

RWANDA EDUCATION ALTERNATIVES FOR CHILDREN (REACH) PROJECT

CHILD LABOR IN THE TEA SECTOR

CASE STUDY OF NYAMASHEKE, NYARUGURU AND GICUMBI

WINROCK INTERNATIONAL

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Dedication

To all children whose futures are affected by exploitative work;

And to all who tirelessly work to combat child labor.

Acknowledgement

There are many people and institutions without whom this research would not have been successful. Special recognition goes to the United States Department of Labor who funded this research, and for Winrock International who sponsored, coordinated, and supervised the research project.

Recognition also goes to FERWACOTHE whose special partnership with the REACH Project made the research process smooth especially in the field during data collection.

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Much appreciation goes to the COOPTHE groups and all the respondents in this research. The valuable data they provided is what constitutes this study.

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Ndekezi Maarifa V.

Research Consultant

Preface

This research is a compilation of findings from three districts in Rwanda where tea is grown: Nyamasheke, Nyaruguru, and Gicumbi. These are three of the seven districts where the REACH project is implementing direct intervention programs against child labor. This study contains findings on the current situation and the perception of tea growers and children, as well as their knowledge on child labor laws.

Tea from Rwanda has been identified by the U.S. Department of Labor as a product that is produced with involvement of exploitative child labor. While there have been many efforts by the government, local actors, nongovernmental organizations (NGOs), and others to fight child labor, the presence of Rwandan Tea on USDOL's *List of Goods Produced by Child Labor or Forced Labor* 2010 report encouraged this research and draws attention to the need for more work to be done to eliminate child labor in the Rwandan tea sector. This research intends to demonstrate efforts towards the elimination of child labor in the Rwanda tea sector which will lead to Rwandan tea regaining its reputation in the global market.

The REACH Project has been involved in efforts to stop child labor in these districts, and this research was intended to inform REACH and stakeholders on the progress made and further areas of intervention needed.

Readers of the research will appreciate the efforts made to take action and eliminate child labor. This research will provide stakeholders with strategies which can be used to further this cause.

John Nkurikiyinka

REACH Project Director

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ACRONYMS

COOPTHE	Cooperative de Théiculteurs
GoR	Government of Rwanda
FAWE	Forum for African Women Educationalists
FERWACOTHE	Fédération Rwandaise des Coopératives de Théiculteurs
ILO	International Labor Organization
IPEC	International Programme on the Elimination of Child Labour
TSAAQ	Tea Sector Awareness Assessment Questionnaire
TSCLQ	Tea Sector Child Labor Questionnaire for Children
MIFOTRA	Ministry of Public Service and Labor
MINAGRI	Ministry of Agriculture
NGO	Nongovernmental organization
REACH	Rwanda Education Alternatives for Children
SNV	Netherlands Development Organization
SORWATHÉ	Société Rwandaise de Thé
SACCO	Savings and Credit Cooperatives
TVPRA	Trafficking Victims Protection Reauthorization Act
USDOL	United States Department of Labor
WI	Winrock International

EXECUTIVE SUMMARY

The main objectives of this study were to further the understanding and knowledge of the current child labor situation in tea production in Rwanda. By examining and researching the tea sector in detail, researchers aimed to apply the research and provide recommendations to the tea industry on specific strategies to eliminate child labor in tea production. By following recommendations and continuing to take action in eliminating child labor in the tea sector, tea stakeholder and the government of Rwanda hope to achieve the goal of eliminating all child labor and removing Rwandan tea from the US Department of Labor (USDOL) *List of Goods Produced with Child Labor or Forced Labor (2010 and 2011)*.

The research assessed the entire tea growing process and examined children's involvement in tea production in three districts: Nyamasheke, Nyaruguru and Gicumbi. The research also aimed to identify hazardous activities that children engage in while working in tea. In addition, researchers examined issues such as payment, motivation, and the impact on schooling. Furthermore, the study assessed the extent to which parents, cooperative members and children are aware of their rights and understand the existing Government of Rwanda's (GoR) child labor laws and penalties.

Research methodology

This research is a descriptive case study using mixed methods (mainly qualitative), including surveys, focus group discussions, and informal interviews. The research team surveyed a total of 237 children (76 in Nyamasheke, 86 in Nyaruguru, and 75 in Gicumbi) aged 9-17, and interviewed 157 parents and FERWACOTHE cooperative members (45 from Nyamasheke, 57 from Nyaruguru, and 55 from Gicumbi), and two to three local leaders from each district. Children were surveyed on a number of research questions, while parents (most of whom were not the parents of the children who were surveyed) and cooperative members were interviewed to determine attitudes and their awareness on child labor issues. Some children neglected to answer all questions in the survey, thus some data has fewer responses than 237. Quantitative data was analyzed in esurveyspro software using cross tabulations and descriptive statistics about the sample population.

The sample of children and parents is a convenience sample, chosen from those available at specific communities where tea production is a main activity. Tea cooperative members and local leaders were purposively sampled from the cooperative groups and local government officials available at the time of interview.

Key findings

Overall, parents and children demonstrated high levels of awareness and for the most part, do not support child labor. However, there are cases of child labor along with attitudes and practices in the communities that continue to encourage child labor despite ongoing awareness raising activities from private sector, government, and nongovernmental organization (NGO) projects such as the Rwanda Education Alternatives for Children (REACH) project.

Child labor in tea production

Amongst the children interviewed aged 9-17, in Nyaruguru District, only 16% said that they engage in tea growing activities, compared to 18% in Nyamasheke and 41% in Gicumbi. Children are involved in almost every aspect of work in the tea growing process in all three districts. These activities include tilling land, tea picking, fetching firewood for tea factories, road construction, tea planting, and spraying insecticides. Children reported that they are predominantly employed by families, neighbors, and cooperatives, mostly engaged in

tilling land and picking of tea. No children were found to be working in tea factories. Furthermore, 81% of children from Nyamasheke, 65% from Nyaruguru, and 83% from Gicumbi attend school. Yet, the research found high absenteeism rates amongst school goers in all the three districts.

Awareness

When children respondents were asked whether it is good to engage in tea growing activities, 82% of the children survey in Nyamasheke refuted this assertion while most parents and cooperative members also expressed that children under 16 should not work even if they get good salaries. In Nyaruguru, as well as in Gicumbi, most children stated that they believe it is not good for children to work in tea growing activities. Parents in the said two districts as well negated that it was better for children under 16 to work if they get better salaries. These responses demonstrate high awareness of the dangers of child labor, but do not necessarily mean that the children are not engaged in tea growing and harvesting.

Children and employers have differing opinions about the motivation for children to work in tea production. Most neighbors and cooperative members who employ children refuted the claim that children are involved in child labor for assistance against family poverty. The findings of this study found that in Nyaruguru District 52% of children respondents said that they were engaged in work to supplement family income; in Gicumbi, 53% responded this way, and in Nyamasheke, 68% said they worked to supplement family income. Most parents expressed that children become involved in child labor for the financial gains. However, many of the children from the three districts expressed that they spend a significant portion of their money on buying personal items not in support of family supplements or school fees.

The results from focus group discussions with community members and employers show that tea cooperatives and neighbors (smallholders) are the most common source of work for children. These actors account for over 75% absorption of children in child labor in tea, although data suggests they are aware of Rwanda's legal working age. Most cooperative members and neighbors reported that children are employed because they are cheaper and more loyal than adults.

Hazards in tea production

The study found that over half of the children surveyed who work in the tea industry have been mistreated while at work. In the three districts, results show that children are shouted at, insulted, beaten or sexually assaulted while at work. Nyaruguru District has the highest incidences of child mistreatment at work while Gicumbi has the least. In Nyamasheke and Nyaruguru, girls are more mistreated than boys while in Gicumbi, more boys than girls are mistreated.

The hazards most noted by the children are exposure to dust and fumes and extreme cold or heat. The main health issues experienced by children exposed to hazards are injuries/illness or poor health, followed by extreme fatigue.

Conclusion and Recommendation

Despite a significant level of awareness and knowledge of the effects of child labor and the GoR's child labor laws, children are still involved in child labor. It seems that while people are aware of the dangers and laws, child labor is still occurring. Further analysis on implementation of strategies such as Behavior Change Communication (BCC) methods is recommended. Rwanda has successfully used BCC methods in other campaigns for HIV/AIDS and Gender Based Violence. Best practices from these fields should be researched to expand the current child labor sensitization campaigns.

The study shows that on the whole, there is little or no child labor in the tea factories, but down the value chain in the cooperatives and smallholder family farms, there are reports of child labor taking place. It is recommended that the tea companies, in partnership with the cooperatives and smallholders adopt an integrated child labor monitoring system to reduce child labor through their entire supply chain. It is recommended, too, that the tea factories collaborate with other stakeholders, especially COOPTHE and Thé Villageois in all efforts to contain child labor. The factories must share best practices in terms of the organizational structures and how to stop involvement of children in the cooperatives where they source their tea.

Child labor at the small scale tea farms or Thé Villageois is the most difficult to identify and eradicate. A coordinated monitoring system needs to be developed. It is critical that monitoring systems are established considering the roles of health centers, police, labor inspector offices, NGOs, local government, schools, factories, and COOPTHE, so that data is collected and reports generated on a regular annual basis. Further research should be conducted on child labor in tea within households to identify strategies to assist the private sector in strengthening their monitoring of child labor at the household level.

The study has established that there are high rates of mistreatment of children at the workplace as well as exposure to a variety of hazards. Integrating trainings and sensitizations on child abuse and child rights throughout the value chain of tea production would be an effective strategy to reach different stakeholders. This effort could be initiated by the private sector by partnering with a non-governmental organization to provide relevant strategies to fight child abuse, how to refer children to support services, and the current GoR policies around child abuse. The safety of girl children needs special attention and girls need protection from sexual abuse when they are in the tea bushes picking tea or engaging in any form of tea growing work.

Findings illuminate the common push-pull dynamic that perpetuates child labor, in that poverty in the family pushes children to work, while cheap labor motivates employers to hire them. The creation of cooperatives amongst Thé Villageois, such as ASSOPTHE, has helped reduce child labor. Requiring that all tea growers join cooperatives, and that all tea be picked at cooperative level as opposed to family level could assist in the elimination of child labor in family held farms.

The study shows that there is negative impact to children's health and schooling on children who reported to be involved in child labor. The study recommends that schools be made more attractive to retain children in school and bar them from the temptation of work, leading to child labor. This may involve activities such as sports and feeding programs, as well as innovative teaching approaches in classrooms.

Through identification of best practices across the private tea sector, NGOs, the GoR, and REACH hope to establish stronger strategies in addressing child labor in the tea sector. It is recommended that FERWACOTHE and other stakeholders such as REACH be more involved and sensitize cooperative members against exploitatively using children for work.

For Rwandan tea to be identified as a product that does not use child labor, elaborate research and monitoring are essential. It is important that stakeholders adopt a research schedule where regular studies are carried out and the results are shared and published. Such evidence-based research could result in the removal of Rwanda tea from the U.S. Department of Labor's *List of Goods Produced by Child Labor or Forced Labor* if it can be shown that child labor in tea has been eliminated or drastically reduced through programs targeting child labor in the tea sector.

1.0 Introduction

1.1 Definitions of Terms

Trade union federation: an umbrella organization of registered trade unions;¹

Child: any human being below the age of eighteen (18) years²

Child labor: is defined by the International Labor Organization (ILO) as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:

- Is mentally, physically, socially or morally dangerous and harmful to children; and
- Interferes with their schooling by:
- Deprives children of the opportunity to attend school;
- Obligates children to leave school prematurely; or
- Requires children to attempt to combine school attendance with excessively long and heavy work.³

Hazardous work: Any work which is likely to jeopardize children's physical, mental or moral health, safety or morals that should not be done by anyone under the age of 18.⁴

Basic minimum age: The minimum age for work should not be below the age for finishing compulsory schooling, which is generally 15.⁵ According to the Rwanda Labor code, employing a child in any company, even as an apprentice, before the age of sixteen (16) is illegal. A child aged between sixteen (16) and eighteen (18) may be employed under the provisions of articles 5, 6 and 7 of this law.⁶

Child rest: The rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours⁷.

Prohibited work for children: The child shall be subject to the work which is proportionate to his/her capacity. The child cannot be employed in nocturnal, laborious, unsanitary or dangerous services for his/her health as well as his/her education and morality.⁸

¹ O.G. n° special of 27/05/2009; Article 1.8 from <http://www.mifotra.gov.rw/fileadmin/templates/downloads/laws/NEW%20LABOUR%20LAW%20N13.2009%20OF%2027.5.2009.pdf>

² Ibid

³ <http://www.ilo.org/ipec/facts/lang--en/index.htm>

⁴ Ibid

⁵ Ibid

⁶ Article 4 of the Rwanda Labor Code:

http://www.amategeko.net/display_rubrique.php?ActDo=ShowArt&Information_ID=2465&Parent_ID=30701709&type=public&Langue_ID=An&rubID=30701714#30701714

⁷ Article 5: Ibid

⁸ Article 6: Ibid

1.2 Introduction

The Rwanda Education Alternatives for Children (REACH) project aims to reduce child labor incidences in Rwanda. REACH is withdrawing 4,800 children from exploitive labor and preventing another 3,500 children from entering into such labor in seven districts of Rwanda. The project also raises public awareness about the hazards of child labor and benefits of education in all 30 districts of Rwanda's five provinces. Additionally, REACH works with the Government of Rwanda at the policy level to assist and support the implementation of existing labor laws. Winrock International (WI), together with the Forum for African Women Educationalists-Rwanda (FAWE) and Netherlands Development Organization-Rwanda (SNV) are the implementing partners with funding support from the United States Department of Labor (USDOL). Winrock International commissioned a research study on child labor in Rwandan tea to further understand child labor issues in this sector and to document interventions that contribute to the reduction of child labor in tea.

1.3 Organization of the tea sector in Rwanda

In the 2010 and 2011, USDOL TVPRA (Trafficking Victims Protection Reauthorization Act) *List of Goods Produced by Child Labor and Forced Labor* reports that in Rwanda child labor in the tea sector is prominent in tea cooperatives and small scale farms, also known as Thé Villageois growers. The Rwandan tea sector consists of two main growers: the industrial block and the tea grown by those working under FERWACOTHE⁹ (The Federation for Rwandan Tea Growers Cooperative). This research focused on tea grown by FERWACOTHE members.

FERWACOTHE represents the Rwanda tea growers and links them with state agencies such as Rwanda Agricultural Board, donors at the national level, and brokers and agents at international levels. FERWACOTHE works to protect the interest of members and strengthens their capacity through training as well as promoting the cultivation of tea in Rwanda. All tea growers in Rwanda, aside from the industrial block tea, are members of FERWACOTHE. The industrial block tea is tea grown by the tea companies also owning the tea factories. FERWACOTHE supports tea growers in co-operatives management, management of tea plantations, capacity building for co-operatives and union formations for technicians and members, capacity building for Savings and Credit Cooperatives (SACCO) for tea growers, technicians and members, supply of agricultural inputs and materials, and liaising with donors and investors.

FERWACOTHE consists of unions of tea growers. These are composed of cooperatives of tea growers that include Coopthés¹⁰ and the Thé Villageois¹¹ growers.

Coopthés are registered by the Government of Rwanda and are the primary cooperatives of tea growers who have come together for collective bargaining purposes. Coopthés in Rwanda were formed in the early 1960s when tea growing in Rwanda began. They were created to supplement tea grown by the factory owners (industrial block) as well as encourage Rwandan farmers to engage in tea growing. To date there are three Coopthés: Coopthés Mulindi, Coopthés Shagasha and Coopthés Gisakura.

All other tea grown in Rwanda, not under Coopthé or the industrial block falls under the category of Thé Villageois. Thé Villageois developed as a new cooperative in response to the observed success of the Coopthés and the industrial block. The Thé Villageois grows tea as cooperatives, parallel to the Coopthés, or as individuals. There are a number of Thé Villageois grower cooperatives such as Cootenya in Nyaruguru, and Assopthé in Rulindo which are a source of tea for Sorwathé Factory, and Coopthése in Mulindi. The Coopthés

⁹ French acronym for Fédération Rwandaise des Coopératives de Théiculteurs

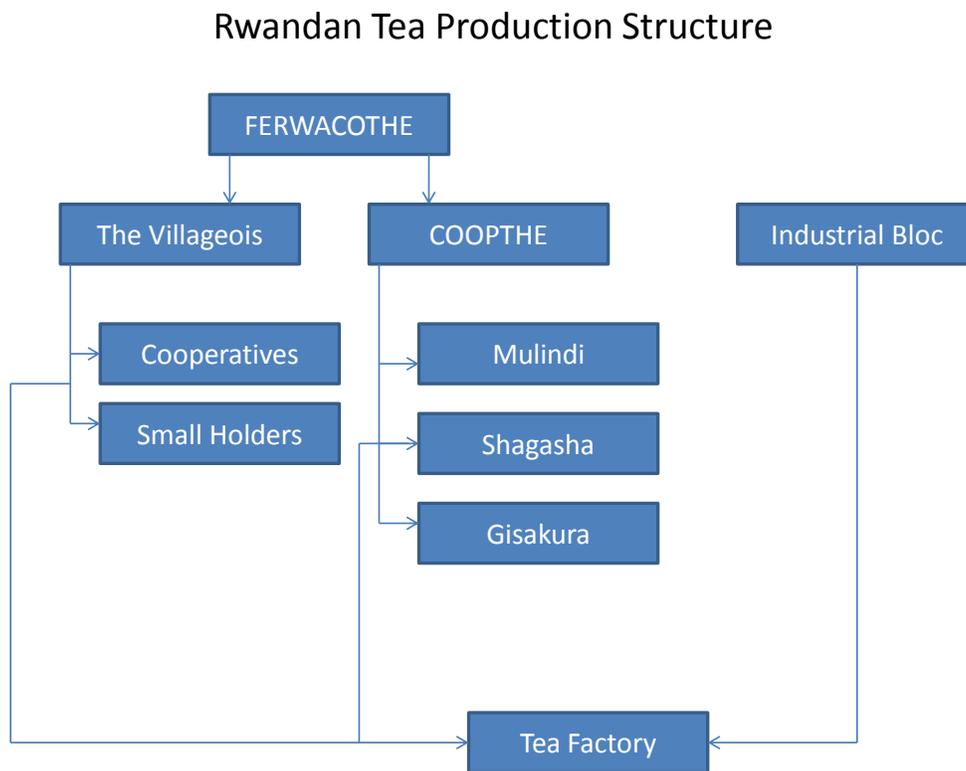
¹⁰ French Accronym for Cooperative de Théiculteurs

¹¹ Individual small scale tea growers not belonging to a cooperative

and Thé Villageois form larger tea cooperatives in tea growing areas, and together they constitute FERWACOTHE.

