



Winrock International

Actions to Reduce Child Labor Baseline Survey

2013

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List of Acronyms

ARCH	Actions to Reduce Child Labor
CA	Community Advocate
CBOs	Community Based Organizations
CFL	Compassion Fund Liberia
CLFZ 1	Child Labor Free Zone – Margibi and Montserrado Counties
CLFZ 2	Child Labor Free Zone – Nimba County
CLMC	Child Labor Monitoring Committee
CL	Child Labor
CWC	Child Welfare Committee
DAO	District Agriculture Officer
DEO	District Education Officer
DHO	District Health Officer
EA	Enumeration Area
FGDs	Focus Group Discussions
GOL	Government of Liberia
HCL	Hazardous Child Labor
HDI	Human Development Index
HH	Household
ILO	International Labor Organization
LNP	Liberia National Police
LW	Light Work
KII	Key Informant Interview
MOHSW	Ministry of Health and Social Welfare
MOE	Ministry of Education
MOL	Ministry of Labor
MYS	Ministry of Youth and Sports
M&E	Monitoring & Evaluation
NACOMAL	National Commission on Child Labor
NGO	Non-governmental Organization
OSH	Occupational Safety and Health
CAHR	Child at high risk
SC	Separated child
TVET	Technical Vocational Education Training
UAM	Unaccompanied Minor
UNDP	United Nations Development Programme
UNICEF	United Nations Children Educational Fund
USDOL	United States Department of Labor
WACP	Women and Children Protection Section
WFCL	Worst Forms of Child Labor
WI	Winrock International
WS	Work Status

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Executive Summary

The United Nations Convention on the Rights of the Child (UNCRC), the ILO Minimum Age Convention, 1973 (No. 138), and the Convention on the Worst Forms of Child Labor 1999 (No. 182) recognize the child's right to be protected from economic exploitation, from performing any work that is likely to be hazardous or that may interfere with his or her education. The three Conventions also recognize the child's right to be protected from work that may be harmful to his or her health or physical, mental spiritual, moral or social development.

The 2013 ARCH Baseline Survey was implemented by the Compassion Fund Liberia (CFL), with the support of the Winrock International ARCH management team. The baseline survey is based on a purposive sampling method of pre-selected households by Winrock International prior to the enumeration process. Selection of households was guided by criteria set by ARCH to identify the most vulnerable households where child labor prevention interventions are needed. There were 1,864 households selected with a total of 5,162 children between the ages 5 to 17 in Kakata, Saclepea 1, Saclepea 2 and Todee districts.

Winrock International's locally trained coordinators first identified vulnerable households in 15 communities. The total household population from the 1,864 households was 10,253 individuals. Overall, 62.6% of the total household population was less than 20 years old. Those aged 0-14 accounted for 52.2%. Only two percent of the population was aged 65 years and above. The 5-17 years olds constituted 50.3% of the total survey population.

A total of 5,162 children between the ages 5 to 17 were interviewed for the study. The age breakdown is as follows: 5-11 years old totalled 3,162 (1,610 male and 1,552 female), children between the ages 12-15 years totalled 1,409 (775 male and 634 female); and children between the ages 16-17 years totalled 591 (325 male and 266 female).

Overall, 71.8% of children aged 5 to 17 years have attended school. Of the 71.8%, there was a slightly higher proportion of boys (37.9%) who had attended school than girls (33.9%). The higher portion of boys is significant, as the gender split nationally is approximately 49.6% girls and 50.3% boys. In addition, 36.8% of all children age 5 to 17 had primary school as the highest level of education, while only 1.4% had completed school.

Based on age, number of hours worked, and conditions and activities of work, there were a total of 3,881 children (75.1%) who were considered to be involved in child labor or hazardous child labor. According to the findings, 90% of child laborers do not have access to protective gear at their work places. In the month prior to the survey, 36.3% of the 5-17 years old reported that they had performed work related to rubber production. According to the 5,162 children interviewed, 44% report that their household relies on income from rubber production.

According to survey respondents, of all children between the age range 5-17 in the surveyed households, 610 children (11.8%) are considered to be engaged in child labor and the majority 3,271 (63.4%) are engaged in hazardous child labor. Only 48 (3.4%) of the children were reportedly engaged in light work and 1,029 (19.9%) are high at risk of entering into child labor. Girls are mainly involved in light work compared to boys who are highly engaged in child labor. Most of the children are found working on small rubber farms, other agricultural small holder farms, and charcoal production. Work conditions that most commonly classify children to be in hazardous child labor are: carrying heavy loads, using a cutlass, and exposure to heat, reported by 57.7%, 52.4%, and 37.1% of children, respectively.

Chapter 1- Introduction

The International Labor Organization (ILO), through the International Programme on the Elimination of Child Labor (IPEC), has committed to eliminate the worst forms of child labor in Liberia. The Worst Forms of Child Labor Convention, 1999 (No. 182), together with Recommendation No. 190, was unanimously adopted by the ILO Conference in June 1999. Convention No. 182 requires ratifying countries to “take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labor as a matter of urgency”. Recommendation No. 190 states that “detailed information and statistical data on the nature and extent of child labor should be compiled and kept up to date to serve as a basis for determining priorities for national action for the abolition of child labor, in particular for the prohibition of its worst forms, as a matter of urgency”. Liberia ratified the Worst Forms of Child Labor Convention, 1999 (No. 182), in 2002 but has yet to adopt it.

The Actions to Reduce Child Labor (ARCH) project in Liberia implemented by Winrock International (WI) and funded by the United States Department of Labor (USDOL) is a three and half year project to combat child labor through education and livelihoods service programs in Montserrado, Margibi and Nimba counties in Liberia. The goal of the program is to reduce the overall number of children engaged in exploitative child labor in Liberia. The program specifically targets children living in the rubber producing belt, who may be engaged in agriculture, charcoal burning, sugar cane, rubber production, palm oil production, and various other sectors. The project will directly withdraw 6,100 children from child labor and prevent 4,000 children from entering into child labor and provide all prevented and withdrawn children and their households with education, livelihoods and social protection services. Additionally, ARCH will raise awareness on the importance of education and the negative impacts of child labor. Furthermore, the program will help strengthen policies on child labor and education, and supports research and the collection of reliable data on child labor. ARCH also focuses on sustainability by putting community-driven practices in place and training stakeholders on child labor issues.

This baseline report addresses the information gap on the subject of child labor and provides guidance to ARCH management in the design and implementation of the programs aimed at reducing child labor. The report is based on both quantitative and qualitative methods (household surveys, key informant interviews and focus group discussions) conducted with various informed sources (including child laborers themselves) in four districts of the three counties mentioned above. This study provides useful accurate data and a general profile of the child labor situation in the particular geographical areas studied.

The baseline study presents the extent of child labor in the project area from various perspectives, presenting the research findings from data collection instruments (both quantitative and qualitative) and descriptive analysis supported by figures, tables and graphics. The report begins by providing a discussion of what child labor and child work is in the Liberian context and examines other child labor studies conducted in Liberia.

The baseline study cost approximately 68,000 USD for a sub-contracted group, Compassion. This includes the costs for the forty enumerators and field workers who worked under Compassion to carry out the survey and gather data in the field. This cost does not reflect the ARCH staff time who worked alongside the enumerators in the field, and then provided feedback on the report, data analysis, and recommendations.

Chapter 2- Background and Context

Child labor poses a complex challenge and is a significant socio-economic problem. The working children, as a socio-economic group, are often the most disadvantaged, as they pre-maturely enter into the workforce during their childhood and endanger their educational and developmental futures. In Liberia, income generated by underage workers is often critical to a family's overall livelihood, especially in the poorer rural areas from where most such workers originate.

In Liberia, family-based subsistence agriculture is the predominant source of employment in rural areas. Agriculture remains largely subsistence-oriented and yields, labor productivity and incomes remain far below the potential.¹

According to the National Employment Policy, the rural labor market also includes large numbers of wage workers on plantations - mainly in the rubber sector. Employment in forestry and mining is complex: many communities rely on forest products and the Government is pushing ahead with community managed approaches.

Rubber is currently Liberia's most important export commodity and has been a cornerstone to the country's economy. Rubber accounted for 61% of Liberia's total export earnings (207 million USD) in 2010.² The rubber industry started in 1925 in Liberia, when the US-based company, Firestone Company signed a 99 years agreement for 1 million acres of land. During the war, the rubber industry languished, and only since elections in 2005 has the country drawn new investments in the rehabilitation of the rubber industry in Liberia. The five largest companies in Liberia operating in the rubber sector are: Firestone Plantation, Liberia Agriculture Company, Cocopa Rubber Company, Cavala Rubber Company and Weala Rubber Company.

It is estimated that 300,000 children (40%) out of the total three quarters of a million children aged 5-14 work in Liberia, primarily in agriculture.³ A significant number of children are engaged in the production of rubber on smallholder farms and large-scale plantations. Many children involved in the rubber sector are unable to attend school and are engaged in dangerous working conditions. Major factors contributing to child labor in the Liberia rubber sector include household poverty, the existence of worker quota production systems, the high cost of adult labor, a lack of awareness on the dangers of child labor, limited access to education, and limited inspection and enforcement of labor standards.

With a focus on the rubber industry, this study examines key aspects of child protection including: prevalence of child labor, light work, hazardous child labor, and children at risk of child labor and acceptable child work. The study applies definitions for the terms above that are in line with ILO definitions and standards and were developed for the ARCH project. The study generates baseline information on major characteristics, causes and contributing factors of child labor including income and household dependency on work and income from the children.

¹ Republic of Liberia, Ministry of Labor, National Employment Policy 2009, http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_policy/---cepol/documents/publication/wcms_143264.pdf

² Verité, Rubber Production in Liberia: An Exploratory Assessment Living and Working Conditions, with Special Attention to Forced Labor, <http://www.verite.org/sites/default/files/images/DOLWORKING%20CONDITIONS%20ON%20LIBERIAN%20RUBBER%20PLANTATIONS-FINAL-ADA%20COMPLIANT.pdf>, Page 6

³ Republic of Liberia, Ministry of Labor, National Employment Policy 2009, Page 7, http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_policy/---cepol/documents/publication/wcms_143264.pdf

Country Profile: Geography, Economy and Education

Liberia has 15 administrative and political divisions referred to as counties. The country is situated on the Atlantic coast of West Africa and with 579 km of coastline and a land mass of approximately 111,370 sq. km. The capital is Monrovia. It borders with Côte d'Ivoire in the east, Sierra Leone in the west and Guinea in the north. Liberia is among the wettest countries in the world with an average annual rainfall of 4,650mm per year in the coastal areas and 2,240 mm in the interior. Given the prevailing precipitation, it has two seasons – the rainy season lasts from late April to October (the months of heaviest rainfall are between June and September) and the dry season begins in November and ends in April. Temperatures range annually from 24°C to 30°C (75°F to 85°F).⁴

Liberia is rich in natural resources, including water, wildlife, forests (timber), and minerals. Iron ore, gold, and diamonds are present in the plateaus and mountains of the northern region. The country possesses approximately 40% of the Upper Guinean rainforest. Even though it covers large areas, the tropical forest is in danger of extinction due to deforestation and loss of biodiversity. Despite its richness in natural resources, Liberia is one of the world's poorest nations. The country ranks 174 out of 187 in the UNDP 2012 Human Development Index. Gross national income per capita is US\$480 and the national poverty head count ratio is 83.9%.⁵ Unemployment is rampant and at least two-thirds of Liberians (68% of the rural population and 55% of the urban population) are living on less than one dollar a day.⁶ Liberia has a current estimated population of 4 million people with approximately 25% living in the capital.⁷

The 14-year civil war which ended in 2003 crippled the economy. GDP fell 90% between 1987 and 1995 – and by the time of the elections in 2005, average income was a quarter of what it had been in 1987. Improved security and the period of recovery ushered in by the 2003 peace agreements have supported economic growth rates averaging 6% a year from 2004 – 2011.

