested in vocational education and loan schemes which they believe would serve as an alternative in finding livelihoods thus minimizing the need of child labor.

People with technical skills in these communities are very rare. Mechanics, electricians, goldsmiths, masons, carpenters are not found in most of these communities. There are a few people who claimed that they have knowledge of these technical jobs, however, they have no business or establishment as evidence. In addition, they are not working formally in these industries with

larger companies due to lack of job opportunities in the communities. Many of the skilled residents search for short terms contracts in communities to make ends meet.

## Recommendations

From the various group discussions, the followings are recommendations/suggestions that participants requested from the project:

- Vocational training should be introduced to community members
- Adult literacy opportunities would be valued as a means of enhancing literacy and numeracy skills within the communities
- Loan schemes provided to community members would reduce their level of dependency on child labor
- Communities should be provided with feedback on the result of the assessment/appraisal
- The ARCH project ensures the involvement of all key stakeholders for the successful implementation of the project to promote ownership and sustainability.

## Annex A: Community Advocates



## Annex B: Pictorial Illustrations from the CAA

Community members participate in the CAA



## Annex C Community Assets

Assets	Dartu-Ta	Kato	Gobah	Pleemu	Zinc Camp	Dekegar	WVS	Nuquay	Total	Blohn	Flumpa	Gbayblain	MenPa	Boweh	Gbanla	Yarsonnor	Total	Grand Total
<b>Physical</b>																		
Primary School	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Health center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Police Station	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Drug Store	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	2
Bank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Market Kitchen	0	0	1	1	1	0	0	0	3	0	1	0	0	1	0	0	2	5
Clinic	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	2
Hospital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEO Office	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Recreation center	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Market Halls	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Entertainment Centers	0	0	1	0	1	0	0	0	2	0	1	0	0	0	0	0	1	3
Church	0	1	1	1	1	0	0	1	5	0	1	1	1	0	1	1	5	10
Mosques	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2	2
Community radio station	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Court house	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Junior High School	0	1	1	1	0	0	0	0	3	0	1	0	0	0	0	0	1	4
Senior High School	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Vocational Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rubber Companies	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	3	3
Processing centers	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	3	3
Public latrine	1	0	1	0	0	1	0	1	4	0	0	1	0	1	1	0	3	7
Administrative Hall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hand pump	1	0	1	1	0	1	0	1	5	1	1	1	1	1	1	0	6	11
<b>Total</b>									<b>31</b>								<b>42</b>	<b>73</b>
<b>Social Economics</b>																		
Saving and loan schemes	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	7	7
Youth groups	1	1	1	1	1	1	0	1	7	1	1	1	1	1	1	1	7	14
Women groups	1	1	1	1	1	1	1	1	8	1	1	1	1	0	1	1	6	14
Council of elder's	1	1	1	1	1	1	1	1	8	1	1	1	0	0	0	1	4	12
NGOs	0	1	1	1	1	1	0	1	6	1	1	1	0	1	0	0	4	10
Child Welfare Committee	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	2
Cooperative Association	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	4	4
Insurance groups	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religious Organization (FBOs)	0	1	0	1	1	0	0	0	3	1	1	1	0	0	0	0	3	6
Traditional Organization	0	0	1	1	0	1	0	0	3	1	1	1	1	0	0	1	5	8

Community Based Organization (CBOs)	0	0	1	0	0	0	1	0	2	1	1	1	1	1	1	1	7	9
Sport Association	0	1	1	1	1	1	1	1	7	1	1	1	1	1	1	1	7	14
<b>Total</b>									<b>15</b>								<b>56</b>	<b>100</b>
Human Asset																		
Carpenter	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Manson	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Electrician	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	2
Tailor/seamstress	0	0	1	1	1	1	1	1	6	1	1	1	1	0	1	1	6	12
Mechanic/Vehicle/Bike	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	5	5
Teacher	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
District Education Officer	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
District Agriculture Officer	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Labor Inspector	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black smith	1	0	1	0	0	0	1	0	3	0	0	1	0	0	0	1	2	5
Gold smith	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Youth leader	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Women leader	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Town chief	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Commissioner	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	2	3
District Health Officer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Police commander	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1