Information gathered at the stakeholder meetings held at the American Embassy in November 2010 and 2011 to address the USDOL TVPRA *List of Goods Produced by Child Labor and Forced Labor* report, indicated that it is largely at the unit of Thé Villageois that child labor is observed at high levels and needs intervention. Child labor mostly takes place during planting, cultivating, and plucking as they are labor-intensive operations¹². Figure 1 below shows the organization of the tea growing sector at the level of FERWACOTHE.

Figure 1 Organization in the Production of Tea



The tea sector in Rwanda consists of two tea estates with state owned production units, Mulindi and Shagasha, and nine privately owned production units including Gisovu, Cyohoha (making up the company Société Rwandaise de Thé (SORWATHE), Pfunda (Pfundu Tea Company), Kitabi, Nyabihu, Rubaya (Rwanda Mountain Tea), Mata, Gisakura, and Nshili-Kivu.

The Rwanda Agriculture Board, composed of Rwanda Tea Board (RTB, formally known as OCIR-THE) under the Ministry of Agriculture (MINAGRI) is charged with the responsibility of producing and supplying high quality teas to both local and international markets. RTB also oversees the production of tea to ensure a supply of high quality teas both locally and internationally. The RTB also participates in the development of policies and strategies for the tea sector and follows up on the implementation by setting up of quality standards and

¹² <http://www.dol.gov/ilab/media/reports/iclp/sweat4/tea.htm>

issuing certificates of origin for all tea exports. In addition, RTB aims to foster a favorable working environment for all stake holders. Collaboration in the promotion and development of the tea sector and research and extension services are also part of its functions. The Rwanda Agricultural Board, is made up of three former Ministry agencies: the Rwanda Agricultural Development Authority (RADA), the Rwanda Animal Resources Development Authority (RARDA) and the Rwanda Agricultural Research Institute (ISAR).

1.4 Scope of the study, objectives and research questions

According to the Rwanda National Child Labor Survey (MIFOTRA 2008), 79.3% of children engaged in child labor in Rwanda work in the agriculture sector. However, there have been few research studies conducted on child labor in Rwanda, and even less research has contributed to child labor in the tea industry. According to the baseline conducted by the REACH Project in 2010, working in tea plantations was noted as the fourth most popular reason that children leave schools in seven districts, but ranked as the second reason in Gicumbi district (REACH Project, 2010). The same baseline asked children what type of work they did in the last month, and working in tea plantations was ranked as the seventh most common type of work. Working in tea production was the third most common type of work in Nyaruguru District and fifth most common in Gicumbi District.

In 2010, the United States Department of Labor (USDOL) released the *List of Goods Produced by Child Labor or Forced Labor*. According to the 2010 USDOL Report, Rwanda's tea is being produced with child labor. Many tea stakeholders and government officials have already taken interest in ensuring that Rwanda's tea is removed from the list in the coming years. In January 2011, REACH organized a tea stakeholder meeting at the U.S. Embassy to strategize on ways to reduce child labor in tea. Resulting from this meeting, REACH formed a partnership with FERWACOTHE, a Federation of Rwanda Tea Cooperatives. The purpose of the partnership is to facilitate collaboration in research and to engage FERWACOTHE representatives in efforts to combat child labor in tea. The main objective of this research project was to gain understanding of the current situation of child labor in tea production and then provide support and recommendations to the tea industry with the goal of eliminating child labor and removing tea from the USDOL List. There were two areas of research to be conducted in this assignment.

First, the research analyzed the current situation for children working in tea production. This portion of the research answered the following questions:

- What are the specific activities involved in tea production from planting to processing that children are engaged in?
- What is the calendar of these activities (how often are they done, how long does each activity take)?
- What exact duties do children perform within these activities?
- What are the categories of children mostly involved in tea production? (Boys vs. girls; very young vs. 16 & 17 years old; children of members of cooperatives)?
- When do children perform these activities?
- What are the factors that push children to be involved in tea production?
- What are the working conditions of children?
- What effects does work have on children's health?
- What effect does work have on the education of children?
- What are the perceptions and attitudes of parents and FERWACOTHE members on child labor?

Answering these questions enabled an understanding of the entire tea process and where children are involved in this process. A better understanding of the seasonality of tea and how and if it corresponds with school schedules was also analyzed. Hazardous activities being engaged by children have been identified. This research and data will inform REACH, government entities, and tea industry representatives on how and where to focus efforts in order to combat child labor in the tea sector.

The second area of the study focused on awareness and assessed the levels of awareness on several child labor issues, including human rights, current policies and laws, and the perception of parents, local authorities, and cooperative members regarding child labor in tea production. Participants in the assessment included: children, families, cooperative members and leaders, tea employees, district labor inspectors, and other tea stakeholders.

2.0 SURVEY IMPLEMENTATION AND METHODOLOGY

2.1 General approach

A descriptive case study approach was used to collect data for this study on child labor in the tea sector in the districts of Nyamasheke, Nyaruguru and Gicumbi. Primary and secondary data was collected using both qualitative and quantitative techniques. Triangulation of research techniques was used to minimize bias and maximize validity and reliability of the findings. Quantitative and qualitative primary data were collected from children and FERWACOTHE tea growers, and community leaders.

The data collection tools were adapted from the REACH baseline survey done in Rwanda and ILO/IPEC data collection tools on child labor. The research also included an awareness assessment to measure levels of awareness about child labor with the tea grower cooperatives and other individual small scale tea farmers.

2.2 Ethical considerations and consent procedure

This case study was conducted respecting ethical issues. This was considered during the identification of potential participants and during the data collection itself. The research team approached FERWACOTHE for collaboration on the project and thoroughly explained the research process. FERWACOTHE officials were informed that the research was on child labor, and the key respondents were children and FERWACOTHE members and that their participation would be voluntary. Adults' participation in the research was done voluntarily through the invitation of FERWACOTHE. Children respondents were interviewed with the written permission of their parents or guardians. During the identification process, the research team informed participants of the research, its objectives, the data collection techniques, and the sampling procedures.

During the data collection, before starting any focus group discussions or interview, the research assistants explained in detail to the participants the purpose and importance of the survey and informed them of their rights to participate or not, as well as the right to respond or not to all questions or even some of the questions. Participants were also informed that they had the right to end the interview or leave the group discussion at any time if they felt uncomfortable with the topics covered. No respondent reported feeling uncomfortable or left the focal group discussions during the data collection exercise.

The focal group discussions and/or interviews were conducted in a quiet place to make sure participants felt at ease and comfortable. All interviews were conducted in confidentiality and the report does not state respondents' names, but their ideas and some important socio-economic demographic information.

The identification of participants was carried out with the help of FERWACOTE. Researchers requested the permission of local leaders to conduct the study in their administrative areas. Preliminary contact had been made to the leaders and FERWACOTHE members to explain the aim of the research. FERWACOTE mobilized members for the focal group discussions, and announced to the local population that research activities would be taking place.

2.3 Selection of study areas

The three districts covered by the research were identified as tea growing areas where REACH is implementing child labor intervention programs. Communities living around the tea growing zones were selected. The community sectors that were decided upon for data collection were sectors where there was presence of FERWACOTHE, tea collection centers (hangers), tea growing activities, and a large population.

In Nyaruguru district, the research took place in Nyabimata, Mata, Kivu, and Ruramba sectors. In Nyamasheke, research was carried out in Bushekeri sector. And finally, in Gicumbi district, the research took place in Kaniga, and Rukomo sectors. In the writing of this research study, the mention of districts: Nyaruguru, Nyamasheke and or Gicumbi refer only to these specified sectors in the tea growing zones, and specifically, the communities named above. The data shared in this study cannot be generalized to the entire sector, district, or country.

2.4 Sampling

This study was conducted to further understand child labor in tea growing areas and the awareness levels of tea stakeholders. The target groups were children, members of tea growers' cooperatives known as COOPTHE and Thé Villageois, all members of FERWACOTHE. Other participants included Rwandan government officials, community leaders, cooperative managers and other tea industry leaders.

The study used mixed methods, mainly qualitative, including surveys, focus group discussions, and informal interviews. The research team surveyed a total of 237 children (76 in Nyamasheke, 86 in Nyaruguru, and 75 in Gicumbi) aged 9-17, and interviewed 157 COOPTHE members and Thé Villageois growers (45 from Nyamasheke, 57 from Nyaruguru, and 55 from Gicumbi). Table 1 below presents the breakdown of the total research respondents. During the survey process, some children neglected to answer all questions thus some data has fewer responses than 237.

Table 1 Research respondents

District/Respondents	Children	Adults
Nyamasheke	76	45 members of COOPTHE and Thé Villageois 1 nurse 1 COOPTHE President 1 manager COOPTHE 1 Executive Secretary of the cell 1 leader of the village 1 Agricultural officer
Nyaruguru	86	57 COOPTHE and Thé Villageois growers 1 nurse

		1 Cootenya President 1 Cootenya manager 2 local leaders of villages 1 Agricultural officer
Gicumbi	75	55 COOPTHE and Thé Villageois growers 1 nurse 1 COOPTHE President 1 local leaders of villages 2 Agricultural officer

The sample of children and parents is a convenience sample, chosen from those available at specific communities where tea production is a main activity. The children were selected and interviewed in the villages where they live. Most were returning home from either working in tea fields or from school, while others were playing in their neighborhoods. Children were mostly interviewed in the afternoon when they were available. Children selected were interviewed in seclusion, often under trees in the neighborhood, a distance away from noises, where it was calm and safe for the interview.

All parents were either members of COOPTHE or were Thé Villageois growers. COOPTHE members and local leaders were purposively sampled from the cooperative groups and local government offices available at the time of interview. The parents were mostly interviewed while at the tea fields, or after work in their neighborhoods. For focus group discussions, participants often gathered at the hangers or tea collection sheds.

2.5 Data collection

After making preliminary contacts with FERWACOTHE leaders and local leaders in communities, the research team traveled to the sectors for data collection.

The study employed two main data collection tools: Tea Sector Child Labor Questionnaire (TSCLQ) for children and Tea Sector Awareness Assessment Questionnaire (TSAAQ) used during interviews with the tea growers (FERWACOTHE). The TSCLQ questionnaire was divided into four sections: the assessment of child education, the current activity carried out by the children in households and outside home, the situation of tea farming work for children, and health and safety issues about working children. (See Appendix 2)

The TSCLQ was used to collect primary data from children while the TSAAQ was used to collect data from tea growers. The TSAAQ was administered to COOPTHE and Thé Villageois growers while the research used focal group discussion to rate their responses and knowledge, opinion and attitude on child labor. It contained rating items on a Likert Scale. (See Appendix 3)

2.6 Data analysis and presentation

Quantitative data collected was coded and uploaded into esurveyspro, an online software used to organize and present data. The software assisted in cross tabulating and constructing frequency tables for analysis. Microsoft Office Excel was also used to create tables and diagrams. Qualitative data was analyzed thematically to supplement quantitative data.

2.7 Limitations of the study

The data collection activities in the field encountered a number of challenges resulting in limitations to the study. The research was done in a season when community sensitization against child labor was taking place in the tea growing zones. Some of the respondents approached may have had a bias or were fearful to answer truthfully when responding to questions. Some of the parents and their children who were met coming from farms were also timid in participation. The sensitization on child labor through public announcements and notices stated punishments for those who did not respect the directives. To overcome this limitation, researchers worked with field guides who were members of FERWACOTHE to help assemble the research respondents, and explain that FERWACOTHE is a stakeholder in the research. The team thoroughly explained to children and families the objectives of the study and emphasized that there were no penalties for responses. The data for the research was also collected during the school year when many children attend school. Therefore, there were very few children in the neighborhood in the early afternoon hours since children were either at school or in the tea fields. As a result, children were mostly interviewed in the afternoon when coming from school and work. The adults were identified and interviewed at the tea collection centers.

The research targeted tea-growing areas where the REACH project was operating and carrying out interventions for direct beneficiaries. As such, the study is exploratory, and cannot be generalized to other contexts, such as children working in other tea growing areas or tea growers elsewhere. The study does not represent all the tea-growing sectors in Rwanda even though it provides useful insights to some of the most productive tea growing areas in the country.

The gender representation in the study sample was not deliberately established. During data collection, in some districts like Gicumbi, there were very few women involved in tea picking at the hangers, and therefore female participation is low. Informants are not equally distributed between genders, thus gender may only be used to generate insights into child labor and may not be used for comparisons across districts.

The weather was not favorable for the researchers to work. Heavy rains in particular hindered some people to participate in focal group discussions. The research teams therefore interviewed the respondents at the tea collection centers and hangers to avoid walking long distances in the rain.

2.8 Research team

The research team consisted of three persons: the lead researcher and two assistants. The lead researcher supervised the overall survey implementation in the field as well as selecting respondents, introducing the survey to the respondents, checking the questionnaires for completeness and accuracy, and ensuring interviewers followed appropriate procedures. The lead researcher conducted the focus group discussions and interviewed key informants. The research assistants interviewed respondents, participated in organizing focus group discussions, as well as data entry into the data analysis software.

3.0 PRESENTATION OF FINDINGS AND DISCUSSIONS

This chapter presents findings of the research in accordance with the objectives stated in Chapter One. The results reflect respondents' perception on the respective questions regarding child labor in the tea sector. The various themes examined in this chapter include:

- Characteristics of respondents
- Prevalence of child labor in Nyaruguru, Nyamasheke and Gicumbi districts
- Child labor in the tea sector
- Motivation for children's involvement in tea growing activities
- Child labor awareness in the tea sector
- Effects of child labor in children
- Efforts at combating child labor in the tea sector

The findings are presented in cross tabular and graphical form for ease of comprehension. However, findings from key informant interviews are presented in narrative form.

3.1 Characteristics of respondents

This section analyzes the characteristics of the main respondents, children, who were interviewed during the research. Each district is analyzed separately.

3.1.1 Children demographic

The children who were the main respondents of the study as well as the primary research subjects were asked various demographic questions. Table 2 below presents the sex and age for respondents of the three districts.

Table 2 Children's age against sex

District	Nyaruguru			Nyamasheke			Gicumbi			Total Participants		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9-15 Yrs	15	20	35	26	18	44	29	13	42	70	51	121
	43%	57%	42%	59%	41%	66%	69%	31%	57%	58%	42%	62%
16-17 Yrs	24	24	48	18	5	23	21	11	32	63	40	103
	50%	50%	58%	75%	25%	34%	66%	34%	43%	61%	39%	38%
Total	39	44	83	44	23	67	50	24	74	133	91	224
	47%	53%	100%	66%	34%	100%	68%	32%	100%	59%	41%	100%

Overall, there was a sample of 237 children, but only 224 indicated both their sex and age on the survey. The ratio of boys to girls in all three districts was almost even, with slightly more boys than girls: 59% boys, 41% girls. Those between the age of 16 and 17 were 39% girls and 61% boys. Of all children surveyed, 62% were between the ages of 9 to 15 while 38% were between the ages of 16-17. The data above provides additional details per district on the ages and sex of the children participating in the study.

The categorization of age was analyzed because children below 16 years of age are not allowed to undertake any form of paid work outside his/her family, while those aged of 16-17 years old are legally allowed to carry out certain light work. Indeed, Rwanda's Labor Law sets the minimum age for work at 16 and the minimum age

for hazardous work at 18.¹³ The same law prohibits children between 16 and 17 from night work and work that is difficult, unsanitary or dangerous. In this research therefore, age and the type and nature of work was analyzed. If the law therefore prohibits any form of work for children under 16 to work, one would argue therefore all children working for payment under this age are effectively involved in child labor. This could present a policy dilemma considering the situation in the tea sector at the Thé Villageois growers levels where children working to supplement family income or to support family in farm work is considered normal.

3.1.2 Age and schooling

The children interviewed were also asked their age and whether they were in school or not. Figure 2 below presents the frequencies and percentages.

From the total number of children interviewed, 23% do not attend school and 77% do attend school. It is important to establish why these children were either attending school or not attending school. Even when a child is attending school, it does not necessarily mean that the child is not involved in tea growing activities, thus children were asked if they were working in the tea industry. School days in Rwanda are half-days, leaving plenty of working hours for children. Table 3 below shows the age of children in each district and whether they were attending school or not.

Table 3 Schooling status by sex and location

District	Nyaruguru			Gicumbi			Nyamasheke			Total Participants		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Boys	18	21	39	43	7	50	36	8	44	97	36	133
	46%	54%	100%	86%	14%	100%	82%	18%	100%	73%	27%	100%
Girls	34	10	44	22	2	24	20	3	23	76	15	91
	77%	23%	100%	92%	8%	100%	87%	13%	100%	84%	16%	100%
Total	52	31	83	65	9	74	56	11	67	173	51	224
	63%	37%	100%	88%	12%	100%	84%	16%	100%	77%	23%	100%

It is observed that from all children interviewed in the three districts, there are more children attending school than those who do not attend school. In total, 77% responded that yes they do attend school, while 23% responded that they do not attend school. This was derived from the 224 respondents out of the total 237 who had provided both their sex and age status. Gicumbi District had the highest percentage of children who go to school followed by Nyamasheke. Nyaruguru had the lowest percentage children school goers who were interviewed. From all the respondents in the three districts, there were more girls attending school than boys, 84% against 73%.