This growth was driven by iron ore and rubber exports as well as increased timber production. Inflation, which fell to 7.5% in 2010 due to lower fuel and food prices, rose sharply to 8.5% in 2013.⁸ The national education system in Liberia is in a period of post-war transition: the institutional framework is weak, the quality of instruction is inadequate and access to education is limited as a result of years of civil conflict. Despite the decision of the Government of Liberia to shift education costs away from households by providing free and compulsory education, many social and economic opportunity costs remain. Parents continue to face numerous challenges in providing for their children's education.

In the prevailing socio-economic situation, children continue to play a crucial role in households' food security and contribute to household incomes and livelihoods. Children in rural and urban contexts are engaged in unskilled labor such as mining and rubber tapping in the informal sectors of the economy. Considering the high unemployment and illiteracy rates and focus on agriculture as the main economic activity, it is a challenge to motivate parents to send their children to school, even where it is free. Although according to the Liberian Ministry of Education, education is free and compulsory, most parents, especially poorer households, are faced with several fees and associated costs such as uniforms, text books, testing and activity fees which they are unable to meet.

⁴ Ministry of Agriculture, The State of Food Security and Nutrition in Liberia 2010, http://www.lr.undp.org/Documents/PDF/CFSNS_2010_REPORT.pdf, Page 1

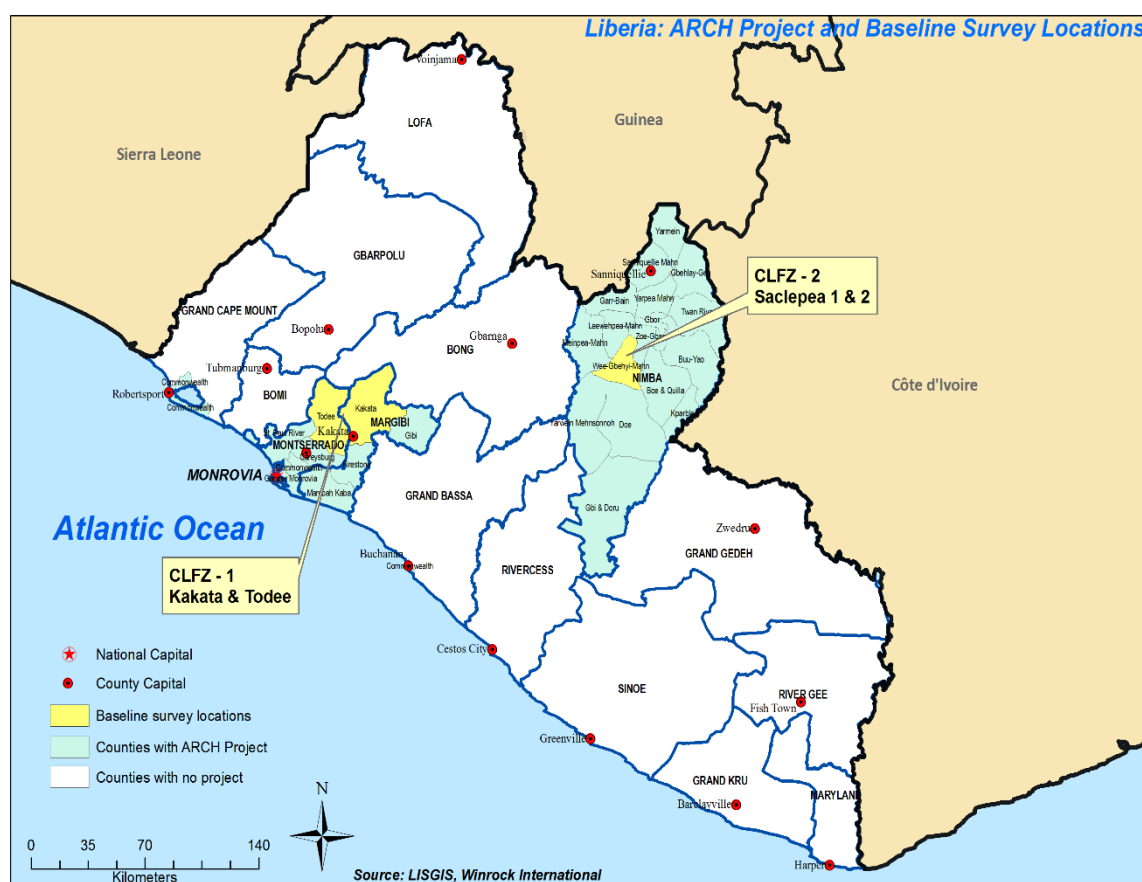
⁵ UNDP 2012 Human Development Index

⁶ LISGIS, 2008 Liberia National Population and Housing Census

⁷ The World Bank, 2013. Liberia, <http://www.worldbank.org/en/country/liberia>

⁸ IMF Country Report 2013

Figure 1: Map of Liberia



In spite of major challenges such as a shortage of qualified teachers and limited access to quality schooling, the education sector has made some progress in recent years. Between 2001 and 2007 the gross enrolment rate⁹ for primary education increased from 56% to 86% for all children. For girls, the enrolment rate increased from 35% to 84%. According to the 2009 National School Census Report, the net enrolment rate¹⁰ in primary schools remains at 42% for all children, with only a third of primary school children reaching grade 5. In 2009 the net enrolment rate increased by 10% for girls and 12% for boys – compared with the previous year.¹¹

Overview of Child Labor

Repercussions of child labor have both individual and societal costs. Child laborers may stop going to school or experience problems in learning due to lower attendance rates and/or school performance. This in turn translates into a lower educational level which, reported on a national scale, has negative consequences for human capital development and hence for economic growth.

⁹ Gross Enrollment Ratio (GER) - This refers to all students, regardless of age, enrolled in an educational level compared to the number of individuals of the official age for that level in the population as a whole.

¹⁰ Net Enrollment Ratio (NER) - This is the ratio of students of the official age for the level enrolled in that educational level, compared to the number of individuals of the official age for that level in the population as a whole.

¹¹ Ministry of Education, National School Census Report, 2010/2011

Child labor is often defined as work that deprives children of their childhood, their potential and their dignity and which is harmful to their physical and mental development. It also refers to work that is socially or morally dangerous for children and interferes with their schooling by depriving them of the opportunity to attend school, forcing them to leave school prematurely or requiring them to attempt to combine school attendance with excessive, long and tedious work.¹²

In its worst forms, child labor involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at very early ages. Whether or not particular forms of “work” are referred to “child labor” depends on the child’s age, its type and hours of work performed, the conditions under which it is performed and the definitions and standards pursued by individual countries. The answer varies from country to country, as well as among sectors within countries.

The United Nations Convention on the Rights of the Child (UNCRC) recognizes the child’s right to be protected from economic exploitation and from performing any work that is likely to:

- be hazardous,
- interfere with the child’s education,
- be harmful to the child’s health,
- be harmful to the child’s physical, mental, spiritual, moral or social development.

¹² Taken verbatim from: <http://www.ilo.org/ipec/facts/lang--en/index.htm>

Chapter 3- Definitions, Terminology and Concepts

Child: According to the Government of Liberia and in line with international standards, a child is defined as a person who is less than 18 years old. For the ARCH project, a child will be eligible for direct services from ages 5-17 years old.

Working Age: In Liberia, the minimum working age is 16 years old.

Child Work: According to the ILO and the ARCH project, not all work done by children under the age of 16 is considered to be child labor. If a child's work does not affect the health (see below hazards that can affect health) or personal development or interfere with their schooling, child work is generally considered positive for the child. Child work can include helping family members around the home, assisting with a family business, or earning pocket money outside school hours and during school holidays. This type of work contributes to the child's development by teaching new skills and contributing to the family.

Target Areas: This refers to the communities where the study was carried out. Target areas included: Pleemu Town, Gobah Town, Karto Town, Zinc Camp, Nyei Town, Nuquoi Town, and Dekegar Town in (Todee District – Montserrado County); Dartu-Ta in (Kakata District – Margibi County); Boweh Town, Mehnpa Town, Gbanla Town and Yarsonnor Town in (Saclepea District I – Nimba County); and Blohn Town, Flumpa Town and Gbayblin Town (Saclepea District II –Nimba County).

Household: All individuals who normally sleep in the same house and share meals with other members of the same home. Note: there may be multiple households under the same roof.

Resident: A person living in the community for over 10 years.

Formal School: This refers to school that are registered and recognized by the Ministry of Education in Liberia. It also describes those who attend school from grade 1 to grade 12.

Gross Enrollment Ratio (GER) - This refers to all students, regardless of age, enrolled in an educational level (numerator) compared to the number of individuals of the official age for that level in the population as a whole (denominator). GER is expressed as a percentage.

Net Enrollment Ratio (NER)- This is the ratio of students of the official age for the level enrolled in that educational level (numerator), compared to the number of individuals of the official age for that level in the population as a whole (denominator). This rate is also expressed as a percentage.

The ability to provide adequate livelihood and education services for "vulnerable" children and households depends on the identification of the appropriate households which are in need of ARCH intervention. Under ARCH, the main goal is to reduce exploitative child labor. Therefore the main criteria for household selection is that beneficiary households have children who are either **1) at risk of engaging in child labor, 2) engaged in child labor, 3) engaged in hazardous child labor (HCL), or 4) engaged in the worst forms of child labor (WFCL)**. A child will qualify to be enrolled in the ARCH project if the child falls under one of the following four categories (*at risk, in CL, in HCL, in WFCL other than HCL*). The following elaborates the criteria to be considered for each category.

A. At Risk of Engaging in Child Labor

1. Any child aged 5-15 who meets at least one of the following criteria:

- Child has a sibling engaged in child labor
- Child belongs to a child-headed household
- Child is not attending school or has low attendance rate (misses more than 5 days of school per month)
- Child has given birth
- Child belongs to a single parent headed household
- Child's guardian or parent has a disability or chronic illness
- Child is an orphan or is being fostered/adopted
- Child belongs to a household which relies primarily on income from rubber production activities or other sectors which include hazard activities
- Child belongs to a household that migrates seasonally (three months or more per year) for work purposes

In the case of children 16 to 17 year olds who meet the above criteria, they are considered to be at-risk of hazardous child labor.

B. Engaged in Child Labor

2. Any working child 15 years old or younger.
 - a. Exceptions regarding Light Work (e.g. non-hazardous work) for ages 12-15¹³ (all conditions must apply):
 - i. Work that does not affect attendance in school or vocational training
 - ii. Work that does not exceed 3 hours per day on school days and 20 hours per week
 - iii. Work that does not take place between the hours of 8pm to 6am
 - iv. Work that is not hazardous and does not pose any threat to the child's health or personal development
3. All children below 12 years old who carry out work will be considered in child labor. Children below the age of 12 who are engaged in non-farm related household chores are not considered to be involved in child labor unless the child works over 18 hours per week doing household chores.
4. Any working child 16-17 years old who meets any one of the following hazardous child labor (HCL) criteria or worst forms of child labor (WFCL).

C. Engaged in Hazardous Child Labor (HCL)

5. Since Liberia does not have a hazardous work list, the following definition was created based on various documents including ILO definitions and staff discussions. ARCH will apply this definition for the project.
Any child, aged 5-17 working under any of the following conditions:
 - Child works excessive hours per day (e.g. more than three hours per day on school days/20 hours per week for children aged 12-15; more than 43 hours per week for children aged 16-17)
 - Child is required to lift/carry heavy loads
 - Child handles pesticides, fertilizers or other chemicals
 - Child is exposed to poorly ventilated environment

¹³ Information drawn from: Edmonds, Eric V (2009). Defining child labor: A review of the definitions of child labor in policy research. ILO/IPEC, Geneva.

- Child is exposed to work environment with excessive noise
- Child is working under poor lighting conditions
- Child works during the night time hours (from 8pm to 6am)
- Child's work causes illness or excessive tiredness
- Child operates heavy machinery
- Child works in underground mines
- Child works under water
- Child works in extreme heat or cold or work that involves handling fire (for example, in coal burning)
- Child uses sharp cutting tools (ex. knives, cutlass, etc.)¹⁴
- Child carried out work that requires repetitive movement (non-ergonomic movement)
- Child works at heights (ex. working on scaffolding, climbing tall trees, etc.)
- Child works in the absence of adult supervision (if under 16 years old)
- Child works in absence of protective gear, when protected gear is needed

D. Engaged in worst forms of child labor (WFCL) other than HCL

6. Any child, irrespective of his/her age, under any of the following conditions (source: Article 3, ILO Convention 182):
 - a. Any forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
 - b. The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; and
 - c. The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

¹⁴ Use of sharp tools acceptable by children aged 16-17 if they have been trained on proper use and wear protective gear while using tools

Chapter 4- The Legal Framework

The domestic and international legal frameworks are major factors determining the extent of child labor in any given society.