Rubber Tapper	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
<b>Total</b>									<b>67</b>								<b>69</b>	<b>136</b>
Natural Asset																		
Rivers	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	2
creeks	1	1	1	1	1	1	1	1	8	1	1	1	1	1	0	1	6	14
Forest	1	0	1	0	0	0	0	0	2	0	0	0	1	1	0	0	2	4
Low Land (swamp)	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
High land (upland)	1	1	1	1	1	1	1	1	8	1	1	1	1	1	1	1	7	15
Palm farm	0	0	0	0	0	0	1	1	2	0	0	1	1	0	1	1	4	6
Cocoa farm	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	5	6
Rubber plantation	0	0	1	1	0	0	0	0	2	1	1	1	0	1	1	1	6	8
Sugar cane farm	1	0	0	1	0	0	0	0	2	1	1	1	0	0	0	1	4	6
<b>Total</b>									<b>34</b>								<b>42</b>	<b>76</b>
Local Government																		
Labor Inspector Office	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District Education Office	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	2
District Agriculture Office	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
District Superintendent office	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Law enforcement office	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Rubber trade union	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
PTA Focus Groups	1	1	1	1	1	1	1	1	8	1	1	1	0	1	1	1	6	14

Gender & Development Office	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>									<b>9</b>									<b>10</b>	<b>19</b>

# ANNEX D: Household Survey

## Winrock International – Action to Reduce Child Labor Project

### Questionnaires for Community Assets Appraisal

County & CLFZ:

District Code:

Community Name & Code:

Household Code:

Type of respondent:

Name of Enumerator:

Date:

Day:

Month:

Year:

Time Started:

Time Finished:

**Introductory statement that must be read out before interview starts:**

"We are carrying out this Assessment for Winrock International ARCH Project and its partners to help us understand important pieces of information about the lives and assets of people in this community. The information we collect will be kept confidential."

"Please be aware that no special support will come to your household as a result of your responses to the questions. This is for research purposes only. As such, please do your best to be as open and honest as possible."

"Are you willing for us to spend approximately 45minutes answering some of my questions?" *If the respondent agrees, tick in this box:*

Checked by Team Leader:

**MODULE 2: Household Roster**

Please tell me the first or short names of all the members of your household. All those who normally sleep in your house and share meals with other members of your home

No	201	202	203	204	205	206	207	208	209
	First or abbreviated name of household member  <i>Start with household head first</i>	<i>Identify the person(s) interviewed.</i>	<i>Identify the head of household</i>	<i>Identify who received developed lowland for rice farming by NGO?</i>	<b>What is the gender of each person?</b>  1 = male 2 = female	<b>What is their age?</b>  <i>Enter the approximate age in years.</i>	<b>What is their marital status?</b>  0 = child or not married 1 = married (husband or first wife) 2 = married (2nd wife) 3 = married (3rd or later wife) 4 = widowed 5 = separated or divorced	<b>What is the highest level of education he/she has achieved?</b>  0 = child 1 = never attended school 2 = some elementary 3 = completed elementary 4 = some junior high 5 = completed junior high 6 = some senior high 7 = completed high school or higher vocational training certificate 9 = does not know	<b>Is he/she fit and able to work?</b>  0 = child 1 = Generally good health: does productive work 2 = Serious disability or sickness: cannot do any productive work 3 = Too old to do any productive work.



<u>1</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>2</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>3</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>4</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>5</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>6</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>7</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>8</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>9</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>10</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>11</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>12</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>13</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>14</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>15</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>16</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>17</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>18</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>19</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>20</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**MODULE 3: Information about Head of Household**

Now I will ask you some questions about the head of your household.

301	<b>What is the <u>principal</u> job of the head of your household, both now and back in 2012?</b>  <i>Select only one response for each time period</i>	1. Not involved in productive work 2. Farmer 3. Runs self-owned off-farm business 4. Casual labourer (daily hire) 5. Unskilled salary worker 6. skilled salary worker 7. other	<b>Now</b>	<b>2012</b>
			<input type="checkbox"/>	<input type="checkbox"/>

303	What is the primary religion of the head of your household?	1.Christian 2.Muslim 3.Traditional beliefs 4.Other	<input type="checkbox"/>
-----	---	---	--------------------------

304	Can the head of your household <u>read</u> and <u>write</u> a sample letter written in English. 1 = yes 0 = No	_
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**Module 3.1: Details on farming and child labor activities**

*I am now going to ask you some questions about farming. (Write 0 if the community did not farm in 2012)*

305. How many plots for lowland in total did your household farm?	Number of plots:	_
306. How many tile for upland in total did your household farm in 2012?	Number of tile	_
307. Children aged 5 to 17 years in this area engaged in rubber section child labor		_
308. community where child labor in rubber is most common among children aged 5 to 17 years		_
309. Does your family have children involved in child labor		_
310. Does your family have children at risk of involving in child labor		_
311. Does your family have youth age 16 - 17 involved in indecent work		_