Children attending school were also assessed against their ages. Table 4 presents the results.

¹³ Government of Rwanda, Law regulating Labor in Rwanda, Public Law Number 13/2009, (May 27, 2009), article 4, 6; available from <http://www.mifotra.gov.rw/fileadmin/templates/downloads/laws/NEW%20LABOUR%20LAW%20N13.2009%20OF%2027.5.2009.pdf>

Table 4 Distribution of children attending school against age.

Age range/District	Nyamasheke			Nyaruguru			Gicumbi			3 Districts	
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No
9-15 yrs	40	6	46	27	10	37	38	5	43	105	21
	87%	13%	100%	73%	27%	44%	88%	12%	100%	83%	16%
16-17 Yrs	19	5	24	25	22	47	28	4	32	72	31
	79%	21%	100%	53%	47%	56%	88%	12%	100%	70%	30%

The results in table 4 above show that in all the districts, there were more children attending school than those who did not for all age ranges of the children interviewed. This is a demonstration of significant efforts for enrollment and retention at school.

The results may be attributed to the efforts different districts are carrying out to promote the Nine Year Basic Education (9YBE), and now the more recent 12YBE policies that state that education is free. In Nyamasheke, for example, school going age children carry a school card that shows attendance, and this card is produced every time they meet a local leader.¹⁴ At the focal group discussions discussion in Gicumbi, the cooperative members expressed a clear understanding of the benefits of sending their children to school and this can be seen in the data of high percentages of school attenders.

3.1.3 Cooperative members and parents respondents demographics

The respondents for the research included, in addition to children, FERWACOTHE members as well as parents of children to assess awareness of adults in child labor attitudes and issues. Table 5 below presents their demographics.

Table 5 Sex of Coopthé and Thé Villageois growers

Sex	Number of Parents			
	Nyamasheke	Nyaruguru	Gicumbi	Total
Men	30	24	49	103
	67%	42%	89%	66%
Women	15	33	6	54
	33%	58%	11%	34%
Total	45	57	55	157
	29%	36%	35%	100%

¹⁴ Interview citation from Key informant

Table 5 above shows that a total of 157 COOPTHE members and parents were interviewed. Of these, 34% were women and 66% were men. While this is not proportional to the membership ratio in the cooperatives, it was largely a result of cooperative members' attendance at work in the tea fields on the day of the interview.

The district of Gicumbi had 55 respondents. Of the total respondents, 89% were men and 11% were women. Researchers were told that the participation of women in Gicumbi District was low due to wet conditions and the distance to the sites of the focal group discussions.. It was at the focal group discussions that the awareness assessment questionnaire was issued.

3.2 Current situation of child labor in the tea sector

This section analyzes the current situation of child labor in the three districts. It looks at awareness issues, age, gender, and the nature of work in which children are involved.

The challenge with the definitions for child work and child labor is that most people lack an understanding of parameters when light child work and helping out in one's home becomes exploitative child labor. This understanding of the definition is interpreted individually by the child, parent and COOPTHE members to decide which activities pose high risks for abuse. While working in the family tea garden after school may be considered normal child work, it must meet certain thresholds to be acceptable. The International Labor Organization (ILO), which Rwanda subscribes to, defines work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development as child labor.

This refers to work that¹⁵:

Is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

A youth must be working age and the working conditions must be favorable: picking tea in non-rainy season, not in swampy areas, not applying or handling any fertilizers or pesticides, not working long hours or at night or very early in the morning. S/he must attend school and experience no abuse associated with working in tea production. The dilemma here is monitoring the exploitative nature of the work, and the consequences it has on children's health and education, as well as possible abuse. The Rwandan labor code however provides some guidelines:

“The child shall be subject to the work which is proportionate to his/her capacity. The child cannot be employed in the nocturnal, laborious, unsanitary or dangerous services for his/her health as well as his/her education and morality”¹⁶.

Yet, these guidelines need to be elaborated, especially in the context of tea growing. There is a provision for this in the ILO convention:

National laws or regulations may permit the employment or work of persons 13 to 15 (16 to 17 in the case of Rwanda) years of age on light work which is:

(a) not likely to be harmful to their health or development; and

¹⁵About Child Labor, from <http://www.ilo.org/ipecc/facts/lang--en/index.htm>

¹⁶ Article 6 of the Rwanda labor code

(b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority or their capacity to benefit from the instruction received. Article 7, C138 Minimum Age Convention, 1973

Certain conditions of work in tea whether at the family or village level may not meet the threshold for child's work according to the Rwandan Law. The law stipulates that work carried out in the drainage of marshlands, cutting down of trees, utilizing fertilizers and pesticides is considered work that may affect the health, security or morality of the child¹⁷ and hence, is exploitative. It appears that there is a lack of understanding at the local level on what makes work hazardous and exploitative.

3.2.1 Awareness on the current situation of child labor

Parents and cooperative members were assessed on their level of awareness on the prevalence of child labor in their districts. These parents and COOPTHE members were asked if in their region, they agreed or disagreed with the notion that in their communities it is a common practice for primary school-aged children to both attend school and work for pay. Table 6 below presents the findings.

Table 6 Awareness on children combining school and working for pay

Nyaruguru					
Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely	Total
14	13	5	19	6	57
25%	23%	9%	33%	11%	100%
Nyamasheke					
Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely	Total
17	23	0	4	1	45
39%	51%	0%	9%	2%	100%
Gicumbi					
Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely	Total
23	24	0	5	3	55
42%	44%	0%	9%	5%	100%

¹⁷ Article 4 Official Gazette n° 30 of 26/07/2010 , Ministerial Order N°06 Of 13/07/2010 Determining The List Of Worst Forms Of Child Labor, Their Nature, Categories Of Institutions That Are Not Allowed To Employ Them And Their Prevention Mechanisms

According to the findings in the table above, in Nyaruguru district 44% affirmed the statement that it is common for children to do both: go to school and work for pay. Those who negated the statement were 48% while only 9% neither agreed nor disagreed. In the same district, 63% of parents and COOPTHE members affirmed that a child's work is acceptable as far as it does not affect negatively his/her schooling. Only 12% negated this statement. When asked if child labor should be tolerated if the child works with his/her parents for the family profit 53% affirmed and 17% negated while 30% neither agreed nor disagree.

In Nyamasheke District, COOPTHE members and parents who affirmed that child labor is a common practice in their district were 11% while 89% cited that this was not a common practice. In the same district, over 65% of parents and cooperative members ranked that they affirm that child's work is acceptable as far as it does not affect negatively his/her schooling. Only 24% negated this statement. In Nyamasheke as well, 69% rated that child labor should be tolerated if the child works with his/her parents for the family profit but 24% negated while 7% neither agreed nor disagreed.

In Gicumbi, 14% affirmed that child work was a common practice while 86% negated. In Gicumbi District as well, over 70% of parents and cooperatives members affirmed that child's work is acceptable as far as it does not affect negatively his/her schooling. Only 24% negated this statement and 6% neither agreed nor disagreed with this statement. In Gicumbi District, too, 41% of parents and cooperatives members rated that child labor should be tolerated if the child works with his/her parents for the family profit but 41% negated while 7% neither agreed nor disagree.

From the findings in the awareness assessment, it appears that the adults' understanding of children's work is that it is acceptable as long as children go to school. Indeed, the awareness levels of the cooperative members and parents also showed that they let children work as a way of bringing supplementary income into the family. Majority expressed that a child helping his/her parents in the family farm (tea villagers) is acceptable. One of the parents from Gicumbi in the focal group discussions said:

The parents encourage the children to work hard and avoid laziness for a better future. For most of these adults, a child working in the family's farm or in the neighbor's to support the family is not child labor. This is their way of life.

The research found that in these districts, it is normal for children to work and at the same time attend school. Some see this as a way of learning new skills that will help him/her to take care for the future. Indeed, in the findings, it was established that tea picking is a family trade that is passed through generations, as one of the respondents from COOPTHE in Gicumbi stated:

Our grandfathers worked in tea growing. They were successful in life because of working in this tea. Since I was 12, I have worked in tea up to now, and this experience has put me into this leadership position in tea growing activities, besides paying my school fees up to the university. -Cooperative leader

During the validation meeting of stakeholders held at the US Embassy in November 2011 which involved Commercial Growers, Tea companies (Rwanda Mountain Tea and SORWATHE), FERWACOTHE leaders, Winrock International, MIFOTRA, FAWE-Rwanda, Rwanda Rainforest Alliance, SNV and others, child labor was identified mainly at COOPTHE and family level. In the meeting, it was realized that tea picking at the home level is taken and treated just like other chores such as fetching water, cleaning the home, cultivating, fire wood collection, and so on. The same meeting also identified that child work is seen as a cultural value and that

children should work and help their families. In the Rwanda culture there is a saying that goes: ‘*Ukurusha abana aba akurusha amaboko*’ translating ‘A family with children is the one that can thrive.’

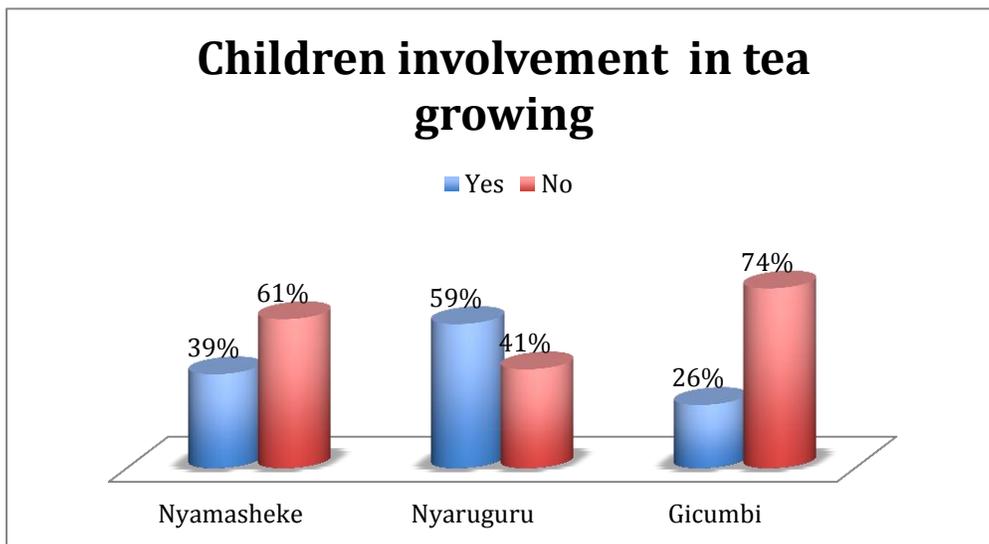
The research findings from focal group discussions and interviews established that cooperative members and other tea growers consider working in family tea garden or even for neighbors’ farms as child work and not child labor. Indeed, the Rwanda National Child Labor Survey done by MIFOTRA posits works such as: “*helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays as child work*”. The report further says “*these kinds of activities contribute to children’s development and to the welfare of their families; they provide them with skills and experience and help to prepare them to be productive members of society during their adult life*”¹⁸.

This contradicts the non-exception to any form of work for children under the age of 16.¹⁹ A 2009 Ministerial Order prohibits hazardous work under age 18. Indeed, Children under age 18 are prohibited from work at night and any work that is considered difficult, unsanitary, or dangerous.²⁰ Work in the tea plantations could be considered dangerous especially in wet season.

3.2.2 Children working in tea growing activities

The study was able to identify children who worked in tea growing activities amongst the children respondents. The following Figure 2 illustrates the percentage of children who said that they worked in tea growing and those who said they do not.

Figure 2 Children who said they work in tea growing activities in the three districts



In Nyamasheke District, 61% said that they are not involved in tea growing activities compared to 39% who said they are involved. Of those involved in tea growing, 64% are boys and 36% are girls.

¹⁸ Mifotra 2008 RWANDA NATIONAL CHILD LABOR SURVEY Pg 8

¹⁹ Government of Rwanda, Law regulating Labour in Rwanda, Law No. 51/2001 (December 30, 2001), article 4, 6, 72. ²⁷ Government of Rwanda,

²⁰ Ministerial Order determining the list of worst forms of child labour; their nature, categories of institutions that are not allowed to employ them and their prevention mechanisms, No. 06 (July 13), article 4-8.

In Nyaruguru District, 41% of children interviewed said that they do not work in tea growing activities compared to 59% who do. In this district, for those working in tea, growing activities, 42% are boys and 58% are girls.

Gicumbi District has slightly lower results of children working in the tea sector with 26% of the 75 children interviewed who work in tea growing areas compared to 74% who reported that they are not involved in tea growing activities. In Gicumbi, of the children involved in tea growing, 47% are boys and 53% are girls.

The findings show that with the exception of Nyrauguru, of the children interviewed, less than 50% of the children interviewed work in tea production. There are many initiatives spearheaded in different districts to detract children from working in tea production. For example, in Nyamasheke, the local government authorities are active in working with each school to ensure that most children are enrolled and attend schools. Children are followed at the cell and village level regularly by the District Education and Social Affairs Officers. In Gicumbi, tea picking and other work are sometimes organized in cooperatives for tea pickers. Children are not allowed to be members of these cooperatives, and therefore these cooperatives do not have children picking tea on land that is contracted to cooperatives. Such organization and cooperative building in other areas could help to reduce and monitor the work activities of children in tea production.

Children who worked in the tea sector were also analyzed according to their ages. Table 7 below shows the distribution.

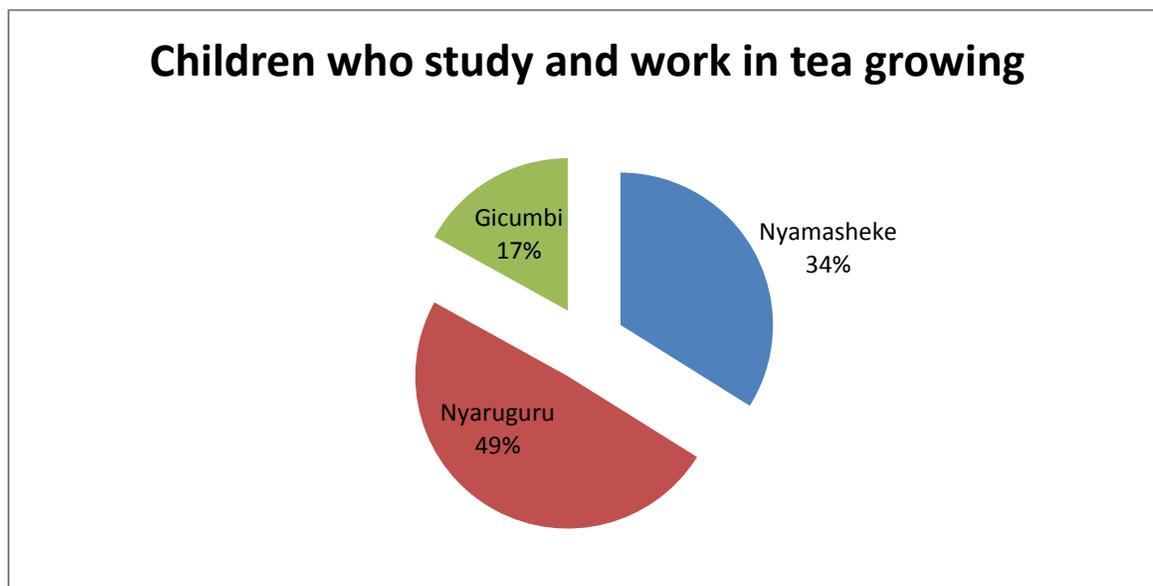
Table 7 Distribution of children working in tea against age

Age/District	Nyaruguru	Nyamasheke	Gicumbi
9-15 yrs	64%	49%	55%
16-17 yrs	36%	51%	45%

The results in table 7 above show that in both Nyamasheke and Gicumbi, there is a not much difference between the two age groups. An almost equal amount of 9-15 year olds and 16 and 17 year olds are working in tea, older children and younger children are both working in tea. However, data in Nyaruguru shows that more children aged 9-15 are working in the tea sector than their older peers, the 16 and 17 year olds. In addition, in all three districts, a significant number of young children are working in tea. This brings about concerns over the fact that this is an age range where children are active in school and fairly young. At this age, the laws of Rwanda as previously stated, do not allow children’s engagement in agricultural work.

The study also established how many children attend school and at the same time work in tea growing. Figure 3 below presents the results.

Figure 3 Children who attend school and work in tea growing



In the three districts, there were 165 children interviewed who go to school. Of these 165 children, 59 (36%) also work in tea growing. Out of the 59 children working in tea growing and attending school, 49% are from Nyaruguru, 34% from Nyamasheke and 17% from Gicumbi. The study shows that the majority of children interviewed go to school. The results show therefore that of all the respondents, a significant number of children working in tea growing activities are also going to school. Further chapters will look at effects of this work on children's health and schooling.

3.2.3 Responses from interviewed children when asked how many other children they personally know working in tea

Children were asked if they knew other children working for pay in tea growing and the kind of work they do. Table 8 below presents the findings from the three districts. This question was asked to establish if there were other children involved in work besides the ones interviewed. These children's perceptions are additional evidence that there are some children involved in tea growing activities.

Table 8 How many other children the child knows are working in tea growing activities

Different tasks associated with tea	The child interviewed knows fewer than 5 children working in tea	The child interview knows 5 to 10 children working in tea	The child interviewed knows more than 10 children working in tea	Total number of responses showing that children know other children who are working in different tea activities
Tilling	9	13	45	67
Pruning	8	13	59	80
Tea picking	31	28	108	167
Fetching firewood for tea factories	1	0	3	4
Working in the factory	0	0	0	0
Road construction	0	0	9	9
Tea planting	5	5	43	53
Spraying insecticide	1	6	19	2
Total	55	65	286	403

The results above show that a total 403 responses from the children indicate that they know other children working in tea growing activities. One hundred and sixty-seven responses represent children knowing other children involved in tea picking, the most predominant tea growing activity, followed by pruning, and thirdly tilling.