Domestic framework

The Government of Liberia has laws to protect children from the worst forms of child labor, however these laws are weak, and are not consistently enforced. The Labor Law sets the minimum age for work at 16 years, and children under age 16 are prohibited from working during the school day. However, children may work for wages if the employer can demonstrate that the child is attending school regularly for a basic education. The law does not establish adequate prohibitions against the involvement of children in hazardous activities. In particular, the law does not prohibit the use of children in work that exposes them to sexual, physical, and psychological abuse; takes place secretly or in confined spaces; and involves the transport of heavy loads, all of which occur in sectors where Liberian children work.

The Government of Liberia has put in place mechanisms for monitoring issues related to the worst forms of child labor and designated institutions for child labor enforcement, however, the law does not provide a comprehensive list of hazardous activities in Liberia that are forbidden to children under age 18. The Constitution of the Republic of Liberia prohibits forced and bonded labor and slavery. An Act to Ban Trafficking in Persons within the Republic of Liberia criminalizes the trafficking of children for the purposes of commercial sexual exploitation and forced labor.

The National Commission on Child Labor (NACOMAL) is charged with monitoring child labor issues and directing policies. The commission is headed by the Ministry of Labor and includes representatives from the Ministries of Health & Social Welfare, Gender & Development, and Youth & Sports. The objectives of NACOMAL include awareness raising, reforming national child labor laws, and designing a national child labor database. However, the commission's efforts are hindered by a lack of reliable data because the national statistics office does not conduct child labor surveys and has limited capacity to collect data for strategic planning and evidenced-based policies. Serious budgetary constraints also impede the commission's efforts. NACOMAL is also responsible for enforcing child labor laws. NACOMAL conducted two investigations in 2009; neither of these resulted in any prosecutions.

In addition to NACOMAL, the Women and Children Protection Section (WACPS) of the Liberia National Police Force contributes to the enforcement of child labor laws. WACPS has 245 investigators who are primarily trained on women's issues. However, WACPS is not responsible for child labor investigations. If WACPS investigators identify exploited children in the course of their work they will attempt to resolve the situation. There are limited opportunities for NACOMAL and WACPS to collaborate. NACOMAL does not have permanent field staff and representatives from WACPS, the Liberian National Police Force, or the Ministry of Justice do not participate in the commission as members or observers. WACPS did not report any child labor prosecutions 2009. The Government of Liberia has established mechanisms for monitoring and law enforcement of criminal violations of the worst forms of child labor. The Ministries of Justice and Labor are responsible for enforcing anti-trafficking legislation. The Government coordinates anti-trafficking activities through the National Human Trafficking Task Force. The Task Force is chaired by the Ministry of Labor with representatives from the Ministries of Justice, Foreign Affairs and Internal Affairs, the national police, and the Bureau of Immigration and Naturalization. The Task Force meets on a monthly basis. Task Force members assist the Liberian National Police with human trafficking

investigations and monitor court cases. The Task Force also publishes reports that are accessible to the public¹⁵.

International protocols

Liberia, a full member of the United Nations, has signed and ratified international Conventions made by the United Nations and other international organizations relating to children and the disadvantaged in general. These include the Convention on the Rights of the Child (CRC), in 1993; and the Worst Forms of Child Labor Convention, 1999 (No. 182), also in 2002.

Liberia is also a signatory to the African Charter on Human and People's Rights, which not only defines the rights of people on the African Continent (articles 1-26), but also emphasizes the duties and obligations of all individuals in claiming their rights in a manner that does not abrogate the rights of others (articles 27-29).¹⁶

The Convention on the Rights of the Child opposes any form of discrimination against children for any reason, and advocates parents and guardians as the primary care-givers, recommending state intervention only where parental assistance is unavailable.¹⁷ It also states that, whatever the circumstances, efforts should be made for children to maintain contact with their parents and be reunited with their families if possible. The CRC and Palermo Protocol calls on States to prevent trafficking in children, commercial sex work by children, and child labor in general. It also calls on States to provide children with education, health care and social security. Among other things, the CRC holds the State responsible for the realization of children's rights, for their protection and for their survival.

Under international law, and by virtue of being a member of the United Nations and the ILO and having ratified international Conventions, Liberia is bound to ensure that the treaties are applied in the national legal order. Though the Government of Liberia has established NACOMAL (whose mandate is to monitor child labor issues and direct policies); hazardous child labor continues to exist especially in agriculture, mining, and rubber tapping. Liberia does not yet have a comprehensive policy to combat exploitive child labor, especially its worst forms and does not effectively enforce its child labor laws. In addition, limited resources make it difficult for the State to cater fully for children. Children's welfare and protection therefore depends not only on the legal environment and political will, but also on availability of resources at the household, community and national levels.

¹⁵ United States Department of Labor, *2010 Findings on the Worst Forms of Child Labor - Liberia*, 3 October 2011, available at: <http://www.refworld.org/docid/4e8c39831f.html>

¹⁶ Africa Charter on Human and People Rights – Page 1-5, available at: <http://www.humanrights.se/wp-content/uploads/2012/01/African-Charter-on-Human-and-Peoples-Rights.pdf>

¹⁷ Convention on the Rights of the Child, Page 2, available at: <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

Chapter 5- Child labor in Liberia

Prevalence of the Worst Forms of Child Labor Within Project Areas

Many children between the aged 5-17 years are exploited in the worst forms of child labor in Liberia. According to this baseline study which targeted households selected for project interventions 63.4% of the in children interviewed were involved in hazardous work. A number of working children are engaged in agriculture where they may work long hours, perform physically arduous tasks, use dangerous tools, and face a high risk of occupational injury. On some rubber plantations, children aged 5-17 years are commonly employed to tap rubber trees, clear brush, and carry buckets of latex. Children work in stone cutting and the mining of natural resources, including alluvial diamonds and gold. Children are also employed as domestic servants. In such work, they may work long hours and their isolation in homes may put them at risk of physical and sexual harassment. Many children aged 5-17 transport heavy loads as porters, truck loaders, and sand baggers, and some children are employed to carry imported goods from Côte d'Ivoire into Liberia and load them onto commercial trucks. Children, especially girls, engage in prostitution. Some children are trafficked within and outside of Liberia for domestic service and exploitive labor.

Government Policies on the Worst Forms of Child Labor

The Government of Liberia has not established a policy framework to promote the elimination of the worst forms of child labor. However, it has undertaken a Country Program Action Plan (2008-2012) with UNICEF that seeks to reduce the vulnerability of children to exploitation, including child labor and child trafficking. The plan calls for UNICEF to complete a national child labor analysis and build the capacity of Liberian institutions to prevent child trafficking and the worst forms of child labor. In May this year, a four day 'Child Labor Reporting with Legal and National Action Plan Preparatory Analysis on Child Labor in Liberia' workshop was held in Monrovia.

The workshop which was organized by the Ministry of Labor with sponsorship from the International Program for the Elimination of Child Labor (IPEC) an organization of the International Labor Organization (ILO) brought together over 60 participants from line ministries and agencies of the Liberian government which deal with child issues, civil society organizations and international partners, including Winrock International- ARCH project representatives. The ARCH Director presented an overview of the ARCH Project during the workshop.

Participants made seven recommendations to the Government of Liberia. They called on the government to adopt into law ILO Convention 182 on the elimination of the worst forms of child Labor. Convention 182 was ratified by the Government of Liberia in 2002 but, is yet to be adopted. Participants also called for the National Commission on Child Labor to be enacted into law and be provided with a budget for the commission to enable it carry out effective monitoring of child labor activities throughout the country. The participants also recommended the ratification of ILO Convention 138 which includes a minimum age to legally work and recommended a national child survey on all sectors of the Liberia economy to understand the prevalence and nature of child labor in the country.

The Government of Liberia has included child labor issues in several development agendas and social policies. The United Nations Development Assistance Framework for Liberia (2013-2017) tasks ILO with reforming national labor laws in accordance with ILO conventions and assisting in the implementation of child labor policies. It also requires other UN agencies to promote youth employment and increase access to quality education.

The Government's Agenda for Transformation (AFT) recognizes the links between household income and child labor and highlights the importance of protecting children from physical, psychological, and sexual abuse.

Liberia's National Social Welfare Policy prioritizes the development of action plans and policies that target child labor and child trafficking. The National Youth Policy for Liberia identifies children working in the informal sector, children living and working in the streets, and children associated with armed groups as priority target groups for assistance.

While these policies address child labor concerns, the Government does not have a national child strategy that coordinates all of its child labor activities and provides concrete targets to protect children from exploitation in hazardous work and human trafficking.

Social Programs to Eliminate or Prevent the Worst Forms of Child Labor

Most social programs have sought to remediate child labor issues that were created or exacerbated by the civil war. From 2003 to 2006, the Government's National Commission on Disarmament, Demobilization, Rehabilitation, and Reintegration in collaboration with UNICEF, the UN Mission in Liberia, and other partners demobilized 10,963 child combatants. From 1998 to 2007, the Government implemented the accelerated learning program in partnership with UNICEF and other international organizations to provide primary education to children whose schooling was interrupted by armed conflict. The Government participated in the USDOL-funded \$6 million Child Labor Education Initiative project in Sierra Leone and Liberia from 2005 to 2010 that was implemented by the International Rescue Committee. This 4-year project, which was launched in 2005, withdrew a total of 8,243 children and prevented a total of 21,647 children from exploitive child labor.¹⁸

The Government supported the UN Joint Program for Employment and Empowerment of Young Women and Men in Liberia, which aims to produce decent employment for disadvantaged youth in the informal economy and agriculture.

The Government also published the National Youth Policy Action Plan, which provides youth of legal working age with training in entrepreneurship skills and linkages to business mentoring programs and cooperatives. The Government also signed a memorandum of understanding with UNICEF. In this memorandum, the Government agreed to establish child protection focal points in all military barracks and design a child rights and child protection training program for all military officers and civilian staff in the Liberian Ministry of National Defense.¹⁹

¹⁸ ICF Macro, 2009. Independent Final Evaluation of the Countering Youth & Child Labor Through Education in Sierra Leone and Liberia (CYCLE) Project. http://www.dol.gov/ilab/projects/sub-saharan_africa/WestAfr_CYCLE_feval.pdf

¹⁹ United States Department of Labor, *2010 Findings on the Worst Forms of Child Labor - Liberia*, 3 October 2011, available at: <http://www.refworld.org/docid/4e8c39831f.html>

Chapter 6-Survey objectives and methodology

The overall objective of the ARCH baseline study in Kakata, Saclepea 1 & 2 and Todee Districts is to gather data on child labor in the target communities. The survey also aimed to collect information on the causes and consequences of children engaged in child labor. This comprehensive information can be used by policy makers, researchers and other stakeholders to guide the development of future child labor prevention interventions. Furthermore, the study will guide the ARCH management for programming design and planning.

Objectives

Specifically, the objectives of the baseline study were:

- To provide an analysis of the prevalence of working children (children involved in child labor from ages 5-15, children involved in work from ages 12-15; and children involved in hazardous work from ages 16-17) in three counties where rubber production occurs in Liberia. The study focuses on rubber related labor, but it includes other types of child labor in the area. The study also examines the number of children in child labor (CL), and worst forms of child labor (WFCL) including hazardous work within the ARCH project areas;
- To provide details on the causes and consequences of child labor in rubber producing areas in Liberia, including household earnings and debt, perceptions of parents/guardians/children, and the hazards and abuses faced by children at their place of work;
- To collect information on the characteristics of working children (children involved in child labor from ages 5-15 and children involved in hazardous work from ages 16-17);
- To obtain qualitative data (through Focus Groups Discussions (FGDs) and Key Informant Interviews (KIIs)) on the various forms of child labor prevailing in the districts, particularly in the rubber sector and on WFCL such as street children, children engaged in illicit activities, and forced work.
- To analyze the underlying factors leading to the persistence of child labor and characteristics that make households vulnerable to child labor in the rubber sector. To understand the impact of: poverty, adult unemployment, access to social protection services (from government and other sources), rubber company practices, cultural attitudes and lack of proper school facilities;
- To analyze the involvement of rubber companies and/or worker's groups and trade unions to address and prevent child labor in the target communities.