312. What is the <i>principal</i> source of fuel for cooking used by the community?		313. What is the <i>principal</i> type of toilet facility used by the community/school?	
Code	Put in the code	Code	Put in the code
1. Electricity 2. Gas/kerosene 3. Wood 4. Charcoal 5. Other: _____	_	1. Private flush toilet 2. Private improved pit latrine (slab) 3. Private traditional pit latrine 4. Shared pit latrine 5. River, stream 6. other : _____	_

**MODULE 4: details on farming activities**

401		1=Yes 0=No
Did you or anyone in your household farm any of the following crops in 2012?	Upland rice	_
	Swamp rice	_
	Cassava	_
	Sweet potato	_
	Yam	_
	Eddoes	_
	Plantain/Banana	_
	Pepper	_
	Bitter ball	_
	Okra	_
	Egg plant	_
	Beans	_
	Corn	_
Cocoa	_	

	Cabbage	_
	Butter pea	_
	Other Specify: _____	_
	Other Specify: _____	_
<b>402. In which towns is rubber cultivated most?</b>	Write the communities name: 1. 2. 3. 4.	

<b>403. What is the principal source of drinking water used by the community?</b>		<b>404. What is the principal size of an average household?</b>	
<b>Code</b>	Put in the code	<b>Code</b>	Put in the code
1. Hand pump 2. Creeks 3. Rivers 4. Wells 5. Other: _____	_	1. 2-4 2. 4-6 3. 6-8 4. 8-10 5. 10-12 6. other _____	_

# ANNEX E: Focus Discussion Group tool

## Winrock International – Action to Reduce Child Labor Project

### Questionnaires for Community Assets Appraisal

<b>County &amp; CLFZ:</b>	<input type="text"/>
<b>District Code:</b>	<input type="text"/>
<b>Community Name &amp; Code:</b>	<input type="text"/>
<b>Household Code:</b>	<input type="text"/>
<b>Type of respondent:</b>	<input type="text"/>
<b>Name of Enumerator:</b>	<input type="text"/>
<b>Date:</b>	Day: <input type="text"/> Month: <input type="text"/> Year: 2013

<b>Time Started:</b>	<input type="text"/>	<b>Time Finished:</b>	<input type="text"/>
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**Introductory statement that must be read out before interview starts:**  
"We are carrying out this Assessment for Winrock International ARCH Project and its partners to help us understand important pieces of information about the lives and assets of people in this community. The information we collect will be kept confidential."  
"Please be aware that no special support will come to your household as a result of your responses to the questions. This is for research purposes only. As such, please do your best to be as open and honest as possible."  
"Are you willing for us to spend approximately 3 hours answering some of my questions?" *If the respondent agrees, tick in this box:*

Checked by Team Leader:

**MODULE 1: Mapping of community assets with Community leaders**

Which of the following facilities are available in your community/district (Write 0 if district/community does not own assets and write 1 if the community has?FGDs

<b>101: Physical Asset:</b>	<b>1=Yes 0=No</b>	<b>Community</b>	<b>District</b>
Primary School		<input type="checkbox"/>	<input type="checkbox"/>
Junior High School		<input type="checkbox"/>	<input type="checkbox"/>
Senior High School		<input type="checkbox"/>	<input type="checkbox"/>
Police Station		<input type="checkbox"/>	<input type="checkbox"/>
Clinic		<input type="checkbox"/>	<input type="checkbox"/>
Hospital		<input type="checkbox"/>	<input type="checkbox"/>
DEO Office		<input type="checkbox"/>	<input type="checkbox"/>
Recreation center		<input type="checkbox"/>	<input type="checkbox"/>
Market Halls		<input type="checkbox"/>	<input type="checkbox"/>
Banks		<input type="checkbox"/>	<input type="checkbox"/>
Drug Store		<input type="checkbox"/>	<input type="checkbox"/>
Entertainment Centers		<input type="checkbox"/>	<input type="checkbox"/>
Church		<input type="checkbox"/>	<input type="checkbox"/>
Mosques		<input type="checkbox"/>	<input type="checkbox"/>
Community radio station		<input type="checkbox"/>	<input type="checkbox"/>
Court house		<input type="checkbox"/>	<input type="checkbox"/>
Health Center		<input type="checkbox"/>	<input type="checkbox"/>
Market Ketches		<input type="checkbox"/>	<input type="checkbox"/>
Vocational Training Center		<input type="checkbox"/>	<input type="checkbox"/>
Rubber Companies		<input type="checkbox"/>	<input type="checkbox"/>
Processing centers		<input type="checkbox"/>	<input type="checkbox"/>
Public latrine		<input type="checkbox"/>	<input type="checkbox"/>
Administrative Hall		<input type="checkbox"/>	<input type="checkbox"/>
Hand pump		<input type="checkbox"/>	<input type="checkbox"/>
Other specify: _____		<input type="checkbox"/>	<input type="checkbox"/>
Other specify: _____		<input type="checkbox"/>	<input type="checkbox"/>
Other specify: _____		<input type="checkbox"/>	<input type="checkbox"/>
<b>102: Social economic Asset</b>	<b>1=Yes 0=No</b>	<b>Community</b>	<b>District</b>
Saving and loan schemes		<input type="checkbox"/>	<input type="checkbox"/>
Youth groups		<input type="checkbox"/>	<input type="checkbox"/>
Women groups		<input type="checkbox"/>	<input type="checkbox"/>
Council of elder's		<input type="checkbox"/>	<input type="checkbox"/>
NGOs		<input type="checkbox"/>	<input type="checkbox"/>
Child Welfare Committee		<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Association		<input type="checkbox"/>	<input type="checkbox"/>