3.2.4 Age of beginning to work for children

Children interviewed were asked to state the age at which they began involvement in work, in tea production or other sectors. Table 9 below looks at the age at which children began work against their gender.

Table 9 Cross tabulation of age of starting work of against sex in three different districts

Age/Sex	5Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	17 Yrs
Boys	2%	2%	4%	8%	8%	18%	8%	10%	12%	11%	10%	4%	3%
Girls	3%	2%	10%	8%	10%	15%	11%	10%	12%	6%	5%	3%	1%
Average	2.5%	2%	7%	8%	16%	16.5%	9.5%	10%	12%	8.5%	7.5%	3.5%	2%

From Table 9, in all the three districts, some children stated that they began to work as early as 5 years old. However, it is from age 7 to age 15 that many children become involved in working. It was further observed that children begin working from as early as 5 years old and it is worth noting that in Rwanda, the official age

of primary school admission is 7 years and the mandatory school age is fixed from 7 to 15 years²¹. This means that by the time a child begins school, he or she may already be involved in work. Indeed, when parents were asked at what age would determine that a child could work; many of the responses were similar to this:

We as parents know what our child can do according to their strengths and abilities. A child therefore can go for water fetching as long as he carries the appropriate weight, and can work in family farm. -Parent at a focal group discussion

Further discussions with the interviewees showed that there are no guidelines that are followed on the appropriate weight for a child to carry. This means child work can easily turn hazardous and exploitative. The Rwandan labor code is clear on the types of work prohibited for children and stipulates that: “*the child shall be subject to the work which is proportionate to his/her capacity*” but does not provide guidelines in weight. ILO conventions provide that “*no worker shall be required or permitted to engage in the manual transport of a load which, by reason of its weight, is likely to jeopardize his health or safety*”.²²

3.3 Children involvement in work

The research aimed to establish whether those interviewed were involved in any form of work for the last 12 months. Table 10 below provides a comparison of children’s involvement for the last 12 months in the three districts where the research was done. This was for child work in general without focus on tea production.

Table 10 Cross tabulation on children’s age against involvement in work during the last 12 months

Children involved in work in the last 12 months				
District/ Age	Nyaruguru	Gicumbi	Nyamasheke	Total
9-15 Yrs	15	20	16	51
	29%	39%	31%	45%
16-17 Yrs	39	7	17	63
	62%	11%	27%	55%
Total	54	27	33	114
	47%	24%	29%	100%

The results show that there were more children involved in work in Nyaruguru in the last 12 months than in Gicumbi or Nyamasheke. Overall, there were 45% children between the age of 9 and 15 involved in work compared to 55% between the ages of 16-17. The distribution of children involved in work in the previous 12 months was also analyzed by sex in Table 11.

²¹ Mifotra 2008: Rwanda National Child Labor Survey -2008. Page 25

²² Article 4, ILO Minimum and Maximum, 1967 (No. 127)

Table 11 Distribution of children involved in work in the last 12 twelve months

District	Nyaruguru		Nyamasheke		Gicumbi	
Responses	Yes	No	Yes	No	Yes	No
Boys	26	13	17	19	14	22
	67%	33%	47%	53 %	39%	61%
Girls	30	11	12	12	8	22
	73%	27%	50%	50%	27%	73%
Total	56	24	29	31	22	44
	70%	30%	49%	51%	33%	67%

The findings in Table 11 show that there were more male children involved in work in Nyaruguru compared to the other two districts which had fewer males involved in work. The ratio of girls involved in work was also the highest in Nyaruguru. In Nyamasheke, those who worked and those who did not work were the same, with Gicumbi having the fewest girls working.

3.3.1 Children’s work in the last one month

Children were given options to identify where they carried out their work for the last one month. Table 12 below presents the results.

Table 12 Where children worked over the last full month

	Age bracket	Help on the family’s farm	Help on the family’s farm for money	Work for the neighbor’s or cooperative farm for money	Work in the tea factory	Work in road construction and maintenance for tea factory	Fetch firewood for the tea factory	Total
Nyaruguru	9-15	17	5	11	0	2	0	35
	16-17	11	4	29	0	1	0	45
Gicumbi	5-15	39	6	5	0	0	1	51
	16-17	12	3	6	0	0	0	21
Nyamasheke	5-15	27	6	9	0	2	1	45
	16-17	6	6	12	0	0	3	27
Total		112	30	72	0	5	5	224

From the results in Table 12 above, most children, are involved in helping in the family farm as the most prevalent source of work for children with 112 helping in the family’s farm and 30 helping in the family’s tea farms for money out the 224 number of responses to this question.

With the exception of Gicumbi, children were involved in road construction and maintenance in Nyaruguru and Nyamasheke. There were four children between the age of 9 and 15 and one child between the age of 16 and 17 who were involved in road construction and maintenance.

A break down on the age ranges above demonstrates that children's involvement in work concentrated between the ages of 13 and 16 years of age. At this age, most children are in school, attending the GOR's nine years basic education program. Some of the construction and maintenance work poses danger to children's health and life because such work requires the use of machines. In addition, construction and maintenance tasks often involve lifting or carrying heavy loads. This is considered as work that may be dangerous to the health of a child and hence prohibited under Rwanda Labor Law.²³

Picking of tea can also pose significant health problems especially during the rainy season, early in the morning or for very long hours. Tea picking is also exploitive when children are picking tea in marshlands²⁴. It is important to note that when children are working on the families' and neighbors' farms, they are working on small scale tea farms where owners are part of the Thé Villageois category. Due to very small land plots and fragmented tea growing, monitoring at this level is a significant challenge.

It is important to note that during the research, it was found that there were no incidences of child labor at the tea factories or within the industrial block tea. During the validation workshop and subsequent interviews with leaders, the following success stories were shared.

SORWATHÉ is one of the main tea producers in Rwanda. Child Labor has been remarkably contained at SORWATHÉ. SORWATHÉ adopted the Fairtrade standard in 2006. The Fairtrade trademark certifies that a product meets Fairtrade standards. This includes the payment to producer organizations of a guaranteed minimum price that covers their costs of sustainable production. This enables small scale farmers to support their families and invest in a better future. The Fairtrade standards consider working conditions and the requirement that the environment is a safe and healthy working environment for producers. Fair-Trade also includes standards related to international and local laws. With Fairtrade certification, if youth of working age are working in tea production, their work does not adversely affect their well-being, security, educational requirements and need for play, conforming with the UN Convention on the Rights of the Child as well as the law and norms in the local context²⁵

One of the major initiatives that SORWATHÉ undertook was to eliminate child labor. A systematic approach was undertaken starting with the recruitment of tea pickers. The minimum age requirement at SORWATHÉ for tea pickers is 18 years. This is established by viewing the national identification card of the workers. At this age most young people have completed secondary school or vocational training and work does not interfere with schooling. The Fairtrade practice also ensures that there is a fair purchase of tea from producers, thus uplifting the well-being of tea growing families so that they can afford the upkeep of their homes and share wealth.

To further combat child labor and promote education within the tea growing area, SORWATHÉ has constructed a nursery school, St. Joseph, which the company now sponsors.²⁶ SORWATHÉ also facilitated changes at Thé Villageois by supporting Assopthé, a cooperative formed by Thé Villageois to be Fair-Trade and Rainforest Alliance certified²⁷.

At Mulindi Tea Factory (owned by the government), the Thé Villageois has organized themselves into a tea growers' cooperative. Their chief initiative to combat child labor is to implement a strategy of outsourcing tea production tasks such as tilling, weeding, and pruning to the cooperatives and companies that are made of adult

²³ Article 4 of the Ministerial Order No06 Of 13/07/2010 Determining The List Of Worst Forms Of Child Labor, Their Nature, Categories Of Institutions That Are Not Allowed To Employ Them And Their Prevention Mechanisms

²⁴ Ibid

²⁵ <http://fairtrade.london.anglican.org/Main%20pages/FTPandG.htm>

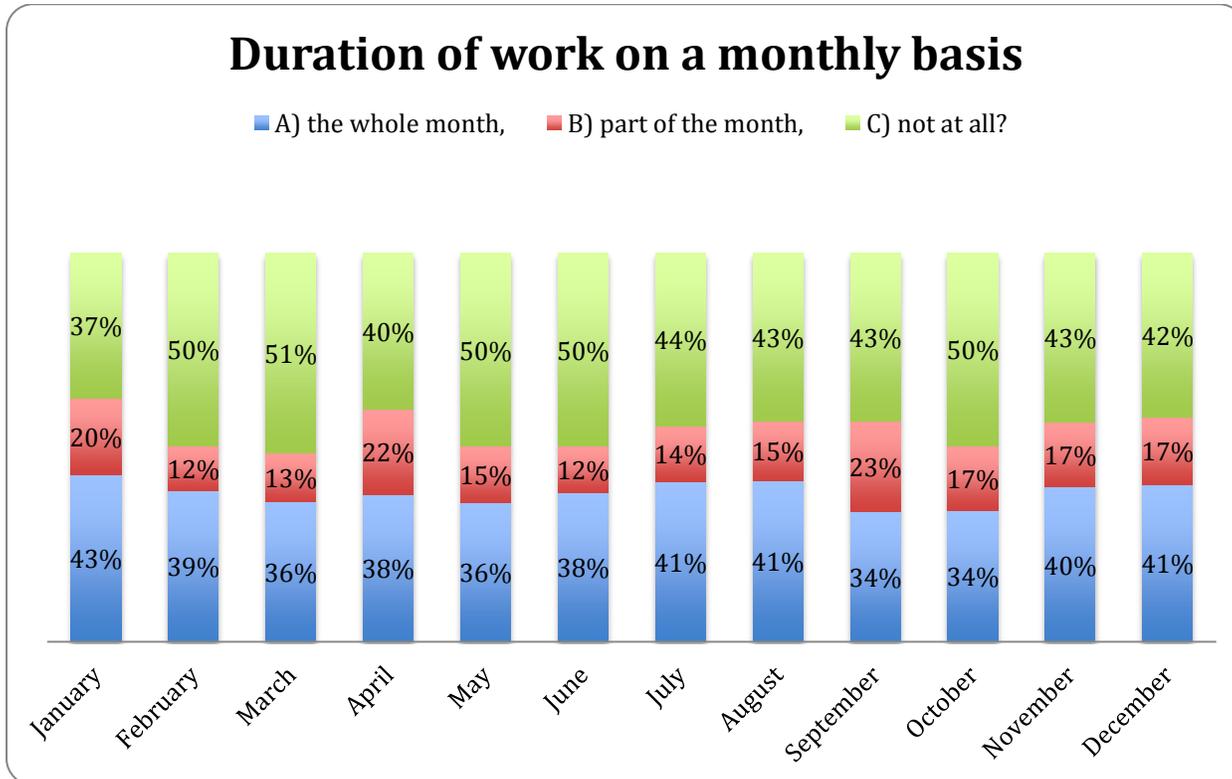
²⁶ http://www.rulindo.gov.rw/uploads/media/_READ_MORE_.pdf

experts in these areas. These companies are obliged in their contract to obey Rwandan labor laws in the execution of their work.

3.3.2 Seasons and duration of work

The children were asked to identify the duration of work they did in the previous one year in terms of working for the entire month, working some of the month, and not working at all during the month. Figure 5 presents the results. Data represents all child work in the three districts and has not singled out tea production.

Figure 4 Presentation on the duration of work on monthly basis in the three districts



The results in Figure 4 show that except for January, over 40% of children interviewed did not work at all throughout the year. Ten percent to 20% worked at least part of the month and between 34% and 43% worked throughout each month during the entire year. This represents an average of little over 1/3 of the children in all three districts working regularly every month of the year.

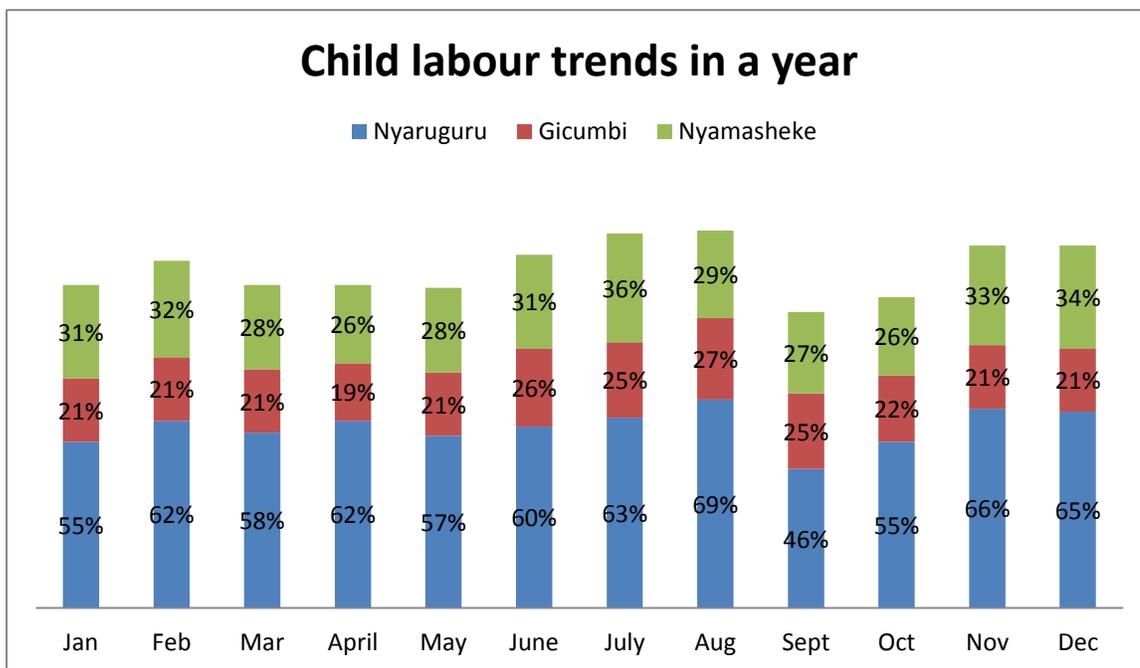
Figure 5 shows data on duration according to each district. In Nyaruguru, more than 50% of the children work throughout the month except for the month of September when 46% work. February, March and June have the highest percentage of those who did not work at all: 34%, 38%, and 32% not working, respectively.

Compared to Nyaruguru district, there were fewer children in Nyamasheke that worked the entire month. Throughout the year, between 26% to 34% of the children reported working all month long, with December (which corresponds with the school break) being the month when the most children worked for the entire month (34%). Children who work part of the month had very little percentage distribution throughout the year. In April, the most children (22%) worked part of the month, while the fewest number of children working part of the month occurred in February (15%). Almost 50% of the respondents did not work at all during the months

throughout the year. The fewest number of children who did not work at all occurred in December with 44% not working during that month, meaning that 66% worked either part of the month or the entire month of December. This is also consistent with Nyaruguru district showing that December, during the school holiday, is a common time to work.

The district of Gicumbi shared some trends with the district of Nyamasheke in terms of the duration of work that children undertake every month. The month with the fewest number of children working the entire month was in April with 19%, and the highest percentage of children working the entire month, 27%, occurred in August. The percentage distribution throughout the year of children working for part of the month was low. The greatest number of children working part of the month occurred in April (22%), while the fewest number of children for part of the month in June (14%). The category that represented the greatest percentage distribution was children who did not work at all during the month. Uniquely, 62% of the children reported not working at all during the months of January, February, March, November and December. The fewest number of children that did not work at all during the month occurred in both July and August (55%).

Figure 5 Child labor trends from January to December in the three districts



The results in Figure 5 represent when children are working in all three districts. What is most striking here is that Nyaruguru clearly has the highest percentage of children working throughout the year in the tea sector. The months with the fewest number of children working in tea (September and October) correspond with the tea production calendar whereas those months are generally the “low season”.

3.4 Motivation for children’s involvement in work

3.4.1 Awareness on factors that promote child labor

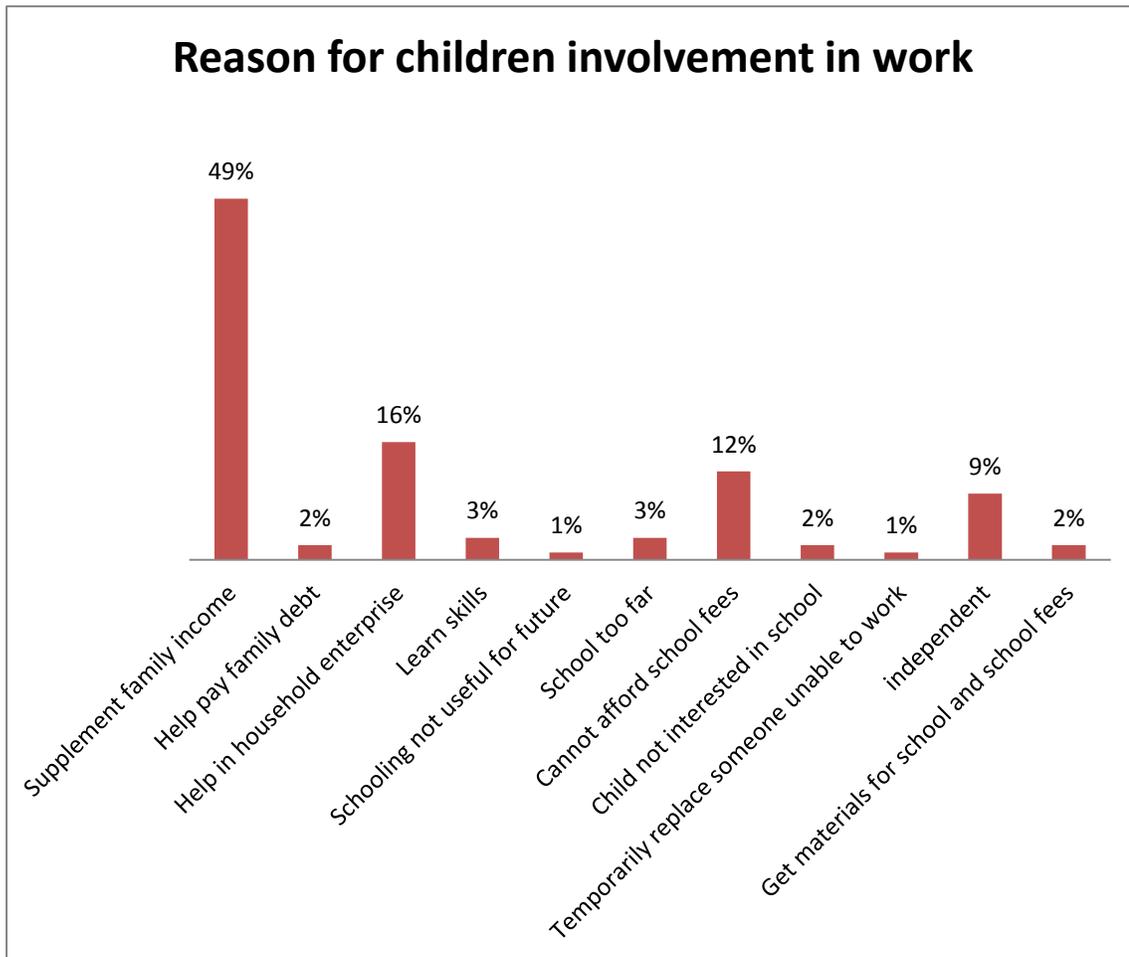
Parents and cooperative members around tea growing areas were interviewed to assess their perceptions of the children’s motivations and reasons to work. Their responses were ranked based on the following statement, “Employers who hire children under legal working age do so with the main intention to help poor children”. The majority of the COOPTHE and parents in Nyamasheke (60%) disagreed with the statement, while 23% affirmed and 17% were neutral. In Nyaruguru district, most COOPTHE members and parents of children, 51%,

disagreed that the employers hire children to help them out of poverty, while 32% affirmed the statement, and 17% were neutral. In Gicumbi district, the majority of parents negated the assertion that child labor is done to help poor children at 80%. On the same statement, only 11% affirmed and 9% neither agreed nor disagreed. All three districts showed that a majority (at least over 50%) disagreed with the statement. This could be interpreted to mean that a majority of the parents recognize that employers hiring children is not an act by the employer to help the children escape poverty.