Methodology

A two-stage purposive sampling design was adopted for this survey. The first stage involved the selection of 15 communities/Enumeration Areas (EAs) of the ARCH project and the second stage involved selection of the households. The unit of study for the survey was the *household* defined as all individuals who normally sleep in the same house **and** share meals with other members of the same home. Both quantitative and qualitative techniques were used as a means of credible and reliable data collection methods to obtain data/information on the selected indicators related to the study.

Qualitative methods were used to gather information on the perceptions of key informants and community dwellers. This was done through focus group discussions (FGDs) and key informant interviews (KIIs). A desk review was also conducted to understand the ARCH operational definition of child labor as compared to that of the Government of Liberia and the ILO definitions and guidelines. The ARCH project had set criteria for the selection of beneficiaries' household in the 15 communities and provided clear understanding of the case load to be interviewed during the study based on the ARCH project assessment criteria.

Listing process

ARCH staff were responsible for the selection and identification of vulnerable households before the baseline study. The list of all the households in the selected EAs was subsequently updated by ARCH Project Coordinators and Mobilizers to ensure accuracy. Among the variables verified included: number of household members, age and sex of household heads and population aged 5-17 years. The outcome of this process was the list of households that would be surveyed. It was intended that the selected households interviewed for this study would become ARCH project beneficiary households, pending that they met project criteria.

Sample size and allocation

ARCH project assessment criteria, alongside data from the 2008 Liberia Population and Housing Census was analyzed to arrive at the sample size for the study. This involved the determination of the population aged 5-17 years. Over the course of the project, ARCH will work with 3,700 households in 30 communities. In the first 15 communities where this baseline was carried out, 50% of the total 3,700 were targeted or 1,850 households.

Table 1: Sample size and location of households and children

		Target HHs & Children		HHs & Children interviewed	
No.	EAs	HH Heads	Age 5-17	HH Heads	Age 5-17
1	Zinc Camp	35	161	65	162
2	Dekegar	56	161	38	106
3	Dartu-ta	38	113	40	107
4	Goba	192	556	139	373
5	Kartoe	51	176	55	186
6	Nuquay(Gwee Town)	55	118	45	111
7	Nyen	55	122	156	376
8	Pleemu	159	307	114	242
Total for Child Labor Free Zone 1		641	1,714	652	1,663
9	Blohn	118	233	70	175
10	Boweh	279	236	82	241
11	Flumpa	289	670	239	677
12	Gbanla	189	789	396	1,158
13	Gbaylin	88	316	110	334
14	Mehnpa	104	493	154	462
15	Yarsonnoh	142	430	161	452
Total for Child Labor Free Zone 2		1,209	3,167	1,212	3,499
Total		1,850	4,881	1,864	5,162

Sampling of EAs and households

A purposive sample of 15 targeted communities, especially in the rubber sector was provided by ARCH and interviews were conducted with 1,864 pre-selected households identified in these communities by ARCH.

The FGDs in the fifteen communities targeted twenty (20) stakeholders (10 males and 10 females) per community to participate in the adult sessions of the FGDs while ten (10) children (5 boys and 5 girls) were targeted for the children sessions of the FGDs per community. Additional information was also collected through key informant interviews (four in each district) with community leaders, local authorities and other institutions.

Selection and training of survey team

Data collection personnel were trained by a team lead by four trainers who were involved in the technical design of the survey. The 3-day comprehensive training was held in Monrovia from July 22-24th, 2013 with a total of 85 recruited enumerators, data entry clerks, and translators in attendance (50 males, 35 females). It covered the contents of the questionnaire as well as survey concepts, logistics and other administrative and security related issues.

The initial selection criteria of enumerators and data entry clerks was based on language skills, resident status, academic qualifications of at least high school graduates, ability to read and write English effectively and prior experience carrying out surveys. Some of the interviewers were selected based on their roles in previous Compassion Fund projects as members of the monitoring committee or gender focal persons and inspectors. At the end of the theoretical and practical aspects of the training which included field testing, participants had to obtain a minimum score of 80% from both the pre and post-tests to be selected to work on the survey. This process served as the basis for the final selection of supervisors, team leaders, data collectors and data entrants. A total of forty (40) persons were finally recruited to conduct the baseline study.

Development of survey instruments

The survey tools were developed in collaboration with WI M&E Team and with support from WI headquarters. The questionnaire included key components on child labor in line with the Government of Liberia and ILO standards. Below is the survey instruments used for the baseline study:

- HH Questionnaires
- Children Questionnaires
- FGD Questionnaires
- KII Questionnaires

The questionnaires targeted the following stakeholders:

- Households (parents or caregivers and children)
- Schools (school principal and PTA members)
- Community leaders (General Town Chief, Paramount Chief, Council of Elders, Women Leader and Youth Leader)
- Government officials (DEO, DHO, DAO, Commissioner, Superintendent, Labor Inspector etc.)
- Other Institution (CBO, VSLA, Trade Unions, and NGOs)

Household Survey

In order to better understand the families in the communities that are targeted for ARCH interventions a total of 1,864 heads of households were interviewed, with both male and female headed households. Households were pre-identified by ARCH before the baseline study and the sample size represented 100% of the pre-selected households from the 15 targeted communities. This household survey consisted of several different components that were used throughout the analysis. The first component was general household questionnaires that contained basic

information on all members of the household as well as a variety of general questions about household characteristics, income, education and attitudes on child labor.

Children Survey

Within the 1,864 households interviewed, a total of 5,162 children in those households were surveyed. Understanding the experiences, difficulties and perhaps opportunities that youth encounter in the workplace is essential to the understanding of child labor in Liberia.

In order to explore these issues, working children were interviewed in quiet settings, usually outside a small distance away from their guardians. Child friendly environments were selected in the 15 communities for the FGDs. The children were placed in a quiet location away from parents/guardians as a means of promoting active participation and equal access to discuss issues affecting them. Children interviews often took place under trees, on benches in the community, or in the yards of households. In limited cases (seven children), children did not feel comfortable speaking with enumerators away from their families, so these children were encouraged to draw pictures about child protection issues.



Baseline survey enumerator interviewing child in Pleemu, Todee District during field work.

Focus Group Discussion

Community leaders (e.g. General Town Chiefs, Women Leaders, Youth Leaders, Elder of Councils, Principals, PTA Chairman's, Imams, local land owners, big business owners, etc.) typically play a key role in both the implementation and potential success of development projects. Additionally, they are very important in shaping the views and attitudes of people in the community about child labor. Thus, in order to provide a better picture of the capacity of these communities to benefit from the project, in-depth discussions were held with the 97 community leaders and youth in the 15 project communities.

Key informant interviews

Local officers, one each from the Ministry of Education, Labor, Health and Social Welfare and Agriculture at the district level that are knowledgeable to the issues of child rights, child labor, education and child work were interviewed for during the study. A total of 19 KIIs were conducted in the four districts (see the below table for details).

Table 2: Number of FGDs and KII Conducted by district

	Total	Todee	Kakata	Saclepea I	Saclepea II
Total FGD	97	46	7	26	18
General Town Chiefs	15	7	1	4	3
Women Leaders	15	7	1	4	3
Youth Leaders	15	7	1	4	3
Elder of Councils	15	7	1	4	3

Principals	15	7	1	4	3
PTA Chairman's	15	7	1	4	3
Imams	7	4	1	2	0
Key informants	19	5	5	5	4
District Education Officer	4	1	1	1	1
District Health Officer	4	1	1	1	1
County Labor Inspector	3	1	1	1	0
District Superintendent	4	1	1	1	1
District Commissioner	4	1	1	1	1
Grand Total	116	51	12	31	22

Data collection

The primary data collection started on 29th July, 2013 and took approximately four weeks. In total, 15 pre-selected rural communities were visited in which a total of 1,864 households (672 CLFZ 1 and 1,192 CLFZ 2 households) were interviewed. Two survey teams were established, each comprised of a coordinator, supervisor, 1-2 team leaders and 14-18 enumerators.

Data management

The data collected from the field was first verified for inconsistencies or errors by both the ARCH M&E team along with CFL Coordinators, supervisors and team leaders in the field. The data was then entered using the Statistical Package for Social Sciences (SPSS) version 21 software. The data entry was checked and verified by supervisors to ensure accurate data entry. A total of fifteen data entry personnel and support staff were engaged for the exercise. The data was then analyzed and written into a full report by CFL data management team which includes the lead consultant, data analyst, M&E specialist and supervisors.

Ethical consideration

International protocol for the protection of human subjects was applied in this study. The survey research was non-invasive and there was no risk to the participants. Prior to beginning the interviews, participants were informed of the nature of the study and their verbal consent was obtained prior to their participation. ARCH project staff adequately prepared the communities and relevant local authorities prior to the arrival of the CFL data collection team. There was a high level of coordination, collaboration and acceptability from the locals, targeted beneficiaries, as well as key stakeholders.

Data analysis

Data was analysed using two approaches, the thematic content approach based on the qualitative data collected and the statistical approach based on the quantitative data collected.

Processing and analysis of quantitative data

Field editing was done for each completed questionnaire immediately after the interview to ensure that it is properly filled-in and complete. Further editing was done by the Field Supervisors after each day's work. Following the completion of fieldwork, the open-ended questions addressing specific study indicators were coded. After editing, data entry and data cleaning was completed using the SPSS, data analysis was conducted examining multiple data points around child labor, WFCL and hazardous labor.

Qualitative notes from key informant interviews were transcribed and typed into Microsoft Word 2010. The notes were transcribed verbatim to ensure they captured the complete responses of the study participants. Thematic analysis was used to categorize the data and to establish emerging

patterns that responded to the research questions. In addition, whole texts were identified and extracted. Later both qualitative and quantitative data were triangulated to generate a complete assessment of the findings.

Limitations and Constraints

The study had some limitations and constraints which are outlined below:

- This study used a purposive sampling approach, therefore, the study and its data should not be generalized to describe child labor throughout the country. Rather, the study provides rich content and information that can be used to inform programs and policies. The focus of the study was on child labor in rubber plantations, as such, the survey did not capture urban centered issues such as street families, nor does the study focus on illegal work, such as commercial sex work or drug production or trafficking.
- As a consequence of the national statistics office not conducting child labor surveys, reliable child labor data is scarce. Data are often fragmented and or based on subjective methods.
- Some household heads were reluctant to answer questions related to child labor, especially worst forms of child labor, and claimed that they do not know what worst forms of child labor is.
- The baseline survey was household-based and it was therefore difficult to capture children who were away working in places/environments that were difficult or far to access.
- The study was conducted at the close of the school academic year, making it difficult to interview children going to school (some children went on vacation to other relatives while other were helping out on their parents farms).
- Traditional rituals and meetings (which normally last for days and prohibit strangers) coincided with the data collection period, affecting the timeline allocated for data collection.
- Due to logistical challenges, and information not flowing on time from one official to the next, some households in Flumpa community refused to participate in the survey.
- Enumerators had to travel long distances (2 to 3 hours) to access some households on their farms. In some cases, enumerators assigned in Todee and Saclepea districts had to do several call backs to interview households due to internal migration from one village to another.
- Enumerators had to walk 3-4 hours to reach some EAs that were inaccessible due to the deplorable condition of the roads from the rain.

Chapter 7- Results from the baseline study

This chapter details findings of the survey. It focuses on the activities of children aged 5-17 years and looks specifically at their household background characteristics, gender, age group, area of residence and level of education. Employment and ownership of household assets were other demographic characteristics that the study captured.