	Insurance groups	<input type="checkbox"/>	<input type="checkbox"/>
	Religious Organization (FBOs)	<input type="checkbox"/>	<input type="checkbox"/>
	Traditional Organization	<input type="checkbox"/>	<input type="checkbox"/>
	Community Based Organization (CBOs)	<input type="checkbox"/>	<input type="checkbox"/>
	Sport Association	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>103: Human Asset</b>	<b>1=Yes 0=No</b>	<b>Community</b>	<b>District</b>
	Carpenter	<input type="checkbox"/>	<input type="checkbox"/>
	Manson	<input type="checkbox"/>	<input type="checkbox"/>
	Electrician	<input type="checkbox"/>	<input type="checkbox"/>
	Tailor/seamstress	<input type="checkbox"/>	<input type="checkbox"/>
	Mechanic/Vehicle/Bike	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
	District Education Officer	<input type="checkbox"/>	<input type="checkbox"/>
	District Agriculture Officer	<input type="checkbox"/>	<input type="checkbox"/>
	Labor Inspector	<input type="checkbox"/>	<input type="checkbox"/>
	Black smith	<input type="checkbox"/>	<input type="checkbox"/>
	Gold smith	<input type="checkbox"/>	<input type="checkbox"/>
	Youth leader	<input type="checkbox"/>	<input type="checkbox"/>
	Women leader	<input type="checkbox"/>	<input type="checkbox"/>
	Town chief	<input type="checkbox"/>	<input type="checkbox"/>
	Commissioner	<input type="checkbox"/>	<input type="checkbox"/>
	District Health Officer	<input type="checkbox"/>	<input type="checkbox"/>
	Police commander	<input type="checkbox"/>	<input type="checkbox"/>
	Rubber Tapper	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>104: Natural Asset</b>	<b>1=Yes 0=No</b>	<b>Community</b>	<b>District</b>
	Rivers	<input type="checkbox"/>	<input type="checkbox"/>
	creeks	<input type="checkbox"/>	<input type="checkbox"/>
	Forest	<input type="checkbox"/>	<input type="checkbox"/>
	Low Land (swamp)	<input type="checkbox"/>	<input type="checkbox"/>
	High land (upland)	<input type="checkbox"/>	<input type="checkbox"/>
	Palm farm	<input type="checkbox"/>	<input type="checkbox"/>
	Cocoa farm	<input type="checkbox"/>	<input type="checkbox"/>
	Rubber plantation	<input type="checkbox"/>	<input type="checkbox"/>
	Sugar cane farm	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>

	specify: _____		
<b>105: Local Government Institution</b>	1=Yes 0=No	<b>Community</b>	<b>District</b>
	Labor Inspector office	<input type="checkbox"/>	<input type="checkbox"/>
	District Education Office	<input type="checkbox"/>	<input type="checkbox"/>
	District Agriculture Office	<input type="checkbox"/>	<input type="checkbox"/>
	District Superintendent office	<input type="checkbox"/>	<input type="checkbox"/>
	Law enforcement office	<input type="checkbox"/>	<input type="checkbox"/>
	Rubber trade union	<input type="checkbox"/>	<input type="checkbox"/>
	PTA Focus Groups	<input type="checkbox"/>	<input type="checkbox"/>
	Gender & Development Office	<input type="checkbox"/>	<input type="checkbox"/>
	Other specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