Interestingly, when asked if children are hired and involved in child labor because they are cheaper and are more disciplined laborers than adults, in Nyaruguru over 50% of parents and COOPTHE members agreed while in Gicumbi 80% agreed and in Nyamasheke 60% agreed. This signifies that a majority of the parents recognize that the employer is making a business decision that will benefit the company by increasing earnings. From the findings, it can be seen that most parents and cooperative members refute the claim that children are involved in child labor for assistance against poverty. Children are mostly lured into work because they provide cheap and reliable labor.

Children respondents were asked why they get involved in work. A number of options were provided for selection. Figure 7 below presents the results.

Figure 6 Percentage distributions for children involvement in work in three districts



From the findings, most children (49% of all child respondents) report that they are involved in work to supplement family income. Another common reason is to help household enterprise. In addition, children work because they cannot afford school expenses such as uniforms, scholastic materials, and teachers' incentives.

While tuition is free, these additional expenses often prohibit children from attending school. Looking at the ages of the children who responded to this question reveals that very few children between the age of 5 and 9 years are involved in work, and until the age of 11, the only reported reason for working is to supplement family income.

The research found that some children receive payment in terms of cash, other are paid in-kind with meals, clothing, accommodation, or other materials or services. Some students are paid with a combination of cash and in-kind materials or services. In Nyamasheke, when asked what their average monthly income was, 42 children provided their monthly income, which averaged 6,800 RWF, or about \$11.30 at the time of the study, and ranged from 500 RWF to 25,000 RWF/month. In Gicumbi, 19 children provided their monthly average income, which averaged 6,700 RWF, or \$11.15, and ranged from 500 RWF to 15,000 RWF. Lastly, in Nyaruguru, 69 students provided their average monthly income, which averaged 4,600 RWF, or about \$7.70.

Many children also reported receiving in-kind payments. Some children received food/meals (72 children), clothing (57 children), and/or had medical expenses paid (20). A few children also received assistance with schooling/vocational training or free accommodation.

During interviews and focus group discussions with families and tea producers, children's motivation to work was debated. Some described the challenge that a child may be overwhelmed and excited by the money they earned from working and then lose sight of the importance of education. Even health and safety can be neglected if the child is highly motivated by earning money and being able to purchase items. Indeed, one of the local leaders pointed out that some children actually prefer to work in tea instead of going to school. While no children were present during this discussion, it is unclear if children agree with the ideas put forward by family members and other tea growers.

3.4.2 How children use the money they have earned

The research also established what children do with the money they earn from work. Answers were grouped in the following categories: Employers gives all or part of my money to my parent; I pay my school fees; I buy things for school; I buy things for the household; I buy things for myself; or the last option: I save. The most common answer with 43% percent of the children from Nyamasheke; 39% of the children from Nyaruguru, and 59% of the children from Gicumbi responded that with their earning, they buy things for themselves. Relatively few children: 13% in Gicumbi, 17% in Nyaruguru, and 14% in Nyamasheke buy things for school.

The fact that few actually use the money they earn in school shows that earnings from child labor are not necessarily a solution to the problem of families not having enough income to support the child in school which may be as a result of free primary school program in the country. With free primary education, children are not required to pay school fees. Parents are asked to make a contribution towards the management of the school and in some cases, for incentives for teachers. It has been reported that in some cases the amount that schools request have been higher than the school fees that were once required. By law, it is not mandatory to pay the contribution that schools request, however, in some schools, children have been sent home if this fee is not paid. It does not mean that once children have earned enough money for school, they stop working. Findings show that some of them work throughout the year. In addition, discussions revealed that often once children begin working for money, they get accustomed to earning an income and leaving the job in order to return to school can sometimes be difficult.

3.4.3 Employers of children

The research established who provides jobs for children. Children were asked to state who gives them work for payment or employment. Figure 9 below presents the findings.

Figure 7 Employers of children

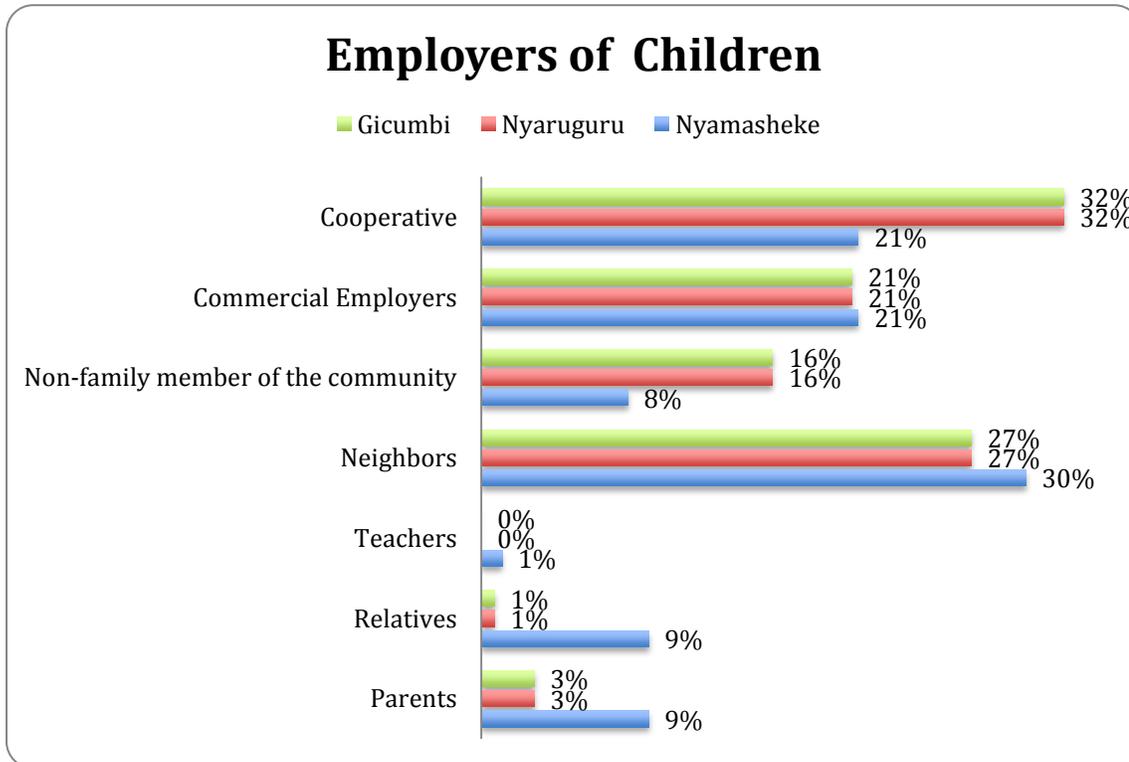


Figure 7 represents the key persons who provide children with jobs. The leading employer of children are the tea grower’s cooperatives, (the COOPTHE) followed by commercial employers then neighbors and non-family members of the community. Teachers, relatives and parents had the lowest percentages. This could be attributed to the fact that work done at home or even on the family’s farm is not considered a job or employment.

The neighbors often constitute the Thé Villageois growers and the cooperatives are tea grower cooperatives also called COOPTHE. The commercial employers are other providers of work for children who pay for children to do work such as carrying bags in the market. Community members or cooperative members can be those who engage in activities that are non-tea farming related, but generate income as shop owners, and brokers/commissioners. In cases where cooperative members were not in tea growing, they were treated as commercial employers for this question.

3.5 Effect of child labor on children

The research aimed to establish the effects of child labor on children. This section reports on mistreatment, exposure to hazards, effects on children’s health, and effects on schooling.

3.5.1 Mistreatment of children at work

Seventy-eight children responded to the question of whether they are mistreated at work and if so, who mistreats them. In this case, abuse is defined as shouted at, insulted, beaten, and/or sexually molested. Table 13 shows how many children stated they have been abused while working in tea, comparing with those who do not work in tea. In addition, children responded to questions on who abuses them.

Table 13 Distribution of those who are abused and by whom

Have you ever been shouted at, insulted, beaten or sexually molested (touched or done things to you did not want) by somebody at your main job/work?								
	No	Yes by Employer or supervisor	Yes by Other (older) worker	Yes by Other child	Yes by Client	Yes by Stranger, passer-by	Yes by Police or other authority	Total
Work in Tea	9	16	3	0	3	2	2	35
	26%	46%	9%	0%	9%	6%	6%	45%
Do not work in tea	37	2	2	2	0	0	0	43
	86%	5%	5%	5%	0.00%	0%	0.00%	55%
Total	46	18	5	2	3	2	2	78
	59%	23%	6%	3%	4%	3%	3%	100%

The study results show that it is mostly the employer or supervisor and other older workers who shouted at, insulted, beat or sexually molested children. Children abused are mostly those who work in tea growing activities. Of the 43 who do not work in tea, only 6 were abused, compared to 26 out of 35 who were abused while working. This could be attributed to the fact that most children are employed, working for a non-family member opposed to working for their parents and the welfare of their own family. It is important to note that in this research, “shouted at,” “insulted,” “beaten,” or “sexually molested” were all clustered as work harassment and abuse.

During the expert interviews with nurses, it was established that they have seen some cases of girls being abused and raped in the tea estates which have resulted in pregnancy and/or sexually transmitted infections. Girls are vulnerable in the work place and more research needs to be done on this issue, especially because most cases of rape and sexual assault are not reported.

Learning from experiences elsewhere in the region (Kenya), in 2009, a Kenyan girl became the only female left in her class after all 24 of her female secondary school classmates dropped out of school due to pregnancy. Officials linked the pregnancies to the girls' long walks to the Kericho School through tea plantations where they may have had consensual sexual relationship with workers, or they may have been raped.²⁸ Given that in the case above, one could state that girls working, and not just passing by the tea estates are even more vulnerable to rape, sexual assault, and abuse when working in the tea bushes, especially if they are alone. In a research study on sex abuse in the agricultural sector in Kenya, the respondents from the tea sector confirmed that abuse occurs in tea plantations. Male supervisors or managers have approached women threatening demotion, or loss of work unless the woman agrees to the man's sexual requests.²⁹

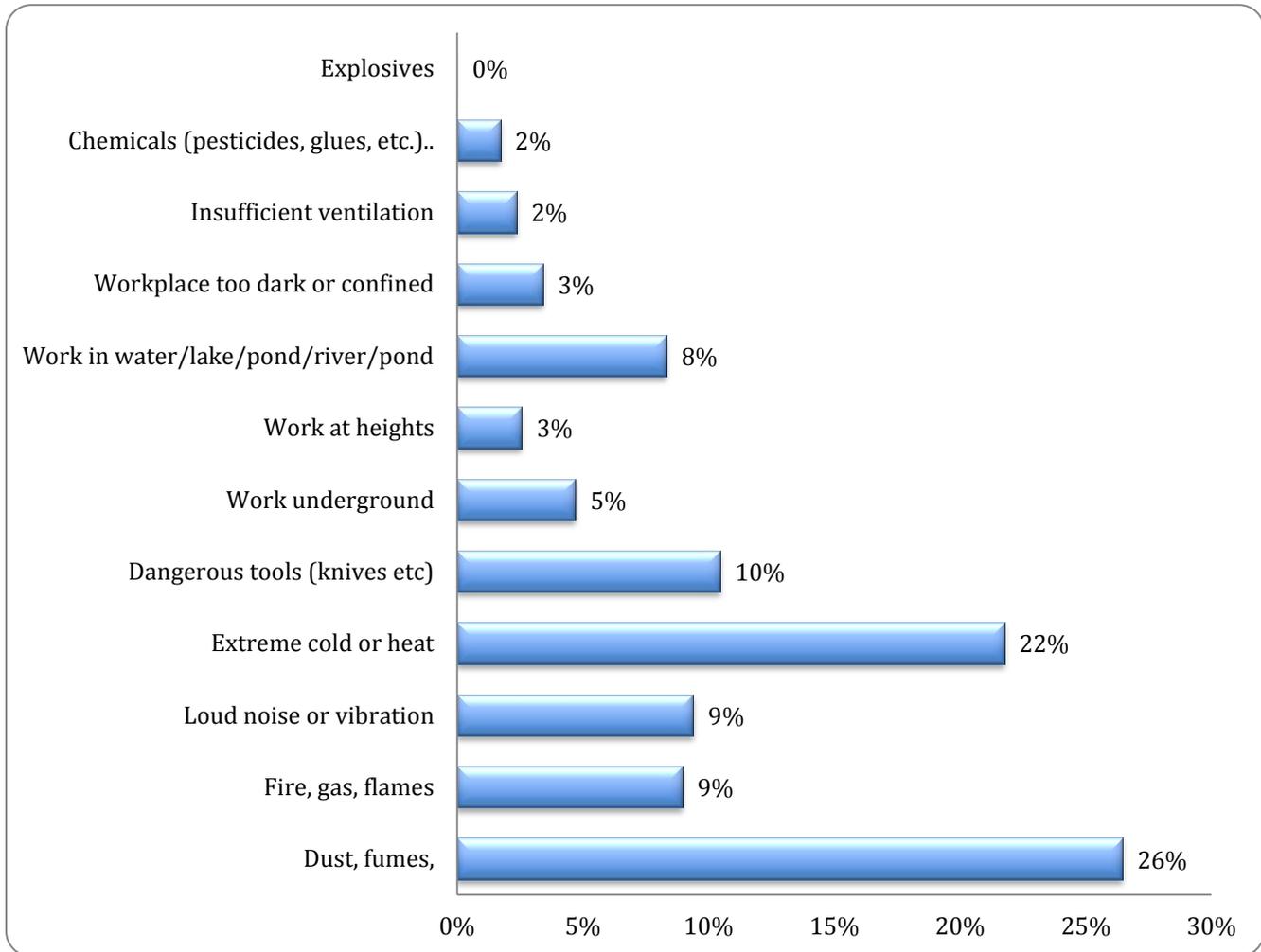
²⁸ Thursday September 03, 2009 Kenyan Class Hit By Mass Pregnancy Drop-Out from <http://news.sky.com/home/world-news/article/15374332>

²⁹ <http://www.laborrights.org/sites/default/files/publications-and-resources/Kenya.pdf>

3.5.2 Exposure to hazards

The research also established the kinds of hazards that children are exposed in the course of work. Figure 9 provides the percentage distribution of the results.

Figure 8 Percentage distribution of health hazard children are exposed to



The hazard experienced most by children is dust and fumes which accounts for 26% of all children involved in work, followed by extreme cold and heat at 22%. Other prominent hazards are dangerous tools and loud noise and vibrations with 11% and 9% respectively.

Dust and fumes are related to tea growing during dry seasons and the task of tilling during the dry season makes children vulnerable to respiratory infections. Road maintenance also exposes children to dust and fumes from the machines breaking stones and other materials. Extreme temperatures, particularly cold temperatures experienced while picking tea early in the morning are uncomfortable and can impact health, especially in the cold and wet conditions that characterize tea growing areas. The rivers/ponds or wet areas where children work refer to the wet swampy locations where tea is grown. When children are involved in weeding or tilling land, and pruning they are also exposed to sharp objects. Cross tabulation results shows that children aged 14, 16, and 17 years of age are the most common aged children exposed to these hazards because at this age many children are out of school and entering the workforce.

3.5.3 Health hazards and effects on children’s health

This research aims to establish if children’s health is being affected by working in tea growing. This section presents the health hazards and their consequences in children’s health. Table 14 below presents the results.

Table 14 Percentage distribution of those who have become sick as a result of work in tea growing activities

Cross Tabulation	Have you fallen ill or been injured in the last 12 months because of the work related activities that you carried out			
		Yes	No	Total
Do you work in tea growing and related activities?	Yes- work in tea	63	36	99
		64%	36%	43%
	No- not working in tea	43	90	133
		32%	68%	57%
	Total of children injured	106	126	232
		46%	54%	100%

From table 14 the findings show that in the three districts, those who work in tea growing activities and became sick as a result were 63 out of 99 respondents. The results pose health risks for children who work in tea growing areas. Working in tea does affect health, and consequently, can be exploitative.