Distribution of household population by age and gender

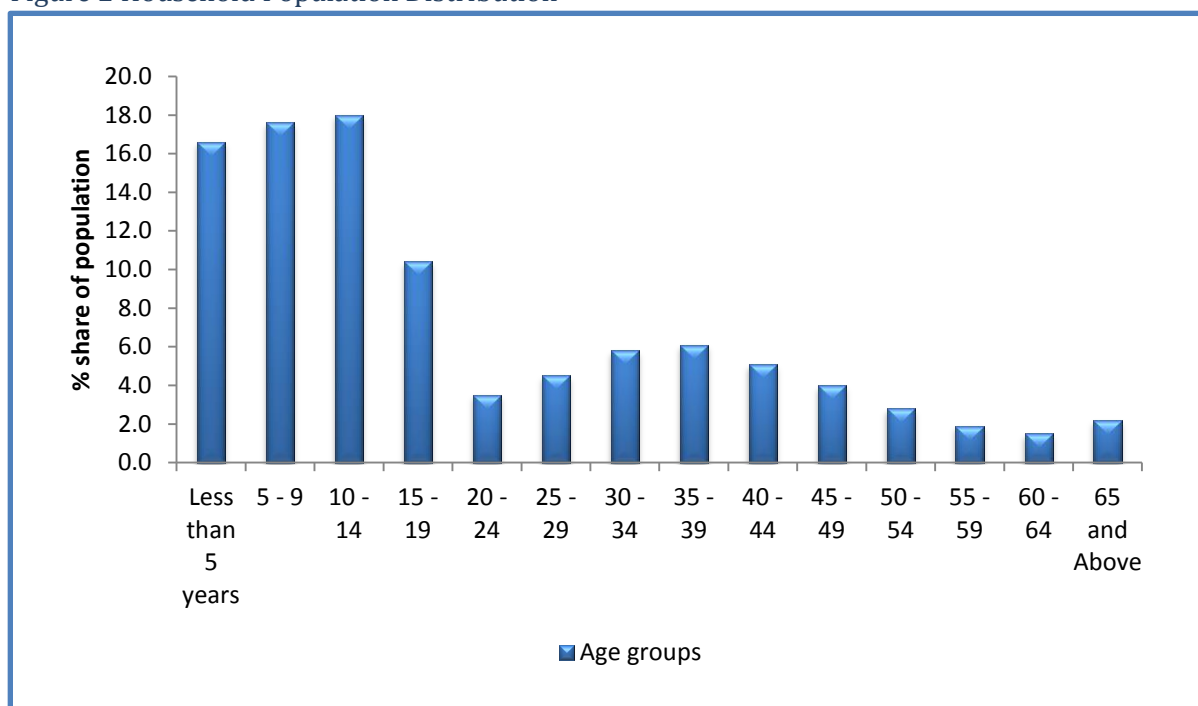
Table 3 and Figure 3 show the distribution of the population in households per district (Kakata, Saclepea 1 & 2 and Todee) by age and sex. The population table depicts a youthful population with a majority of the population falling within the 0-19 year age bracket. There were more males below 20 years of age while there were more females between 20-34 years. There were no major gender disparities in the older age groups.

Table 3: Distribution of household heads and children aged 5 – 17 interviewed by community

	Households heads		5 – 11		12 – 15		16 – 17	
	Male	Female	Male	Female	Male	Female	Male	Female
Blohn	58	12	49	61	25	22	12	6
Boweh	63	19	93	67	30	27	16	8
Dekegar	28	10	30	33	16	13	10	4
Dartu-ta	30	10	37	32	17	14	3	4
Flumpa	181	58	212	211	107	71	39	37
Goba	107	32	105	110	72	42	16	28
Gbanla	322	74	355	366	173	144	72	48
Gbaylin	85	25	109	93	41	50	24	17
Kartoe	44	11	62	44	28	22	15	15
Mehnpa	103	51	132	147	79	47	29	28
Nuquay	29	16	35	26	17	19	6	8
Nyen	113	43	115	96	57	58	31	19
Pleemu	84	30	77	76	31	30	18	10
Yarsonnoh	128	33	146	133	65	55	28	25
Zinc Camp	48	17	53	57	17	20	6	9
Total	1,423	441	1,610	1,552	775	634	325	266

Figure 2 below shows that 62.6% of the overall population was aged less than 20 years old. Of the children aged between five and 17 years, four out of every five children (82.7 %) were between five and 14 years. There were fewer older children in the communities than was anticipated, possibly due to lack of secondary education or employment opportunities found in the surveyed communities.

Figure 2 Household Population Distribution



Distribution of household by size and sex of the household head

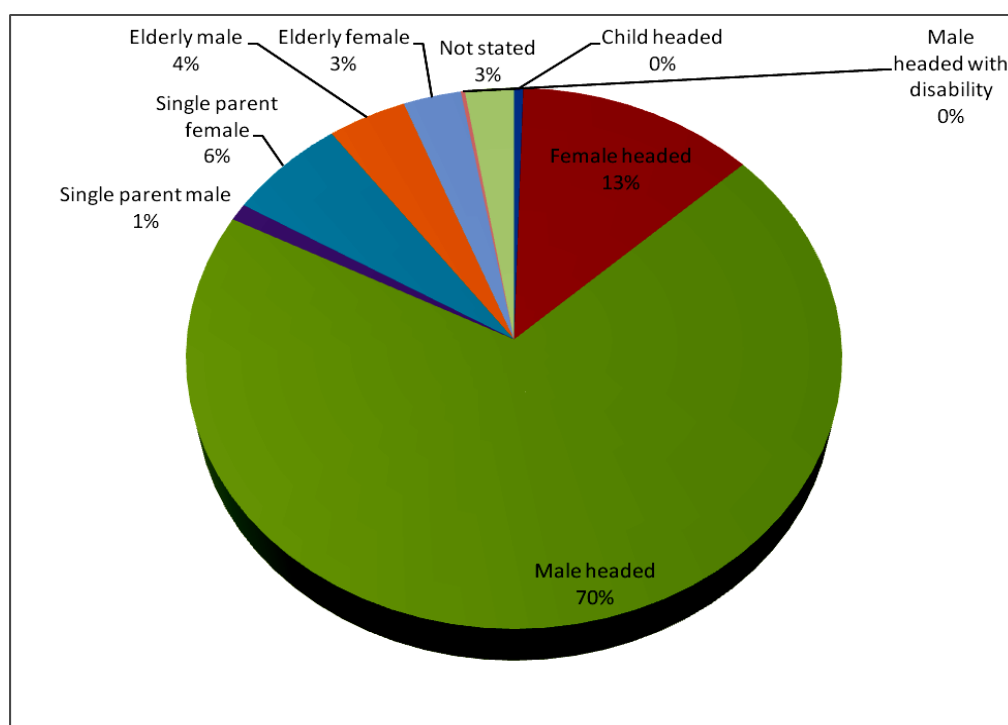
Generally, household size influences overall expenditure within the households and the extent of burden borne by the economically active members of those households. Table 4 and Figure 3 present the distribution of households in Kakata, Saclepea 1 & 2 and Todee districts by size and type of the household head. The average size of households in CLFZ-1 (Kakata & Todee) and CLFZ-2 (Saclepea 1 & 2) is 5.5 members.

Overall, 65% of the households both CLFZ 1 and CLFZ 2 had five or more members, while 27.3% of the households had seven or more household members. The majority of households, or 75%, were male-headed. Only nine, or .5%, of the households were headed by children. Children are generally at higher risk of child labor when their households are headed by single parents, elderly adults, or parents with disabilities. Of the households surveyed, 7.3% were headed by single parents, most of which were female-headed, 7.2% were headed by elderly males or females, and only 2.8% were headed by adults with disabilities.

Table 4: Distribution of household size by type of the household head

HH size	Child	Female	Male	Single parent male	Single parent female	Elderly male	Elderly female	Male headed with disability	Not stated	Total #	Total %
1 - 2 Members	2	24	7	6	17	3	14	0	0	73	3.9
3 - 4 Members	2	108	371	12	45	12	21	0	10	581	31.2
5 - 6 Members	5	68	526	1	43	26	11	3	17	700	37.6
7 - 8 Members	0	20	274	0	11	21	6	1	14	347	18.6
9 - 10 Members	0	11	86	0	2	11	4	0	4	118	6.3
11 and above	0	4	32	0	0	5	1	0	3	45	2.4
Total	9	235	1,296	19	118	78	57	4	48	1,864	100

Figure 3: Distribution of households by household size (% share)



Marital status

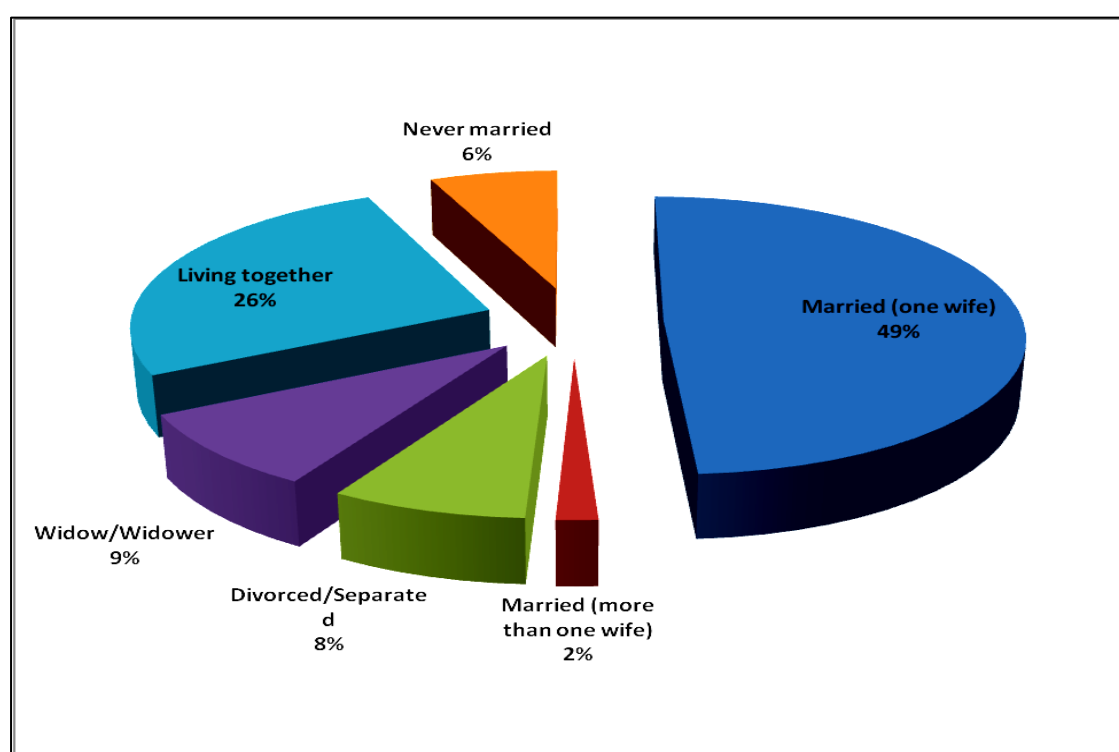
The survey sought information on marital status of all household heads as presented in Table 5 and Figure 4. Out of 1,851 household, around half of the heads of households were either involved in a marriage, either monogamous (49.1 %) or polygamous (1.7 %) union. Those in polygamous unions were all aged 18 years and above. Cohabitation outside of marriage is common in Liberia, and many younger couples are raising families outside of marriage as 45.4% of heads of households between the ages 18 to 34 reported that they were living together with their significant other but not married. The overall proportion of the widowed stood at about 9 % with the majority of the widowed being those aged 35 years and above.

Table 5: Distribution of heads of households by marital status and age

	10 – 17 (%)	18 – 34 (%)	35 and Above (%)	Total %	Number of heads of households
Married (one wife)	33.3	26.1	55.9	49.1	908
Married (more than one wife)	0	1.4	1.8	1.7	31
Divorced/Separated	0	10.6	6.5	7.5	138
Widow/Widower	0	2.1	11.0	9.0	166
Living together	0	45.4	20.7	26.3	487
Never married	66.7	14.4	4.1	6.5	121
Total %	100%	100%	100%	100%	-
Total Number	3	425	1423	100.0	1,851

*Note: the total number of households heads is 13 fewer than the number of surveyed (1,864) household heads due to missing data on marital status from 13 survey participants.