### **MODULE 5: EDUCATION AND SOCIAL ISSUES**

*Interview the School Principals and the District Education Officer. FGDs*

	1 = Yes 0 = No	<i>If yes, ask:</i> How many times did this happen?
<b>501.</b> Availability of children aged 5 to 17 years who are engaged in child labor and have to miss school in the community	<input type="checkbox"/>	<input type="text"/>
<b>503.</b> Children aged 5 to 17 years are engaged in child labor but have time to attend school	<input type="checkbox"/>	<input type="text"/>
<b>504.</b> Community currently implementing any interventions to fight child labor and thus enabling children to attend school	<input type="checkbox"/>	<input type="text"/>
<b>505.</b> Activities / interventions are currently being carried out to fight child labor and thus enabling children to attend school	<input type="checkbox"/>	<input type="text"/>
<b>506.</b> NGOs/Community-Based Organizations that are currently actively involved in fighting child labor and enabling children to attend school	<input type="checkbox"/>	<input type="text"/>
<b>507.</b> If there is an organization/NGO interested to work in this district in areas of child labor; is it welcomed to work in this district or community?	<input type="checkbox"/>	<input type="text"/>

<b>508.</b> How many public primary schools are currently operational in this community?	<input type="text"/>
<b>509.</b> How many children are currently enrolled in primary schools in this community?	<input type="text"/>
<b>510.</b> How many teachers are currently working at primary schools in this community?	<input type="text"/>
<b>511.</b> Among all primary schools that are currently operational in this community, how many have pre-primary education programs for children aged 5 to 6 years?	<input type="text"/>
<b>512.</b> Are there private or faith-based primary schools that are currently operational in this area?	<input type="text"/>
<b>513.</b> Is there any Child welfare committee setup in this community?	<input type="text"/>

<i>If so, how many are there?</i>	__
What are the number of drop-out in primary and secondary school?	__
<b>515.</b> Are parents involve in the school management committees?	__
<b>516.</b> Is there land/water available at school for use in demonstration garden plots?	__
<b>517.</b> Does MOE guidelines recommend for latrine holes at primary schools?	__
<b>518.</b> Is the number of classrooms at primary schools in this community adequate as per Ministry of Education guidelines?	__
<b>519.</b> Is the number of teachers at primary schools in this community adequate as per Ministry of Education guidelines?	__
<b>521.</b> What role do women play in community affairs and business? FGD	
<b>522. Population density</b>	<b>Male</b>
Community	
Number of children in school	
Number of children out of school	

**Module 6: Cross Cutting Issues with Stakeholders FGDs**

*I am now going to ask your some questions about rubber farming. This focus on plantation owners and District Commissioner*

<b>601.</b> On average, how many tons of rubber are harvested and sold each season?	__
<b>602.</b> On average, how many acres / hectares of land are planted with rubber each season?	__
<b>603.</b> On average, how many tons of rubber are harvested and sold each season?	__
<b>604.</b> Does the community have a cooperative union?	__
<b>605.</b> Is the cooperative union(s) active?	__

<b>606.</b>	<b>How many owned by your community?</b>	<b>How many owned by your District?</b>
Villages	__	
Town		__
1. Yes 2. No		condition
Road network connection between district headquarters and villages (distance and type of road surface)	__	1. Paved road 2. Rough road 3. Damaged road



607. In which sectors are these anti-child-labor NGOs currently working?	1=Yes 0=No	Community	District
	Agriculture	_	_
	Health	_	_
	Gender	_	_
	Education	_	_
	Rule of Law	_	_
	Other Specify:	_	_
608. Are outside NGOs welcome to implement anti-child-labor programs?	_		
609. Are the local leaders in supportive of anti-child-labor programs?	_		
610. Are there existing NGOs or similar service providers dealing with child labor in rubber	_		

**Module 7: Focus Group discussion with Stakeholders, Community leaders, and Local Authority**

<p><b>701. General view of the communities on the engagement of children aged 5 to 17 years in child labor:</b> <i>Community view on child labor issue:</i></p>
<p><b>702. Work sectors in which children aged 5 to 17 years are engaged in child labor:</b> <i>Write the list of sectors:</i></p>
<p><b>703. Community understanding the difference between Child Labor and Child Work:</b></p>