The research also examines the effects of the different work activities and their impact on health, lifestyle, and overall happiness. The respondents were asked to identify problems that they encountered in their work during the previous one month. Table 15 presents the responses for the three districts. This was a multiple response question for all children interviewed working or not in the tea sector.

Table 15 Cross tabulation on the problem encountered during the main work done last month in Nyaruguru

Problems Encountered At Work In the Three Districts											
Where did you carry out your main work during the last month?		Injuries, illnesses or poor health	Poor grades in school	Emotional harassment (intimidation, scolding, insulting).	Physical harassment (beating)	Sexual abuse	Extreme fatigue	No play time	No time to go to school	None	Total
Help in the family's farm		29	14	15	9	1	26	4	1	55	154
		19	9%	10%	6%	1%	17%	3%	1%	36%	35%
Help in the family's farm for money		15	4	10	2	2	14	5	1	9	62
		24%	7%	16%	3%	3%	22%	9%	1%	15%	14%
Work for in the neighbor's or cooperative farm for money		53	20	30	11	3	48	16	15	9	205
		26%	10%	15%	5%	2%	23%	8%	7%	4%	47%
Work in the tea factory		0	0	0	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Work in road construction and maintenance for tea factory		4	1	1	1	0	2	0	0	1	10
		40%	10%	10%	10%	0%	20%	0%	0%	10%	2%
Fetch firewood for the tea factory		1	1	0	0	0	2	0	1	3	8
		13%	13%	0%	0%	0%	25%	0%	13%	38%	19%
Column Totals		102	40	56	23	6	92	25	18	77	439
		23%	9%	13%	5%	2%	21%	6%	4%	18%	100 %

The cross tabulated table shows the types of work children are involved in and the different types of problems that children have encountered. From the results in the table above, almost each manner of work has negative effects on children. The problems with the highest percentage of children's responses corresponded to injuries/illness or poor health followed by extreme fatigue and then emotional harassment (intimidation, scolding, insulting) with 23%, 21% and 18% respectively of the 439 responses (many children provided multiple responses). Of the 102 children who experienced injuries, illness or poor health most children who were injured worked in the neighbor's or cooperative farm for money (53), or help in the family's farm (29). Children who experienced extreme fatigue mostly worked in the neighbor's or cooperative farm for money, or helped in the family's farm.

The research included an interview with a professionally trained and practicing nurse. The nurse informed the researchers that even though some children get treated, most children that are working suffer from injuries. In

addition, some get malaria from working in tea growing especially during extreme coldness and when experiencing fatigue. The study further analyzed the problems associated with child labor against age. Table 16 below provides the results from a multiple responses question.

Table 16 Distribution of child work problems against age

District	What problems do you have on account of your work?										
	Age range/Problems	Injuries, illnesses or poor health	Poor grades in school	Emotional harassment (intimidation, scolding, insulting).	Physical harassment (beating)	Sexual abuse	Extreme fatigue	No play time	No time to go to school	None	Total
Nyaruguru	9-15 yrs	26	9	6	3	1	15	3	3	7	73
		36%	12%	8%	4%	1%	21%	4%	4%	10%	100%
	16-17 yrs	41	21	30	17	3	34	19	14	0	179
		23%	12%	17%	9%	2%	19%	11%	8%	0%	100%
Nyamasheke	9-15 yrs	11	8	6	2	1	13	1	2	21	65
		17%	12%	9%	3%	2%	20%	2%	3%	32%	100%
	16-17 yrs	11	7	6	3	0	11	1	1	11	51
		22%	14%	12%	6%	0%	22%	2%	2%	22%	100%
Gicumbi	9-15 yrs	11	3	0	1	0	11	2	1	36	65
		17%	5%	0%	2%	0%	17%	3%	2%	55%	100%
	16-17 yrs	8	3	5	1	0	7	0	0	4	28
		29%	11%	18%	4%	0%	25%	0%	0%	14%	100%

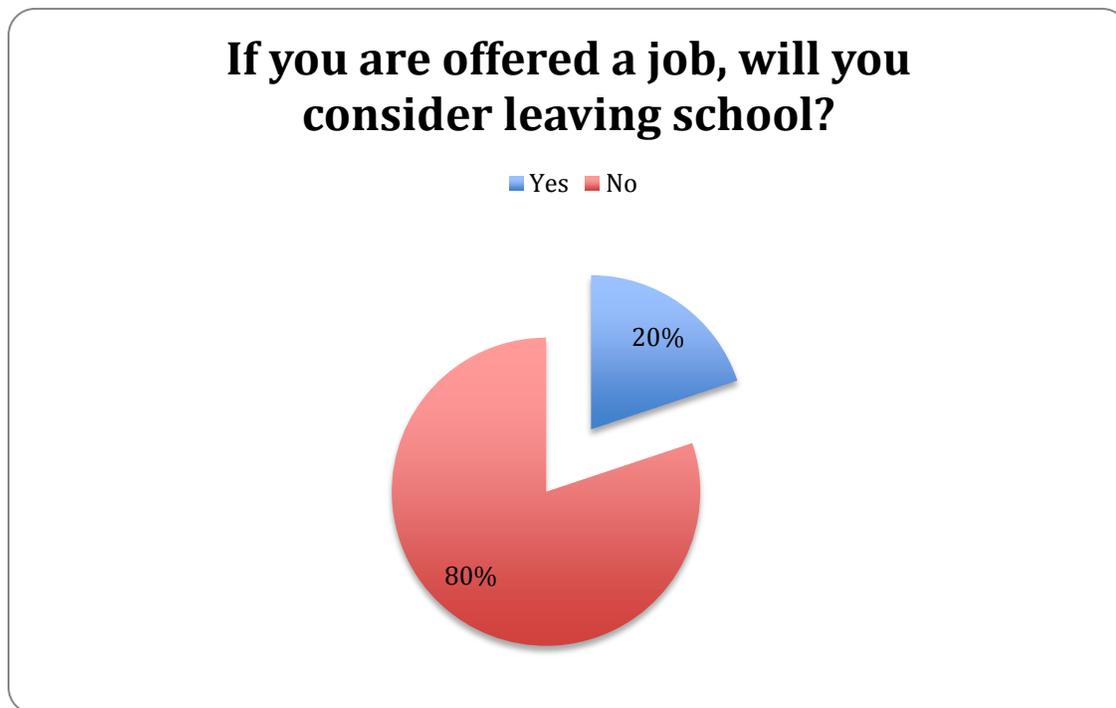
The results in Table 16 show that injuries and illness as well as extreme fatigue were the most common problems encountered by children of both age ranges. Sexual abuse was the lowest with five cases recorded in Nyaruguru, where four of the cases were from children aged between 16 and 17 years of age. Physical harassment also recorded low responses compared to other problems. Between the two age groups, those children aged 16-17 reported experiencing abuse and beating more often than their younger peers in all three districts. The low responses could be attributed to the possibility that children did not disclose these sensitive issues.

3.5.4 Effects of Child Labor on Schooling

According to the Rwanda National Child Labor Survey 2008, the school attendance rates vary depending on whether children are employed or not; attendance remains lower in child laborers (57%) than in other children (88%). This was an indication that child labor does have impact on the schooling of children.³⁰ The research also sought to establish the effect of child labor on schooling, considering dropout rates and absenteeism. School dropout was studied as one of the effects of child labor. Figure 10 below presents the findings.

³⁰ Rwanda National Child Labor Survey -2008 (RNCLS-2008)

Figure 9 Cross tabulation of those who currently attending school against those who may leave school for job offer



The results show that of those attending school in three districts, 80% would not leave school if offered a job and 20% would consider leaving school for working. Still, the results show great determination and awareness in the children to pursue schooling, for those attending school. It is important to note that it does not mean that these respondents are not working. The findings say that they cannot leave school for work whether they are currently working or not. The respondents were also asked to identify the months that some agricultural activities prevent them from attending school.

In the district of Nyamasheke, the months with the highest percentage distribution of absenteeism in schools were January, July, September and October with, 13%, 12%, 20% and 13% respectively of the total school goers in each district. The trend in the district of Nyaruguru has similarities with the district of Nyamasheke, and the months with the highest percentage distribution of absenteeism in school were the same. Children in Gicumbi reported missing school most often in January, May and September with 18%, 14%, and 21% as the months with the highest absenteeism as a result of involvement in child work. The findings show that there is a trend in the months that children work as it related to the school calendar. In April, August, November and December, months when children are highly involved in child labor are months when children are also on school holidays.

The children respondents who left school were asked why they left school. Figure 12 presents the reasons for leaving school for the three districts. This question was responded to by 15 children from Nyamasheke, 27 from Nyaruguru and 13 from Gicumbi.

Figure 10 Reasons for children leaving school in the three districts

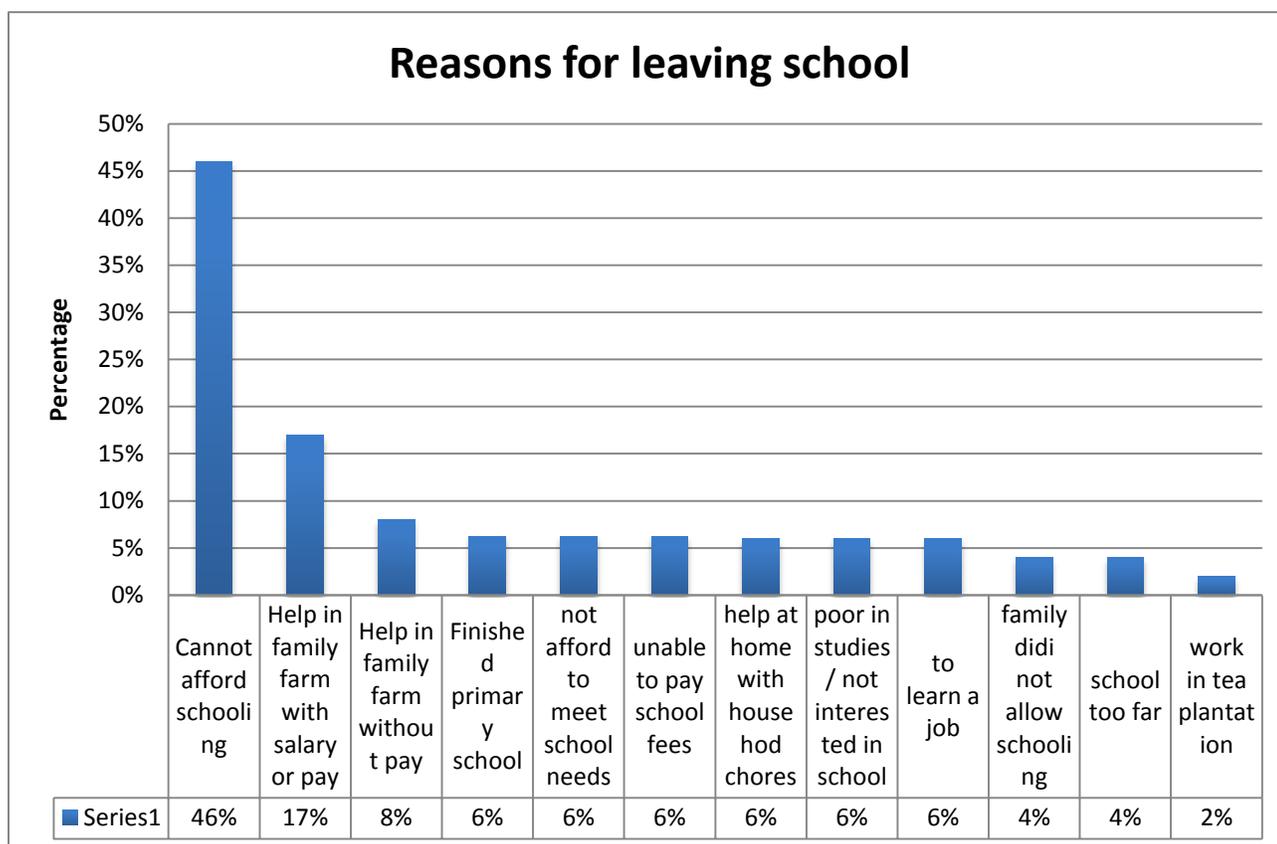


Figure 10 shows that overall, many children, 46%, dropped out of school because they cannot afford school expenses. The other dominant reason is to work on the family farm for pay which accounts for 17% of drop-outs. Very few had the sole reason of working in a tea plantation: 2% of children. There were no responses for children who may have dropped out of school as a result of being disabled/having illness, education not being considered valuable, fetching firewood for tea plantation, being too old for school, working in pruning of tea, working in road maintenance for tea factory, or working in a tea factory.

Cross tabulated results against ages showed that, up to the age of 9 years, there were no children leaving school. From the age of 10 up to 17, children are leaving schools gradually. Most children said that the reasons for dropping out of school were to help in a family farm with salary or pay, cannot afford schooling, and school being too far. There are no school dropouts at the age of 16 and 17 years among interviewed children. This may imply that most of the children who are vulnerable to drop out of at this age are already out of school.

From the findings, the main reason children drop out of school is because they cannot afford schooling. Previous results have shown that working in tea is not entirely a cause for dropping out of school, but those who drop out of school find themselves working in tea growing activities. In Rwanda, the first nine years of education is free, but some fees are levied by schools and some parents and students find it difficult to pay fees for uniforms, materials, and other fees, and hence children drop out. It is worthy to note that children who drop out of school are at higher risk of working in exploitative labor.

3.5.5 Attitudes about children’s involvement in tea work

Children interviewed were asked whether it was a good thing to work in tea growing activities. Out of 40 boys from Nyamasheke, 78% responded that it is not a good thing for children to engage in tea growing activities.

Girls responded even more favorably with 88% of 33 respondents disagreeing that it is good for children to work in tea growing. In total, 82% of the respondents believe that it is not good to engage in tea growing activities, against 18% who agreed that it was good.

Parents in Nyamasheke District who participated in this research were also in agreement that it is not good for children to be involved in tea growing activities. When asked if it was better for children under 16 to work if they get better salaries 9% agreed and 2% agreed completely. Most parents, 38% disagreed completely and 51% disagreed that children working in tea is positive. This shows that a fairly large percentage of parents would not promote child labor for its associated benefits.

In Nyaruguru district, out of 42 boys from who were interviewed, 93% responded that they think it is not good for children to work in tea growing activities. Girls also had a high percentage that negated the proposition, 83% of 42 respondents. Overall, 88% of the respondents said it was not good to engage in tea growing activities, against 12% who expressed that it was good.

Parents in Nyaruguru district who participated in this research were not as emphatic as children in their rejection of child labor. When asked if it was better for children under 16 to work if they get better salaries, 18% neither agreed nor disagreed, 16% agreed and 7% agreed completely. Most parents, 32% disagreed completely and 28% disagreed. 84% of the children interviewed in Gicumbi said they did not support working in tea growing areas while 16% supported the idea.

The responses from the three districts are a clear indication that despite the financial gains of child labor, many children and parents do not agree with child labor, be it in tea growing activities or other ways in which children labor. There are however, about 25% of children and parents in each district who encourage child labor.

Child respondents were asked if they were aware of other children involved in labor in tea works. The children who knew other children working in tea were asked to indicate their number. Results show, from all the three districts, most children interviewed knew more than 10 other children working in tea, with 80% in Gicumbi knowing more than 10 children working in tea. Those who did not know any child working in tea work were few in all districts with 19% in Nyamasheke which was the highest followed by Nyaruguru at 11% and Gicumbi at 7%. The responses are a clear indication that children in the three districts are involved in tea production.

4.0 CONCLUSION AND RECOMMENDATIONS

The main objectives of this research were to gain a deeper understanding of the current situation of child labor in Rwandan tea production and provide recommendations to the tea industry, stakeholders, educators, government officials and others to achieve the goal of eliminating child labor in tea production

In summary, the study established that child labor still prevails in the tea sector in the three study districts. Child labor is most prevalent at the local levels of Thé Villageois Cooperatives and individual smallholder farms. Child labor was not identified in the industrial block or company factories.

Children are involved in most activities in the tea growing process to varying extents. The most common tasks that children carry out are tea picking, weeding, and tilling land. Other work includes planting, pruning, transportation, loading and unloading, road maintenance, and firewood fetching. The findings concluded that elements of tea production take place throughout the calendar year. Some activities such as pruning are done after the tea has grown for two years, weeding takes place twice a year, and tea leaf picking occurs throughout the year. Some children work all the time, while others work after or before school. High seasons in tea picking are in January, February, and March, while low seasons are in July, August, and September. Child labor interventions therefore should be ramped up during the high season when more children are more active in tea production. The research on awareness demonstrates that communities often see children working in tea production as acceptable child work as opposed to exploitive child labor.

Using the data gathered and analyzing best practices from Rwanda and other countries, the study makes recommendations in four overlapping areas: 1) Government Efforts and Child Labor Monitoring, 2) Tea Industry Initiatives, 3) Education, Community Engagement and Awareness Raising, 4) Health, Safety and Child Protection.

Government Efforts and Child Labor Monitoring

The Rwandan government has passed legislation on the legal working age and has made some efforts to prevent and eliminate child labor. All initiatives need to be strengthened and budgets at the national level to the district level need to reflect the importance of identifying child labor, removing children from exploitive situations, and enforcing laws. Prevention campaigns and improving social service networks also need to be included in local and national annual plans. The following recommendation would facilitate increased government involvement in combatting child labor, specifically in tea:

- Stricter law enforcement and government interventions will set the tone that child labor is not acceptable and will not be tolerated. Guidelines and policy support are required for children involved in domestic farm work (especially tea) for children between 16 and 17 years to avoid any possible abuses regarding the weight that is carried, working conditions, working hours, and the amount of work.
- Involvement of local leaders in monitoring and evaluation in combatting child labor is critical. Current efforts to finalize the National Policy on The Elimination of Child Labor, which emphasizes monitoring, must be completed so the document can guide local officials in child labor initiatives.
- District Labor Inspectors should work closely at the COOPTHE and smallholder farm levels to monitor child labor. This will require an increase in the number of district labor inspectors as well as increased resources to facilitate their transportation to sites and additional trainings on child labor.
- Exploitive child labor must be monitored at multiple stages of tea production, including field preparation, planting, pruning, weeding, picking, transporting and unloading at the location of production. Other activities such as working with dangerous machinery for road maintenance and fetching firewood can also facilitate incidences of exploitive child labor and must also be monitored and reported.