Figure 4: Distribution of population by marital status



School attendance and educational attainment for children aged 5-17

School attendance is one factor which influences whether a working child qualifies to be categorized as a child laborer or not. All study participants aged five years and above were asked whether they had ever attended school Table 6 presents analysis for those aged 5-17, which shows that overall, 71.8 % of the children, or 3,704 children out a total of 5,162 children had attended school. A slightly higher proportion of boys, 52.8% had attended school compared to girls, at 47.2%.

Of the 16-17 year olds, 92% reported that they had attended school, 89% of 12-15 year olds reported that they had attended school, while 60% of 5-11 year olds have attended school. The number of 5-11 year olds is likely lower because of children getting late starts to school. This data demonstrates that most children in ARCH communities do or have attended school. However, the major concern is preventing drop-out and ensuring regular attendance.

Table 6: Number of Children aged 5 to 17 years who had ever attended school and by sex

	Male		Female		Total	
	Have Attended School		Have Attended School		Have Attended School	
	Number	% of respondents	Number	% of respondents	Number	% of respondents
5 - 11	963	49.3	935	53.5	1,898	51.2
12 - 15	696	35.6	567	32.4	1,263	34.1
16 - 17	296	15.1	247	14.1	543	14.7
Total	1,955	100	1,749	100	3,704	100

Educational attainment by sex and status aged 5-17

Table 7 details the highest schooling level attained by the age 5-17 by sex and status at the time of the study. Overall, 36.8% of children age 5 to 17 had primary level as the highest educational attainment, while 1.4% had attained secondary level of education. This data is key as it shows that very few children are completing secondary education. Low levels of education perpetuate the poverty cycle, keeping families poor and children in child labor.

Table 7: Distribution of population by education attainment and sex

	Male		Female		Total	
	Number	%	Number	%	Number	%
No Grade/Pre-School	964	35.6	863	35.2	1,827	35.4
Completed primary	1,016	37.5	885	36.1	1,901	36.8
Completed junior high	125	4.6	123	5	248	4.8
Completed secondary	36	1.3	35	1.4	71	1.4
Not Stated/missing data*	569	21.0	546	22.3	1,115	21.6*
Total	2,710	100	2,452	100	5,162	100

*This information was gathered via interview and in many cases the response of the child was not clear, or the child had trouble answering the question.

Housing characteristics

Information was collected on a wide range of issues pertaining to the housing conditions of the population in the districts. This includes data on the tenure status of the household's main residence, major materials used for wall, roof and floor construction. These can all be used to assess the household welfare status.

Housing tenure and type

Figure 5 and Table 8 present the distribution of households by tenure and status of residence. The survey reveals that 66.2% of the households live in their own houses, while 6.1% reside in rented dwellings. A significant number of the households (23.2%) live in houses owned by relatives. It is common for families in to stay in houses owned by others, often relatives, because they do not own their own home. Families do not typically pay rent when living in houses owned by relatives.

Figure 5: Distribution of households by tenure status

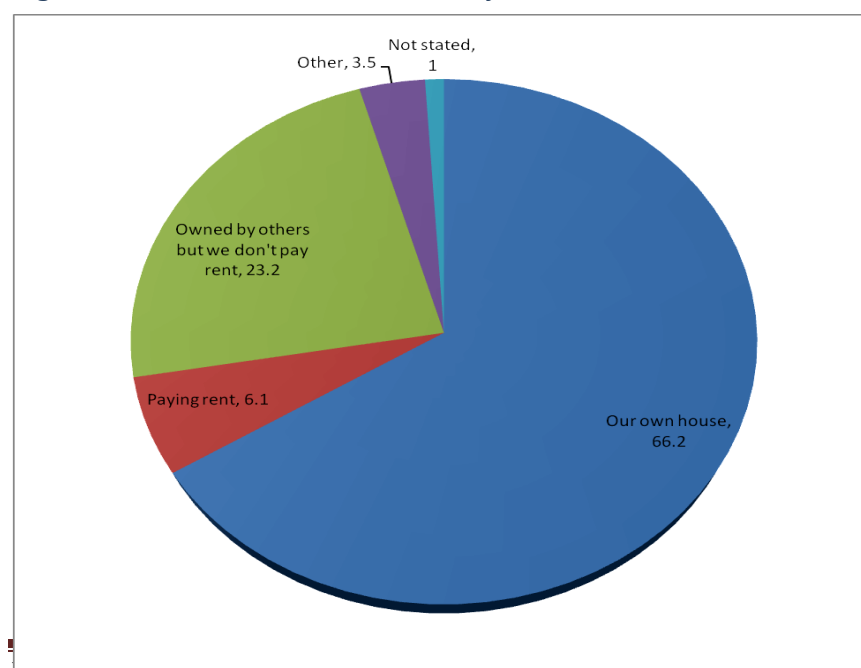


Table 8: Distribution of households by tenure status and zones

CLFZ	Our own house	Paying rent	Owned by others but we don't pay rent	Other	Total Number
CLFZ 1	439	80	151	1	671
CLFZ 2	795	33	282	64	1,174
Not stated					19
Total	1,234	113	433	65	1,864

Source of drinking water

Information on the distribution of households by main source of drinking water is presented in Table 9. As shown in the table, 13.4 % of the total households surveyed get their drinking water from streams, rivers or lakes and 11.9 % get their water from unprotected wells. The majority (72.4 %) of the households fetch their water either from hand pumps or protected wells. More than a quarter (25.8 %) rely on water from stream/river/lake, unprotected wells and running water all of which are considered as unsafe water sources.

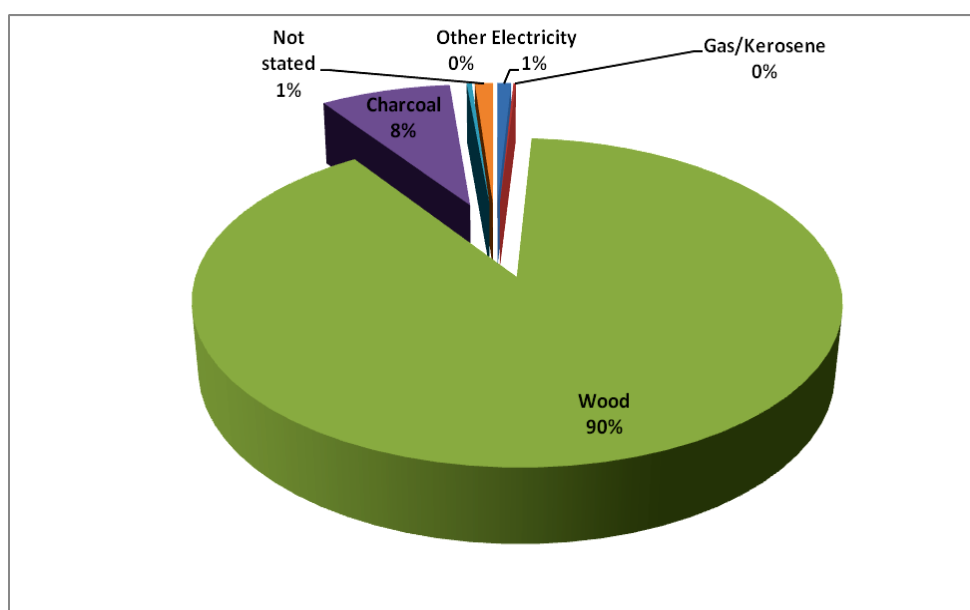
Table 9: Water source of households by CLFZ

Water Source	CLFZ 1 (Number)	CLFZ 2 (Number)	Not Stated (Number)	%	Total Number
Hand Pump	413	838	0	67.1	1251
Protected well	0	99	0	5.3	99
Unprotected well	26	196	0	11.9	222
Stream, River, Lake	214	35	0	13.4	249
Running water	8	2	0	0.5	10
Other	7	6	0	0.7	13
Not Stated	-	-	20	1.1	20
Total	668	1176	20	100.0	1864

Source of energy for cooking

The sources of cooking fuel are presented in Figure 6. Firewood remains the predominant fuel for cooking with almost 90% of the households in the two zones using it as the main source of cooking fuel. Charcoal comes a distant second at about 8% of all households. Many households produce charcoal, but this finding indicates and most households do not use the charcoal they produce, but rather sell it instead. Only 1% of the households have electricity to use for cooking and other needs. No community is connected to electrical lines, and any electricity available in the fifteen communities comes from generators. Most families cannot afford the high cost of generators or operational costs (i.e. fuel).

Figure 6: Distribution of households by main source of cooking fuel



Education of adult members of the households

ARCH has emphasized education as one of the priority areas to be utilized when combating child labor. Educational levels remain considerably low, with illiteracy rates reaching 53% at the national level, 41% among men and 65% among women.²⁰ During this baseline study, of all adults 18 years and above surveyed, 46% reported that they could not read and write which is slightly lower when compared to the national level. Comparison between genders showed that of those that could not read, 72% were females and 28% were males.

There is a clear gender division in the level of education attainment by household members 18 years and above as captured in the survey. 14% of females had no schooling; whereas only 3.8% of males had never attended school. Similarly, only 10% of females attended high school compared with 20.6% of males.

This confirms the national level data that more males than females have completed the different levels of education as shown by Table 10. It was also noted during the analysis of the FGDs in the 15 project communities that more boys than girls completed secondary school. And, girls are more likely to drop out as compared to their male counterparts because of peer influence, early marriage and pregnancy.

Overall, 8.6% of the household members aged 18 years above had no schooling, 35.7% had some elementary education, 41.5% either completed elementary or had some level of high school, 15.64% completed high school and only 14% had at least some tertiary level of education and above.

²⁰ 2008 Liberia National Housing Population Census

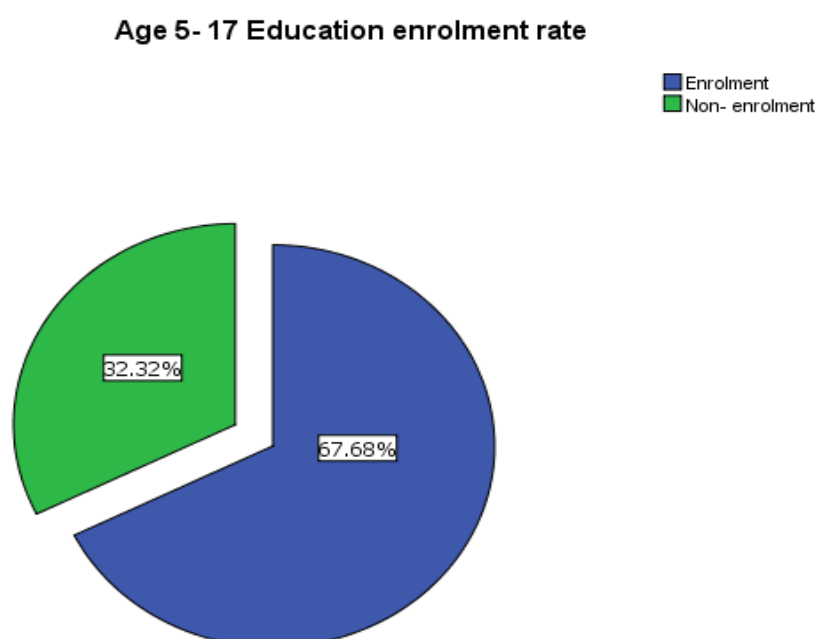
Table 10: Distribution of population by adult educational attainment and sex

		Male		Female		Total	
		Number	%	Number	%	Number	%
18 and Above	No Grade/Pre-School	54	3.8	177	14.0	231	8.6
	Primary	390	27.2	573	45.3	963	35.7
	Junior	406	28.3	294	23.3	700	25.9
	Secondary	296	20.6	126	10	422	15.64
	Some college	239	16.7	86	6.8	325	12.05
	College Degree	35	2.4	6	0.5	41	1.52
	Some Post Graduate	12	0.8	0	0	12	0.44
	Post Graduate	2	0.1	2	0.2	4	0.15
	Total	1,434	100	1,264	100	2,698	100

School enrollment

In the sampled households, 67.7% of school age children (5-17 years) were enrolled in some formal level of schooling, while 32.3% were not in school. This percentage covered the four districts. During the time of the survey, children were on summer break, but enumerators asked if the children if they have finished the previous school year and intend to go back to school when the session began.

Figure 7: Enrollment and non-enrollment



Travel time to school

The average travel time to the schools range from 20 to 45 minutes when walking. While primary public schools are within a close distance of almost all communities, it is interesting to note that the only secondary school located in CLFZ 1 is found in Nyei, which is relatively far away from six ARCH communities in CLFZ 1. On the other hand, two secondary schools are found in CLFZ 2, located in Flumpa and Gbanla. Of the 67.7% of children enrolled in school, the vast majority (98.9%) of children walk to their school, 0.9 % ride either bicycle or motorbike, only 0.2 % travel by a family car. School distance, particularly in the high grade levels in communities where secondary school is not offered

may contribute to children dropping out or moving away from their families to live closer to the schools, which can expose children, especially girls, to risks.

Missed school

Children were asked how many days of school they missed during the last month (when school was in session) due to their work activities. Table 11 shows that overall, of the 2,551 children who shared information on missing school due to work, 54.7% or 1,395 of the 2,551 children missed less than five days per school in the last month while 24.6% missed between six to ten days and 7.3% missed over 11 days. The findings show that as children get older, they miss slightly more school. Four hundred and nine of 1,357 children aged 5-11 (30%) missed over five days of school, and the percentage increased slightly for 12-15 year olds with 32.4% missing five days of school. The trend continues and 133 out of 361 (or 36.8%) 16-17 year olds missed over five days of school.

Table 11: Number of days children missed school due to work

	5 - 11	12 – 15	16 – 17	Total
Less than 5 days	727	487	181	1,395
6 - 10 days	322	208	97	627
11 - 15 days	44	29	17	90
16 - 20 days	43	33	19	95
Other	221	76	47	344
Total	1,357	833	361	2,551

When children were asked why they had missed school in general (not just due to work), the four key reasons included:

- (i) Because of lack of money to respond to their basic and social needs (894 respondents or 27.7%).
- (ii) Family does not allow schooling – usually because of belief in traditional school – poro and sande societies (34 respondents or 7%),
- (iii) Early marriage (30 respondents or 6.5%)
- (iv) Too busy working on family farms/business/home chores (14 respondents or 3%)

According to the findings of children 5 to 17 years, 27.1% reported dropping-out at some point in their educational career compared to 72.9% who have never dropped out. Despite the decision of the Government of Liberia to shift education costs away from households by providing free and compulsory education, many social and economic opportunity costs remain. Poverty and low incomes are primary reasons leading to children dropping out from or leaving the school system, specifically in relation to lack of school fees which for many children could have been related to loss of parent(s) or parents' inability to afford costs of education.

Moreover, an in-depth discussion on child retention and the role of the Parent Teacher Associations (PTA) were also discussed and recommendations were made during the FGDs in the 15 project communities. The discussions on child retention in schools targeted 450 respondents including local authorities in the 15 communities and linked to the following reasons from high drop-out rates in their communities:

- Lack of money from the children's parents to purchase uniform, shoes, book bags, and other necessary items.
- Parents encourage their children to join them on farms to work for money that will help them meet their basic needs;
- Early marriage and peer influence to drop-out

The FGDs revealed that the PTA roles in communities are not clearly defined, and they do not focus enough on retaining children in schools. PTAs were either not formed in ARCH project locations or were not adequately structured and managed. In fact, of the 15 communities, only two PTAs were established while the remaining 13 PTAs need to be formed, and receive capacity building support to develop terms of references, standards, and response interventions in their respective communities.

Chapter 8- Discussion of Findings on Child labor

The analysis for this report used disaggregated information based on age bracket, sex, and other key variables. The analysis was guided by the ARCH project definitions and indicators to identify children engaged in the various forms of child labor, hazardous child labor, and acceptable light work. The measurement framework for child labor was examined around to two factors: (i) the age of the child; and (ii) the child's productive activities, including the nature of their work activities and the conditions under which these activities were performed including the hours spent working.

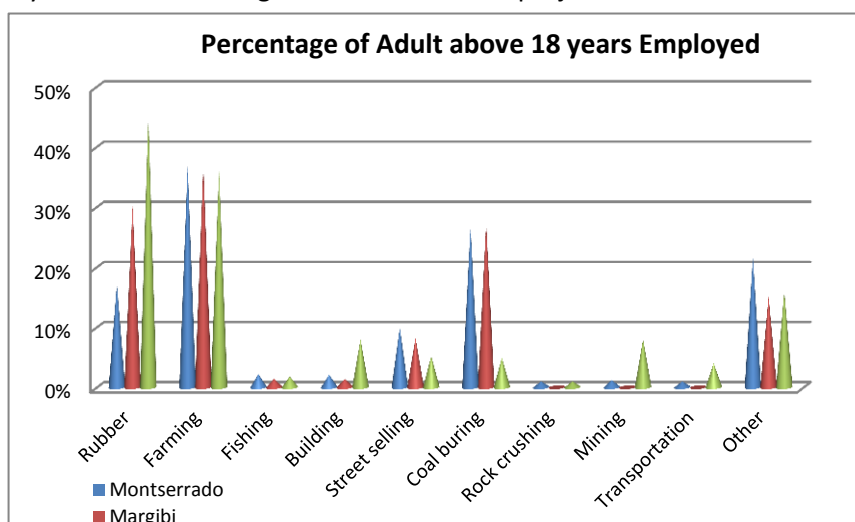


Household's charcoal in bags ready for sale at household in CLFZ 1.

In this study, children who are under the age of 16 years old and doing work that is considered harmful to their mental and physical development are considered to be in child labor or hazardous child labor. Children aged 16-17 are legally allowed to work in Liberia, but are prohibited from the worst forms of child labor and are considered to be child laborers if they are engaged in the worst forms of child labor, including hazardous work.

Household Livelihoods

The dominant sources of employment found amongst households in the project communities were rubber, farming and charcoal burning. According to the survey findings, children in child labor between the ages 5-17 years are most often found working in rubber plantations, small holder farms, and in charcoal production, as expected given that project locations were selected based on the high number of communities working in rubber. The survey also



revealed that charcoal and farming are areas of concern for child labor and interventions should also target these sectors. The income generated from the children is generally added to the household income for their livelihoods. In other words, many children are not paid directly for their work, but instead contribute to their families' livelihood activities. Some households in the three counties are

self-employed (carrying out petty trade, cook shops and motorbike taxi services) – 15.7% in Montserrado are self-employed, 7.1% in Margibi and 13.1% in Nimba.

Figure 8 (above) shows the percentage of adult above 18 years that are employed in the project counties. The sectors of work include rubber, farming, fishing, building, street selling, charcoal burning, mining, transportation and other activities (petty business, driving and teaching).

Child Labor Findings

The study shows that children living in surveyed households between the ages 5-11 years totalled 3,162 (1,610 male and 1,552 female), children between the ages 12-15 years totalled 1,409 (775 male and 634 female); and children between the ages 16-17 years totalled 591 (325 male and 266 female). A total of 5,162 (2,710 male and 2,452 females) children were surveyed for the study (See table 12 below).

Table 12: Distribution of children aged 5-17 by sex

Age	# of children		Total
	Male	Female	
5-11	1,610	1,552	3,162
12-15	775	634	1,409
16-17	325	266	591
Total	2,710	2,452	5,162

Children are classified by age group according to ARCH definitions, and each age group has set criteria to be considered involved in child labor, light work, hazardous child labor, or at-high-risk of becoming involved in child labor. Children were asked a series of questions to gauge their level of involvement in work including which activities they were engaged in and how many hours were spent on those activities within the last week. After the child reported the types of work or activities, the enumerator asked questions based on the reported activities or work to assess if the child is involved in hazardous work, including working more hours than is acceptable under the ARCH definitions. The survey also asked questions to assess how work affects the child's schooling. Children involved in child labor includes all working children 5-11 year-olds (excluding normal non-farm household chores fewer than 18 hours per week), 12-15 year-olds except those involved in (up to 20 hours of light work, and all 16-17 year olds in hazardous work or working excessive hours.

Children predominantly worked in farming, rubber production and charcoal making. Of children 5-17, 33.4% work on smallholder farms, 28.7% work in rubber production, and 11.1% produce charcoal. Table 13 and Figure 9 show the distribution of children aged 5-17 by workplace and age group.

Figure 9: Children working by sector

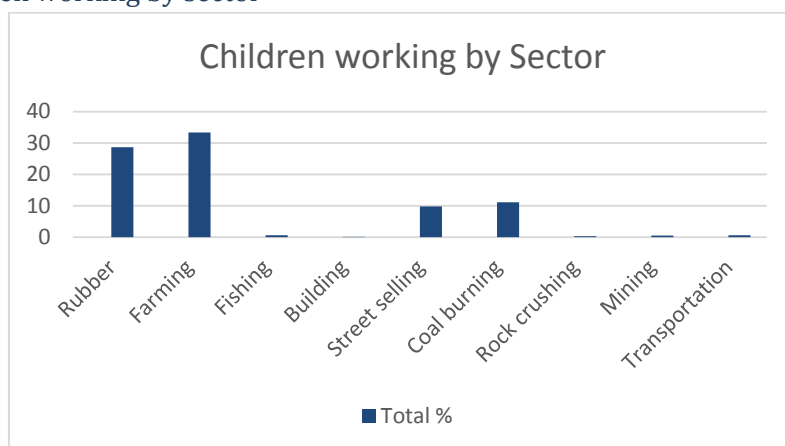


Table 13: Children Work by sector and age

	5 – 11		12 – 15		16 – 17		Total Number	Total %
	Number	%	Number	%	Number	%		
Rubber	709	22.4	524	16.6	250	7.9	1483	28.7
Farming	989	31.3	526	16.6	210	6.6	1725	33.4
Fishing	20	.6	7	2	2	.1	29	.6
Building	2	.1	5	.2	0	0.0	7	.1
Street selling	278	8.8	168	5.3	63	2.0	509	9.8
Coal burning	309	9.8	188	5.9	70	2.2	567	11.1
Rock crushing	8	.3	6	.2	2	.1	16	.3
Mining	18	.6	7	.2	0	0.0	25	.5
Transportation	12	.4	10	.3	9	.3	31	.6
Total	2,345	-	1,441	-	606	-	4,392	-

There are distinct differences between the two CLFZs. Of those children who work in rubber production, 88% reside in CLFZ 2. Of those children who work in farming, 64% reside in CLFZ 1 and of those working in charcoal, 73% reside in CLFZ 1. All rock crushing cases were found in CLFZ 2, while all mining cases were observed in CLFZ 1. Each CLFZ has unique characteristics, and the ARCH project will need to take different approaches to address child labor in each CLFZ based on the work occurring in the zone.

Overall, the majority, or 63.4%, of children surveyed during the baseline were engaged in hazardous work. 59.9% of children between the ages of 5-15 were engaged in hazardous work. Hazardous work is a significant problem for older children; 91.4% of 16 and 17 year olds were found to be engaged in hazardous work. Of the total 5,162 children surveyed, 20% of children were at high risk of entering into child labor. Twenty-seven percent of the younger children, aged 5-11 were at risk of entering into child labor. Only 48 children, or 3.4% of those aged 12-15, are involved in acceptable light work.

Table 14 Children aged 5-17 in child labor, hazardous child labor, light work, or at-risk

	5-11		12-15		16-17		Total	
	Number	%	Number	%	Number	%	Number	%
Child Labor	281	8.8	329	23.3	0	0.0	610	11.8
At Risk	859	27.2	126	8.9	44	7.4	1,029	19.9
Hazardous child labor	1,894	59.9	837	59.9	540	91.4	3,271	63.4
Light Work	0	0.0	48	3.4	0	0.0	48	.9
Not stated	128	4.1	69	5.0	7	1.2	204	4.0
Total	3,162	100.0	1,409	100.0	591	100.0	5,162	100.0

Note: Please find definitions and guidelines on child labor, children at high risk of child labor, hazardous child labor, and light work in the ARCH Definitions section. This analysis was carried out in line with the definitions.