- It is critical that monitoring systems involve hospitals, police, labor inspector, NGOs, local government, schools, factories, and COOPTHE with reporting occurring every six months in order to measure progress in removing child labor from the tea sector, as well as other industries where child labor occurs

Tea Companies and Tea Producers

Increased collaboration between the tea factories and other stakeholders will encourage growers, especially COOPTHE and Thé Villageois to put into practice child labor elimination strategies. Factories can share best practices related to organization structures, management, and monitoring to decrease child labor in the cooperatives where they source their tea. These initiatives may include:

- Increased efforts to link the private sector with non-governmental organizations to collaborate on child labor prevention issues and standardize approaches at the company level to the smallholder level of COOPTHE and Thé Villageois.
- Training on labor laws and policies, as well as occupational safety and health in the work place for all tea stakeholders, including local officials, and opinion leaders on Labor Code.
- Training on Fairtrade and Rainforest Alliance certification with plans in place to extend certification to local cooperatives such as COOPTHE and Thé Villageois
- The development of a monitoring system for COOPTHE and Thé Villageois so that smallholder farms are held to the same standards as large companies. Such a monitoring system could be put in place in tea growing areas to ensure children are not working or if working aged children are employed and their health and education are not being affected.
- During recruitment, require identity cards to determine if potential employees are of working age, as it is done in Rwanda Mountain Tea plantations and others.

The tea industry employs children for many reasons. Poverty in families is identified as a strong driving force for children to seek work; and cheap labor is a motivation for smallholder farmers to employ children. Some tea grower cooperatives run short of tea pickers during high seasons, and overall, there is a growing shortage of tea pickers in the industry due to aging workers and low wages, as confirmed by cooperative managers. In response to these challenges, the study recommends:

- Increase wages for tea pickers so that more adults enlist to be tea pickers, therefore reducing the number of children involved.
- Encourage tea growers to join cooperatives so that more tea is picked collectively to facilitate collective bargaining, standardizing labor practices and monitoring of children.
- Put in place tea growing subsidies for farmers during seasons with low global prices. The subsidies will ensure wages do not fluctuate downwards and cooperatives will have sufficient funds to pay workers proportionately.

Education, Community Engagement and Awareness Raising

Children are mostly involved in work during the high season and during school holidays in April, September, and December. They also work during normal learning trimesters. There are incidences of school dropouts, absenteeism and poor grades are associated with tea production. Education is critical in breaking the poverty cycle that reinforces child labor. Achieving GoR education goals will curb child labor since fewer children would drop-out and become involved in tea production. Many GoR targets are linked to increasing the quality of education which will motivate children to go to and remain in school. The GoR is currently turning their attention to improving educational quality, particularly in addressing the deficit of teachers and in ensuring that all children have adequate instructional materials and safe school environments.³¹ Increased sensitizations on

³¹ Republic Of Rwanda: September 2006 Assessment Of The Government's Education Strategy And Financial Framework, 2006-2015 For The Fast Track Initiative from http://www.educationfasttrack.org/media/library/Rwanda_appraisal.pdf Page i

child labor laws, the importance of education and the dangers of child labor are key messages for communities. Specific strategies are outlined below.

- Continued focus of the Ministry of Education to improve the quality of education through strengthening teacher training, increasing learning materials and improving school facilities.
- Program development to retain children in school, especially those children that are performing poorly and or have learning challenges that impact academic performance. After-school tutoring and similar programs can increase learning and improve school performance which impacts retention rates.
- While basic education is free, schools request contributions. These should be standardized and reduced so families' contribution to children's education is more affordable.
- Schools can improve student record keeping, specifically attendance records.
- Early identification made of children who may be at-risk of dropping out of school and carrying out strategies such as mentoring to prevent children from leaving school and working in tea production.
- For those that do drop out, more affordable technical programs need to be available.
- Replicating the volunteer mentoring system as implemented by REACH. Volunteer mentors are trained on child labor and the importance of education. They follow up on children's school attendance, activities outside of school, as well as make home visits to ensure children are staying out of exploitive work.
- Other activities that may make school attractive include: developing recreational programs after school; providing school feeding programs; and increasing school outreach to families and community members.

Tea growers, the parents of children, as well as children were found to not be fully aware of the definitions of child labor and there was confusion on laws, the difference between light work and exploitive work, and the impacts of child labor. FERWACOTHE and other stakeholders such as REACH should continue to raise awareness and sensitize cooperative members on child labor. Recommendations include:

- Working closely with parents and families on what kinds of work is acceptable for children of different ages. Because child work is accepted by parents, families need intense sensitization and clear guidelines on the amount of work and working conditions.
- Awareness raising needs to include a stronger focus on the explanations and applications of the law with clear examples of types of legal light work around the home, types of work for working-aged youth, and what qualifies as exploitive labor. Clear guidelines are needed to clarify these ideas.
- Increased awareness of child labor could be attained by posting the images and messages of prohibition and age regulations at every collection center within the tea plantation and in communities. Sensitization should change approach from information dissemination to behavior change practices approach.
- Carry out awareness strategies such as Behavior Change Communication (BCC) method. Rwanda has successfully used BCC approaches in other campaigns such as preventing HIV/AIDS and Gender Based Violence. Sensitization best practices should be researched to expand approaches and strengthen child labor prevention campaigns. Focusing on the value of school and the importance of education as it is linked to increased income may also improve school enrollment for children in the 9 years to 15 years age group.

Health, Safety and Child Protection

Children involved in tea production are at high risk for injuries and illnesses, and tea growing activities were found to have negative effects on children's health. Many children suffered injuries and poor health as well as extreme fatigue and emotional harassment (intimidation, scolding, insulting) associated with their work. Extreme cold and fatigue has been associated with malaria amongst children tea pickers. In addition, girl children are especially vulnerable to sexual assault, abuse and rape. Most children who were injured worked for

neighbors, in cooperative farms for money or help in their family farm. To improve health and safety conditions for children several recommendations are provided:

- According to Rain Forest Alliance, children under 15 years of age should not lift more than 20% of their body weight, or work on steep slopes or in dangerous areas; they should be accompanied by a parent or guardian.³² These guidelines should be adopted nationwide. Additional guidelines on working hours, and conditions need to be established and carried out in smallholder farms in order to reduce injuries and illnesses.
- Youth of working age should be trained in basic safety in the workplace. COOPTHE and Thé Villageois can provide hands-on training to protect all tea workers, with a special emphasis on what is acceptable work and working conditions for youth aged 16 and older.
- Given the high rates of reported mistreatment of children at the workplace, it is recommended to integrate training and sensitization on child abuse and child rights throughout the value chain of tea production.
- A child protection system can be put in place within the tea sector. This network will facilitate additional monitoring and will provide children and families with a support system to prevent child labor or address incidences when child labor occurs.
- Strengthening the Child Rights Committees at the sector level to include child labor issues in their activities.
- Encourage Thé Villageois growers to join cooperatives so that collectively they can address child labor and carry out activities such as OSH training.

Conclusion

There have been very few studies conducted in Rwanda on child labor in the tea sector, and documentation of best practices is not readily available. For Rwandan tea to be identified as a good that does not engage child labor, by USDOL and others, it will involve evidence of the efforts made by both the public and the private sector, as well as families and communities to address child labor issues. It will require engagement of public and private sector investment in collaborative interventions, research monitoring, and documentation of best practices, with third party verification. It is important that the stakeholders plan a study schedule where regular research studies are done and results shared and published. Finally, research should be conducted on child labor in tea within households to identify strategies to assist the private sector in strengthening their monitoring of child labor. In this way, best practices will be tracked and changes recorded. It is critical that these studies focus especially at the level of family, cooperative, and COOPTHE levels.

³² <http://www.ethicalcoffee.net/rainforest.html>

Appendix 1- Additional Tables and Data

Table 17 Cross tabulation of the main reason of working in Nyaruguru district

Cross Tabulation		What are the main the reasons for you to work?										
Frequency / Percentage												
Age:		Supplement family income	Help pay family debt	Help in household enterprise	Learn skills	Schooling not useful for future	School too far	Cannot afford school fees	Child not interested in school	Temporarily replace someone unable to work.	Prevent from making bad friends and/or being led	Row Totals
	9-15 Yrs		29	3	6	0	0	0	6	0	1	0
		64%	7%	13%	0%	0%	0%	13%	0%	2%	0%	35%
16-17 Yrs		38	3	16	3	2	3	14	2	1	1	83
		46%	4%	19%	4%	2%	4%	17%	2%	1%	1%	65%
Column Totals		67	6	22	3	2	3	20	2	2	1	128
		52%	5%	17%	2%	2%	2%	16%	2%	2%	1%	100%

Table 18 Cross tabulation of the main reason of working based on age in Gicumbi district

Cross Tabulation		What are the main reasons for you to work?										
Frequency / Percentage												
Age:		Supplement family income	Help pay family debt	Help in household enterprise	Learn skills	Schooling not useful for future	School too far	Cannot afford school fees	Child not interested in school	Temporarily replace someone unable to work.	Prevent from making bad friends	Row Totals
	5-15 Yrs		36	0	14	2	0	1	4	2	0	0
		63%	0%	21%	4%	0%	0%	8%	4%	0%	0%	71%
16-17 Yrs		8	0	8	0	0	2	5	1	0	0	24
		38%	0%	25%	0%	0%	13%	13%	13%	0%	0%	29%
Column Totals		44	0	22	2	0	3	9	3	0	0	83
		53%	0%	27%	2%	0%	4%	11%	4%	0%	0%	100%

Table 19 Cross tabulation of the main reason of working in Nyamasheke district

Cross Tabulation		What are the main the reasons for you to work?										
Frequency / Percentage												
Age:		Supplement family income	Help pay family debt	Help in household enterprise	Learn skills	Schooling not useful for future	School too far	Cannot afford school fees	Child not interested in school	Temporarily replace someone unable to work.	Prevent from making bad friends	Row Totals
	5-15 Yrs		44	1	6	7	0	0	2	0	0	0
		74%	2%	10%	11%	0%	0%	3%	0%	0%	0%	72%
16-17 Yrs		14	0	4	0	0	3	3	0	0	0	24
		58%	0%	17%	0%	0%	13%	13%	0%	0%	0%	28%
Column Totals		60	1	10	7	0	3	5	0	0	0	86
		70%	1%	12%	8%	0%	3%	6%	0%	0%	0%	100%

Table 20 Cross Tabulation of age against type of Hazards- Gicumbi

Are you exposed to any of the following at your main job/work?

	Dust, fumes,	Fire, gas, flames	Loud noise or vibration	Extreme cold or heat	Dangerous tools (knives etc)	Work underground	Work at heights	Work in water/lake/pond/river /pond	Workplace too dark or confined	Insufficient ventilation	Chemicals (pesticides, glues	Explosives	Row Totals
5-15 Yrs	25	5	3	11	6	4	4	7	0	0	1	0	66
	38%	8%	5%	17%	9%	6%	6%	11%	0%	0%	2%	0%	27%
17 Yrs	41	18	14	35	19	9	1	19	8	7	4	0	175
	23%	10 %	8%	20%	11%	5%	1%	11%	5%	4%	2%	0%	73%
Column Totals	66	23	17	46	25	13	5	26	8	7	5	0	241
	27%	10 %	7%	19%	10%	5%	2%	11%	3%	3%	2%	0%	100%

Table 21 Children’s exposure to hazards in Nyaruguru District

Are you exposed to any of the following at your main job/work?													
Age/Hazards	Dust, fumes,	Fire, gas, flames	Loud noise or vibration	Extreme cold or heat	Dangerous tools (knives etc)	Work underground	Work at heights	Work in water/lake/pond/river/pond	Workplace too dark or confined	Insufficient ventilation	Chemicals (pesticides, glues,	Explosives	Row Totals
5-15 Yrs	21	6	7	12	8	1	1	1	3	1	1	0	62
	34%	10%	11%	19%	13%	2%	2%	2%	5%	2%	2%	0%	59%
16-17 Yrs	11	6	3	9	5	1	3	3	0	2	0	0	43
	26%	14%	7%	21%	12%	2%	7%	7%	0%	5%	0%	0%	41%
Column Totals	32	12	10	21	13	2	4	4	3	3	1	0	105
	30%	11%	10%	20%	12%	2%	4%	4%	3%	3%	1%	0%	100%

Table 22 Children’s exposure to hazards in Nyamasheke district

Are you exposed to any of the following at your main job/work?													
Age/Hazards	Dust, fumes,	Fire, gas, flames	Loud noise or vibration	Extreme cold or heat	Dangerous tools (knives etc)	Work underground	Work at heights	Work in water/lake/pond/river/pond	Workplace too dark or confined	Insufficient ventilation	Chemicals pesticides, glues	Explosives	Row Totals
5-15 Yrs	18	5	11	30	9	6	1	5	1	1	0	0	87
	21%	6%	13%	34%	10%	7%	1%	6%	1%	1%	0%	0%	71%
16-17 Yrs	8	2	6	5	2	1	2	4	4	0	2	0	36
	22%	6%	17%	14%	6%	3%	6%	11%	11%	0%	6%	0%	29%
Column Totals	26	7	17	35	11	7	3	9	5	1	2	0	123
	21%	6%	14%	28%	9%	6%	2%	7%	4%	1%	2%	0%	100%

Table 23 Cross tabulation of working hours and the main work during the last month

Activities	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Tea picking	67%	73%	77%	78%	69%	68%	70%	61%	53%	60%	62%	69%
Construction	7%	14%	9%	9%	12%	12%	10%	13%	9%	12%	14%	13%
Working in the family farm	26%	14%	14%	9%	15%	12%	10%	16%	29%	16%	14%	9%
Domestic work	0%	0%	0%	4%	0%	4%	3%	3%	3%	4%	3%	3%
Grazing	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	0%	0%
Seller peanuts	0%	0%	0%	0%	0%	0%	7%	6%	6%	8%	7%	6%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 24 Percentage distribution of children abused at work and those who abused them

Cross tabulation		Have you ever been shouted at, insulted, beaten or sexually molested (touched or done things to you did not want) by somebody at your main job/work?							
	Gender	No	Yes by Employer or supervisor	Yes by Other (older) worker	Yes by Other child	Yes by Client	Yes by Stranger, passer-by	Yes by Police or other authority	Total
NYAMASHEKE	Boys	21	11	3	2	3	2	2	44
		48%	25%	7%	5%	7%	5%	5%	56%
	Girls	25	7	2	0	0	0	0	34
		74%	21%	6%	0%	0%	0%	0%	44%
	Column Totals	46	18	5	2	3	2	2	78
		59%	23%	6%	3%	4%	3%	3%	100%
NYARUGURU	Boys	13	29	2	0	0	0	0	44
		30%	66%	5%	0%	0%	0%	0%	47%
	Girls	11	31	4	1	0	2	0	49
		22%	63%	8%	2%	0%	4%	0%	53%
	Column Totals	24	60	6	1	0	2	0	93
		26%	65%	6%	1%	0%	2%	0%	100%
GICUMBI	Boys	28	10	5	2	1	2	2	50
		56%	20%	10%	4%	2%	4%	4%	62%
	Girls	22	8	1	0	0	0	0	31
		71%	26%	3%	0%	0%	0%	0%	38%
	Column Totals	50	18	6	2	1	2	2	81
		62%	22%	7%	2%	1%	2%	2%	100%
Grand total		120	96	17	5	4	6	4	252
%		48%	38%	7%	2%	2%	2%	2%	100%

Table 25 Reason for children dropping out of school

Responses	Nyaruguru		Nyamasheke		Gicumbi		All Districts	
	Freq	%	Freq	%	Freq	%	Freq	%
Work in tea plantations	0	0%	1	7%	0	0%	1	2%
Work in tea factory	0	0%	0	0%	0	0%	0	0%
Fetch firewood for tea plantation	0	0%	0	0%	0	0%	0	0%
Work in Road maintenance for tea factory	0	0%	0	0%	0	0%	0	0%
Work in pruning of tea	0	0%	0	0%	0	0%	0	0%
Too old for school	0	0%	0	0%	0	0%	0	0%
Disabled/ illness	0	0%	0	0%	0	0%	0	0%
School too far	0	0%	2	13%	0	0%	2	4%
Education not considered valuable	0	0%	0	0%	0	0%	0	0%
Family did not allow schooling	1	5%	1	7%	0	0%	2	4%
To learn a job	1	5%	0	0%	2	15%	3	6%
Help at home with household chores.	1	5%	0	0%	2	15%	3	6%
Poor in studies/not interested in school.	2	10%	0	0%	1	8%	3	6%
Help in a family farm without pay	3	15%	1	7%	0	0%	4	8%
Help in a family farm with salary or pay	3	15%	5	33%	0	0%	8	17%
Cannot afford schooling	9	45%	5	33%	8	62%	22	46%
Total	20	100%	15	100%	13	100%	48	100%

1. Yes.....

2. No.....

B3. What is the level/type of school and grade that you are currently attending?

Level: (L) Grade (G)

1. Pre-school.....

2. Primary.....

3. Secondary.....

4. Higher education.....

5. Non standard curriculum.....

B4. What is the distance to school which you are currently attending?

1. Less than 1 km.....

2. 1 - 3 km.....

3. 3 -5 km.....

4. 6-10 km.....

5. More than 10km.....

B5. How do you get to school? (*Multiple answers allowed*)

1. Walking.....

2. Bicycle.....

3. Motorbike.....

4. Bus/car.....

5. Other.....

Other (specify)

B6. Do you like your school?

1. Yes.....

2. No.....

B7. What do you like about your school?

(Read each of the following options and circle two most appropriate option)

1. Learning lessons

2. Friendly Teachers

3. Knowledgeable Teachers

4. Availability of Books

5. Availability of Play time
6. Working in the Garden
7. Organized sports available
8. Has Good Friends
9. Adequate Homework
10. Moderate Peer Pressure

Other (Specify).....

B8. What do you dislike about school? (Select all that apply)

1. No time to Learn lessons
2. Unfriendly Teachers
3. Teachers not Knowledgeable
4. Non-availability of Books
5. Play time is not enough
6. Too much work in the Garden
7. Violence from teachers at school
8. Violence from children at school
9. No Organized sports
10. No Good Friends
11. Too much Homework
12. Too much Peer Pressure

Other (Specify).....

B9. Did you miss any school day during the last month?

1. Yes.....
2. No.....

B10. How many school days did you miss during the last month?

(write the number of days).....

B17. Why didn't you attend school during the last month ?

(Read each of the following options and circle two most appropriate option)

1. School vacation period.....
2. Teacher was absent
3. Bad weather conditions.....
4. To help family in the farm.....
5. To help at home with household chores
6. Working in other people's farm....

7. Sent home for money.....
8. Illness/ Injury/disablement
9. Other (Specify).....

Other (Specify).....

B11. If you are offered a job, will you consider leaving school?

1. Yes
2. No

B12. Will the school ask you to leave if you do not pay Teachers' incentive or other fees?

1. Yes
2. No
3. Not sure

B13. Is buying school uniform a problem for your family?

1. Yes
2. No
3. Not sure

B14. Will the school ask you to leave if you do not wear school uniform?

1. Yes
2. No
3. Not sure

B15. Do you think it is important for children to go to school?

1. Yes
2. No
3. Not sure

B16. When you or other children are sent home for fees, what do you do while at home?

(Read each of the following options and circle two most appropriate option)

1. Rest/Relax at home.....
2. Help in the family's farm
3. Help in the family's farm for money.....
4. Work for in the neighbor's or cooperative farm for money.....
5. To help at home with household chores
6. Working in other people's farm....
7. Visit family members....

- 8. Work in the tea factory.....
- 9. Work in road construction and maintenance
- 10. Fetch firewood for the tea factory
- 11. Other (Specify).....

B17. What is the highest level/type of school and grade you have attended?

Level (L) Grade (G)

- 1. Pre-school.....
- 2. Primary.....
- 3. Secondary.....
- 4. High school.....
- 5. Non standard curriculum....

B18 At what age did you begin school?

(Age in completed years).....

B19. At what age did you leave school?

(Age in completed years).....

B220. Why did you leave school?

(Read each of the following options and circle the most appropriate option)

Completed his/her compulsory schooling (if c18=x)

- 1. Help in a family farm without pay
- 2. Help in a family farm with salary or pay
- 3. Work in tea plantations
- 4. Work in tea factory
- 5. Fetch firewood for tea plantation
- 6. Work in Road maintenance for tea factory
- 7. Work in pruning of tea
- 8. Too old for school.....
- 9. Disabled/ illness.....
- 10. School too far.....
- 11. Cannot afford schooling...
- 12. Family did not allow schooling.
- 13. Poor in studies/not interested in school.
- 14. Education not considered valuable
- 15. To learn a job.....
- 16. Help at home with household chores.

17. Other (Specify).....
Other(Specify)

SECTION II: CURRENT ACTIVITY STATUS DURING THE REFERENCE MONTH

C1. Where did you carry out your main work during the last month?

1. Help in the family's farm
2. Help in the family's farm for money.....
3. Work for in the neighbor's or cooperative farm for money.....
4. Work in the tea factory.....
5. Work in road construction and maintenance for tea factory
6. Fetch firewood for the tea factory
7. Other (Specify).....

Other (specify)

C2. Which one of the following best describes your employment contract type?

1. No contract.....
2. Oral contract of unlimited duration....
3. Oral contract of limited duration between 12-36 months....
4. Oral contract of limited duration under 12 months.....
5. Written contract of unlimited duration
6. Written contract of limited duration between 12-36 months.....
7. Written contract of limited duration under 12 months.....
8. Don't know.....

C3 What other benefits do you usually receive in your main work? (Read each of the following questions and circle answers)

1. Weekly rest days....
2. Medical expenses.....
3. Assistance with schooling/vocational training ...
5. Free accommodation.....
6. Food/meal.....
7. Paid leave
8. Clothing.....
9. Transportation
10. Other
11. Nothing.....

Other (specify)

SECTION II: CURRENT ACTIVITY STATUS DURING THE REFERENCE MONTH

C4. In addition to your main work, did you do other work during the last month?

1. Yes.....

2. No.....

C5. For each day worked during the last week how many hours did you actually work for pay?

Main: (M) Other: (O)

1. Monday.....

2. Tuesday.....

3. Wednesday.....

4. Thursday.....

5. Friday.....

6. Saturday.....

7. Sunday.....

TOTAL

C6. At what age have you started to work for the first time in your life (As regular or casual employee, self employed, employer or unpaid family worker)?

C7. Did you engage in any work at any time during the last 12 months?

(As regular or casual employee, self employed, employer or unpaid family worker)

1. Yes.....

2. No.....

C8. In each month during the last year did you work or have a job

A) the whole month,

B) part of the month,

C) not at all?

1. January.....

2. February.....

3. March.....

SECTION II: CURRENT ACTIVITY STATUS DURING THE REFERENCE MONTH

- 4. April.....
- 5. May.....
- 6. June.....
- 7. July.....
- 8. August.....
- 9. September.....
- 10. October.....
- 11. November.....
- 12. December.....

C9. What job exactly did you do in the months mentioned above?

- 1. January.....
- 2. February.....
- 3. March.....
- 4. April.....
- 5. May.....
- 6. June.....
- 7. July.....
- 8. August.....
- 9. September.....
- 10. October.....
- 11. November.....
- 12. December.....

SECTION II: CURRENT ACTIVITY STATUS DURING THE REFERENCE MONTH

C10. What problems do you have on account of your work? (for those who worked)

(Read the options and circle all the appropriate ones.)

1. Injuries, illnesses or poor health.....
2. Poor grades in school.....
3. Emotional harassment (intimidation, scolding, insulting).
4. Physical harassment (beating)...
5. Sexual abuse.....
6. Extreme fatigue.....
7. No play time.....
8. No time to go to school.....
9. None.....

C11. What are the main the reasons for you to work?

(Indicate the most important problem)

1. Supplement family income.....
2. Help pay family debt.....
3. Help in household enterprise...
4. Learn skills.....
5. Schooling not useful for future...
6. School too far.....
7. Cannot afford school fees.....
8. Child not interested in school.....
9. Temporarily replace someone unable to work.
10. Prevent from making bad friends and/or being led astray/
11. Other.....

C12. Do you think it is good for children to work in tea growing activities?

1. Yes
2. No

C13. Do you work in tea growing and related activities?

1. Yes
2. No

C14. Do you get paid for work that you do in your family farm? (Select only one)

1. Yes, always
2. Sometimes
3. Never

C15. During the last month did you undertake any of the following activities ? *(Read each of the following questions until the first affirmative response is obtained.)*

SECTION II: CURRENT ACTIVITY STATUS DURING THE REFERENCE MONTH

1. Help in a family farm without pay
2. Help in a family farm with salary or pay
3. Work in tea plantations
4. Work in tea factory
5. Fetch firewood for tea plantation
6. Work in Road maintenance for tea factory
7. Work in pruning of tea
8. Spraying tea pesticides
9. Too old for school.....

1. Other (Specify).....Any other economic activity (*specify*)

C16. What do you usually do with your earnings? (*Multiple answers are allowed*)

1. Employer gives all/part of money to my parents/guardians...
2. Pay my school fees.....
3. Buy things for school
4. Buy things for household
5. Buy things for myself
6. Save

C17. Which of the following is true about the work you do? (Select all that apply)

1. I don't get paid as much as an adult would get for the work I do
2. If I don't do enough work I get into trouble
3. I stay at the place where I work
4. Sometimes people get hurt in the place where I work
5. I work with chemicals/fertilizers/pesticides
6. I am given protective clothing when I work with chemicals
7. I have received some training for the work that I do
8. I have received no training for the work I do
9. I am sometimes afraid while I am at work
10. I am sometimes beaten or abused at work
11. Other (please specify)

SECTION III: TEA GROWING WORK FOR CHILDREN (5-17)

C18 During which months do some agricultural activities prevent children from attending school some hours or days? (Select all that apply)

1. January
2. February

3. **March**
4. **April**
5. **May**
6. **June**
7. **July**
8. **August**
9. **September**
10. **October**
11. **November**
12. **December**

C19. Do you think it is good if a child works outside his/her home?

1. **Yes.....**
2. **No.....**

C20 Which of these people pay you to do work? (Select all that apply)

1. **Parents**
2. **Relatives**
3. **Teachers**
4. **Neighbors**
5. **Non-family member of the community**
6. **Commercial Employers**
7. **Cooperative**
8. **Other**

C21 How many children do you know in your Village who are currently working for pay in tea farming related activities? (Select only one)

1. **None**
2. **Less than 5**
3. **5 to 10**
4. **More than 10**
5. **Don't Know**

C22 (If knows children in the village who are working for pay) What kind of work do these children do? (Select all that apply)

1. **Tilling land**
2. **Pruning**
3. **Tea picking**
4. **Fetching firewood for tea factories**
5. **Working in the factory**
6. **Road construction**
7. **Tea planting**
8. **Spraying insecticides**

C23 How do you feel about children who work? (Select only one)

1. **Sympathetic**
2. **Proud**

3. Normal activity

4. Don't Know

C24 Are your basic needs (food, clothes, water, shelter, health, education) being satisfied through the work you do?

1. Yes

2. No

C25 Who in the community provides assistance to you? (select all that apply)

- 1. Teachers**
- 2. Family members in my household**
- 3. Family members who do not live in my household**
- 4. Neighbors**
- 5. Religious Leader**
- 6. Friends**
- 7. Community worker**
- 8. Local authority/Leader**
- 9. Organizations providing assistance to girls**
- 10. Organizations providing assistance to Orphans and vulnerable children**
- 11. None**
- 12. Other (please specify)**

C26 What do you think the community should do to help children stay in school? (Select all that apply)

- 1. Raise issues of school drop out during school committee meetings**
- 2. Follow up their children's daily progress at school**
- 3. Communicate with School teachers**
- 4. Sensitize parents to encourage children to remain in school**
- 5. Abolish child labor**
- 6. Punish individuals contributing to children not going to school**
- 7. Provide Mid day meals at school**
- 8. Others (Specify)**

C27 What do you think needs to be done to help children stay in school? (select all that apply)

- 1. Avail financial support for pre primary education**
- 2. Avail financial support for primary education**
- 3. Avail financial support to families**
- 4. Avail Scholarships / kits/school materials/supplies**
- 5. Provide Mentoring support to primary school pupils**
- 6. Introduce/reinforce Vocational Training in schools**
- 7. Provide Mid day meals at schools**

SECTION IV HEALTH AND SAFETY ISSUES ABOUT WORKING CHILDREN (5-17)

D1. Have you fallen ill or been injured in the last 12 months because of the work related activities that you carried out?

- 1. Yes.....
- 2. No.....

Other (specify)

D2. How did this/these affect your work/schooling?

- 1. Not serious- not stopped work.
- 2. Stopped work or school for a short time
- 3. Stopped work or school completely.

D3. Think about your most serious illness/injury, what were you doing exactly when this happened?

Job/Task		
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D4. Do you carry heavy loads at your main job/work?

- 1. Yes.....
- 2. No.....

D5. Do you operate any machinery/heavy equipment at your main job/work?

- 1. Yes.....
- 2. No.....

D6. What type of tools, equipment or machines do you use at your main job/work?

(Write down 2 mostly used)

SECTION IV HEALTH AND SAFETY ISSUES ABOUT WORKING CHILDREN (5-17)

D7. Are you exposed to any of the following at your main job/work? (Read each of the following options and circle answers)

1. Dust, fumes,
2. Fire, gas, flames.....
3. Loud noise or vibration.....
4. Extreme cold or heat
5. Dangerous tools (knives etc).....
6. Work underground.....
7. Work at heights.....
8. Work in water/lake/pond/river/pond
9. Workplace too dark or confined.....
10. Insufficient ventilation.....
11. Chemicals (pesticides, glues, etc.)..
12. Explosives.....
13. Other things, process or conditions bad for your health or safety (specify).....

Other (specify)

D8. Have you ever been shouted at, insulted, beaten or sexually molested (touched or done things to you did not want) by somebody at your main job/work? (Read each of the following options and circle answers)

1. No

Yes by

2. Employer or supervisor
3. Other (older) worker.....
4. Other child.....
5. Client.....
6. Stranger, passer-by.....
7. Police or other authority
8. Other (Specify).....

Other (specify)

D10. How often did this happened in the last 12 months?

1. 1 or 2 times
2. Between 3 – 10 times
3. More than 10 times

Appendix 3 Child Labor in Tea Sector Awareness Assessment Questionnaire

CHILD LABOR AWARENESS QUESTIONNAIRE

(PARENTS AND FERAWACOTHE MEMBERS, AND PRIVATE TEA GROWERS)

Questionnaire Code: _____

Rapid assessment tool on child labor awareness (adult version: 18 years old and beyond)

This is a very rapid and simple questionnaire we administered to stakeholders on community knowledge, opinion and attitude on child labor.

It is something you need to respond to spontaneously and individually. You will not need to read any document or ask information to anyone else.

On the following table, please choose the statement among the five options closest to your opinion:

1. *Disagree completely*
2. *Disagree*
3. *Neither agree nor disagree*
4. *Agree*
5. *Agree completely*

NOTE: according to International and Rwandan laws, a child is any person under 18 years old

Identification: (no name needed)

Code:

Age range: 15-19; 20-24; 25-29; 30-34, 35-39; 40-49, 50-59; 60 and more

Sex: male, female _____

District: _____ sector: _____ Cell

Highest Education level achieved:

Place of Work:

Current main occupation/Position: _____

<i>Nbr</i>	<i>STATEMENTS</i>	<i>Disagree completely</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Agree completely</i>
1	In my region, primary school-aged children who are combining school and working for pay is a					

<i>Nbr</i>	<i>STATEMENTS</i>	<i>Disagree completely</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Agree completely</i>
	common practice					
2	I would let my primary school-aged child work for pay outside my home if he/she finds the opportunity					
3	Child labor is always outside his/her home					
4	We cannot talk about child labor if a child gets a good salary from the employer					
5	If parents/guardians will not have money and/or support to send their offspring to secondary school, it is alright that a child drops out even before finishing primary and starts working earlier					
6	All school drops out end up usually into child labor					
7	Paid employment under 16 years old is hazardous to the child's health					
8	Paid employment at a young age is a better way to learn than going to school					
9	Education is vital for my children's future					
10	If children under 16 working underground get better salary than adults, it is better to let them continue working rather than stopping their income					
11	A school child aged 15 years old can work underground during the week end, if this does not lead him/her to school absence					
12	Employers who hire children under 16 years old must be blamed and punished					
13	Child labor should be tolerated if the child works with his/her parents for the family profit					
14	Child's work is acceptable as far as it doesn't affect negatively his/her schooling					
15	Child labor is so dramatic in my cell of residence that it could not end in the next three (3) years					
16	I would feel a little bit embarrassed if my school-aged child is working for money					
17	Employers who hire children under legal working age do so with the main intention to help poor children					
18	Employers who hire children under 18 years old prefer them to adults because children are more disciplined and cheaper manpower					

<i>Nbr</i>	<i>STATEMENTS</i>	<i>Disagree completely</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Agree completely</i>
19	What is the legal minimum age for employment in Rwanda _____				
20	The rest between two working periods for a child shall be of a minimum duration of _____ consecutive hours. hours				
21	In your district, which sector/field comprises more child labor incidence _____				
22	If means were very limited, for whom, most of parents in your region will support secondary schooling?	Boy	Girl	It would depend on other factors		
23	In general, who face the most, the worst forms of child labor between boys and girls	Boys/	Girls /	Both /	None of them	
24	Who are most involved in exploiting child labor in this region?	Educated parents/	illiterate parent/	both likewise	it depends	

25. Define briefly what you consider to be child labor

Appendix 4: Interview Guides for Focus Groups and Interviews

COOPERATIVE LEADERS and AGRONOMES

1. What are the specific activities involved in tea production from planting to processing?
2. What is the calendar of these activities?
3. Which activities are children involved in?
4. What exact duties do children perform within these activities?
5. What are the categories of children mostly involved in tea production? (boys vs. girls, very young vs 16 or 17 years old; children of or members of cooperatives)
6. When do children perform these activities?
7. What are the factors that push children to be involved in tea production?
8. What effects does work have on children health?
9. What effects does work have on children education?
10. What strategies do you have to curb child labor – reference to certification and cooperative strategies?
11. What impact has Rwanda tea had from the mention in the USA department of labor report?
12. What can we do to fight child labor in our district?

INTERVIEW FOR LOCAL LEADER

1. What is your main work in this sector?
2. What is the main crop in this sector?
3. In your sector what type of the activity that offer many job opportunities to the community?
4. What are the categories of children mostly involved in tea production?
5. When do children perform these activities?
6. What are the factors that push children to be involved in tea production?
7. What effects does work have on children health?
8. What effects does work have on children education?
What strategies do you have to curb child labor – reference to District level down to cell level strategies?
9. What can we do to fight child labor in our district?

INTERVIEW WITH A NURSE

1. What is your main work in this hospital?
2. Do you treat children under 17 years old in this hospital?
3. What type of diseases that children suffered more?
4. What are the causes of these diseases?
5. Is there any relationship between child labor and their sickness?
6. When do children perform these activities
7. What are the factors that push children to be involved in tea production
8. What effects does work have on children health
9. What effects does work have on children education
What strategies do you have to curb child labor – reference to hospital or centre de santé strategies?
10. What can we do to fight child labor in our district

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