Hazardous working conditions

Given that 63.4% of all surveyed children were found to be in hazardous child labor, it is important to understand which hazards are most often faced by children. Table 15 below provides details on the number of children involved in various types of hazards. Children provided multiple answers during the survey. The most common hazards reported were: carrying heavy loads (reported by 57.7% of children), using cutlasses or machetes (reported by 52.4% of children), and exposure to heat (reported by 37.1% of children). Exposure to heat refers to high temperatures and direct sunlight during the day time while the children are working outside.

20% of children reported working with chemicals, pesticides, and fertilizers. However, it is expected that more children, particularly in rubber areas, are actually exposed without realizing this. Rubber production requires the use of acid to coagulate the latex, and acid is present when children clean cups, carry and tote latex, and collect latex. Pesticide or chemical containers are commonly carried on top of their heads. Children aged 12-17 work as pesticide applicators, and children as young as 5-11 years assist as applicators during the mixing, loading, and application processes, resulting in pesticide and chemical exposure. During the survey, children were observed carrying backpack sprayers containing liquid pesticides supported on their heads without personal protective equipment to prevent exposure from spilling and leaking.

Other dangerous tools that children between the aged 5-11 years use included fishing hooks and trip wire, and children between the aged 12-15 years use sosa (long bamboo poles with knives attached for tapping); while 12.2% children aged 16-17 years use single barrow guns for hunting.

Table 15: Children aged 5-17 years working conditions

Children aged 5 to 17 work conditions	5 - 11 (Number)	12 - 15 (Number)	16 - 17 (Number)	Total (Number)	% of children involved
Dust, fumes, fuel	815	468	202	1485	28.8
Noisy	382	179	85	646	12.5
Heat	1042	599	276	1917	37.1
Working underground	23	18	12	53	1.0

Working at heights	170	186	107	463	9.0
Carrying heavy loads	1621	955	401	2977	57.7
Working during night time hours	124	86	41	251	4.9
Use of chemicals, pesticides, fertilizers	466	365	207	1038	20.1
Use of heavy machinery	50	39	21	110	2.1
Use of fire and/or explosives	263	163	63	489	9.5
Use of cutlass	1416	893	394	2703	52.4
Use of other dangerous tools	657	324	128	1109	21.5

Note: Number refers to the number of cases reported, and is higher than the total number of children involved in child labor because respondents provided multiple responses.

Children Aged 5-11 in child labor, hazardous child labor and at risk of child labor

Based on the ARCH definition framework which states that, “all children below 12 years old who carry out work will be considered in child labor”, a total of 2,175 children (68.7%) aged 5-11 years are considered to be engaged in child labor with 859 (27.2%) reportedly at-high-risk of becoming involved in child labor. To be considered at-risk a child must meet certain criteria including if the child has a sibling involved in child laborer, if the child comes from a single-parent household, or if the child’s household relies on income from rubber (further criteria details can be found in the ARCH Definitions section).

Table 16 shows a slightly higher proportion of boys (71%) engaged in child labor or hazardous child labor than girls (67%). On the other hand, approximately a quarter of the children fall in the at risk category - 29.3% of girls compared to 25.1% of boys. In CLFZ 1, the most common types of child labor activity reported by children in this age bracket include farming (reported by 31.3%), rubber production (reported by 22.4%), and charcoal burning (reported by 9.8%). Of the 2,175 children age 5-11 reported to be in child labor, 1,894 children or 59.9% are reportedly working in at least one or more hazardous condition, thus, considered to be engaged in hazardous child labor.

Table 16: Children aged 5-11 years involved in child labor and at risk by sex

	Male		Female		Total	
	Number	%	Number	%	Number	%
Child Labor	128	7.9	153	9.8	281	8.8
At Risk	404	25.1	455	29.3	859	27.2
Hazardous child labor	1,012	62.8	882	56.8	1894	59.9
Not stated (children did not clearly answer this question)	66	4.2	62	4.1	128	4.1
Total	1,610	100	1,552	100	3,162	100

Children aged 12-15 in child labor, hazardous child labor and at risk of child labor

According to survey respondents, of all children between the age range 12 to 15 years in the surveyed households, 329 children (23.3%) are considered to be engaged in child labor and the majority 837 (59.4%) were engaged in hazardous child labor. Only 48 (3.4%) of the children were reportedly engaged in light work, with the majority - 25 out of the 48 - being girls (See table 17).

Table 17: Children aged 12-15 years involved in child labor, light work and at risk

Age 12-15	Male		Female		Total	
	N	%	N	%	N	%
Child Labor	192	24.8	137	21.6	329	23.3
Light Work	23	3.0	25	3.9	48	3.4
Hazardous Child Labor	466	60.1	371	58.5	837	59.4
At Risk	58	7.5	68	10.7	126	8.9
Not Stated (children did not answer clearly)	36	4.6	33	5.3	69	5.0
Total	775	100	634	100	1409	100

Children aged 16-17 in hazardous child labor

As shown in Table 18, a total of 540 or 91.4% of children between the aged 16-17 years are considered to be engaged in hazardous child labor. Carrying heavy loads, exposure to heat, and exposure chemicals, pesticides, and fertilizers were ranked as the three highest hazardous working conditions mentioned by children in this age group. Using the criterion of hours worked, a total of 155 children in both zones (CLFZ 1: 50 children and CLFZ 2: 105 children) in this age bracket reported working for more than 43 hours per week which is also considered hazardous.

Table 18: Children aged 16-17 years involved in Hazardous child labor and at risk

	Total Number	Male	%	Female	%
Hazardous child labor	540	306	94.0	234	88.0
At risk of child labor	44	17	5.0	27	10.0
Not stated	7	2	0.8	5	2.0
Total	591	325	100	266	100

Household Chores

According to the ILO and the ARCH project, not all work done by children under the age of 16 is considered to be child labor. If a child's work does not affect the health (see above hazards which can affect health) or personal development or interfere with their schooling, child work is generally considered positive for the child. Child work can include helping family members around the home, assisting with a family business, or earning pocket money outside school hours and during school holidays. This type of work contributes to the child's development by teaching new skills and contributing to the family.

During the survey, children were asked to share what chores they performed at home in the past week. Children were able to provide multiple answers, as reflected in Table 19 below. The most common types of household chores in all project areas included fetching water and/or firewood, cleaning, and washing clothes. 53.1% and 48.4% of children in CLFZ 1 and 2, respectively, fetch water and/or firewood for their household. Children are doing household chores in both CLFZ 1 than CLFZ 2, but tasks vary across CFLZs. 24.1% of children in CLFZ 1 report cleaning in the past week, while 44.2% in CLFZ 2 report cleaning. 22.5% of children in CLFZ 1 report washing clothes while 33.5% report it in CLFZ 2. These chores are considered normal child chores in the baseline study so long as children under 15 did not work over 18 hours per week performing chores.

Table 19: Children aged 5-17 by household chores

		5 – 11	12 – 15	16 - 17	Number	Total %
CLFZ 1 (n=1,719)	Cooking	64	106	61	231	13.4
	Shopping for household	8	9	4	21	1.2
	Cleaning	242	119	53	414	24.1
	Washing clothes	194	126	67	387	22.5
	Minor household repairs	63	21	7	91	5.3
	Fetching water/wood	498	295	120	913	53.1
	Caring for children	52	13	3	68	4.0
	Caring for the elderly or sick	7	3	0	10	0.6
	Other	89	38	9	136	7.9
CLFZ_2 (n=3,443)	Cooking	262	312	168	742	21.6
	Shopping for household	127	106	70	303	8.8
	Cleaning	816	489	217	1522	44.2
	Washing clothes	572	416	167	1155	33.5
	Minor household repairs	30	13	11	54	1.6
	Fetching water/wood	981	498	186	1665	48.4
	Caring for children	173	39	10	222	6.4
	Caring for the elderly or sick	12	4	1	17	.5
	Other	122	15	10	147	4.3

Note: some children reported more than one chore making the total number higher than the total number of children.

Protective Gear

Table 20 shows that 90% of children who said they are employed reported that they do not use protective gear while performing their work. 3.5% indicate using boots and only 1.6% use gloves, which indicates a high level of risk for the children. Boys usually work in short pants, short sleeve or sleeveless tee shirts, and flip-flop sandals. Their female counterparts wear skirts or dresses, short-sleeve or sleeveless tee shirts, and jackets. Respondents reported that protective clothing is worn largely by adults included spraying coats (usually cotton, although there is no chemical resistance properties), soft cotton masks, and rubber sandals or boots. Adults and older-youth male workers usually share mid-calf rubber boots. Pesticide exposure was found to be significant and occurring in the presence of inadequate personal protective equipment and clothing.

Table 20: Children 5-17 years using protective gear

Type of Protective Gear	Number of Children that use the gear	Total n %
Boots	67	3.5
Gloves	30	1.6
Mask	18	1.0
Clothes	27	1.4
Glasses	21	1.1
Helmet	25	1.3
No Protective Gear	1,706	90.1
Total	1,894	100

Child Labor in rubber production

When children aged 5-17 were asked if their household relies on income from rubber production, 44%, or 2,272 children said that their household does rely on rubber. 36.3% of all survey respondents aged 5-17 reported that they had performed activities in the rubber sector in the past month. 643, or 12.5% of all surveyed children (n=5,162) tapped rubber in the previous month. Rubber is very dense and heavy, and requires much strength to carry to collection centers.



Raw rubber in Pleemu, Todee District. This will be hauled by hand to a nearby collection center.

11.6% of children across all ages report hauling latex. The use of acid is regularly required to coagulate the liquid latex. Pesticides are also applied to the rubber tree trunk. 7.4% of children report applying pesticides, chemicals, or fertilizers.

Table 21: Activities carried out by children in the rubber sector

	Total number of children per CLFZ	Rubber tapping	Cleaning brushing	Hauling latex/rubber to collection station	Applying pesticides, chemicals or fertilizer	Planting trees
Children 5 – 11						
CLFZ 1	1,018	5	19	15	2	4
CLFZ 2	2,144	188	224	245	146	28
Total	3,162	193	243	260	148	32
Children 12 – 15						
CLFZ 1	498	16	22	23	3	1
CLFZ 2	911	254	228	199	147	27
Total	1,409	270	250	222	150	28
Children 16 – 17						
CLFZ 1	203	21	14	11	4	1
CLFZ 2	388	159	120	108	80	17
Total	591	180	134	119	84	18

Note: children reported multiple activities done in the rubber sector, and many of the children do more than one of the listed activities.

Reported physical symptoms and injuries

During the KII with the district health officer, symptoms most commonly reported following physical work activities were pain in the neck, back, shoulders, and arms. The types of injuries reported were strains and sprains of the back and upper and lower extremities. These are symptoms consistent with work-related musculoskeletal disorders that are distinguished from acute musculoskeletal injuries.

Major injuries included lacerations to the head, fractures of the wrists and arms, and dislocated shoulders. Carrying latex was associated with pain in the hands and wrists, while hand and finger cuts and severed fingers occurred while brushing with a cutlass. Eye injuries were commonly reported from latex falling into the eyes while tapping. Symptoms associated with pesticide/chemical application included headaches, burning eyes and skin, dermal rashes, coughing, nausea, and dizziness. Heat-related syndromes and dehydration were associated with very strenuous activities.

Table 22 shows that according to children between 5-17, the most commonly experienced illnesses and injuries included body pain (experienced by 55.1% of children), malaria (experience by 40.8% of children), and fever (experienced by 34.4%). Children were asked to share illnesses or injuries that were due to their work, and children provided multiple responses, and therefore one child may have reported more than one illness or injury. It is unclear how many of these cases were actually experience due to work or if they would have occurred regardless of the child's work. However, working often weakens children's immune systems especially if they are working at night, working too many hours which affects their sleep, carrying very heavy loads, and so on.

Table 22 Reported illnesses/injuries by children due to work

Type of illness/injury	Number of cases	% of children affected
Fever	1778	34.4
Malaria	2104	40.8
Body Pain	2844	55.1
Craw Craw (river blindness)	217	4.2
Hernia	11	.2
Swollen Feet	88	1.7
Cuts	1045	20.2
Broken bones	9	.2
Burns	262	5.0
Other	104	2.0
Total Injuries/Illnesses Reported among 5,162 respondents aged 5-17	8,462	-

Youth employment

The young respondents at the various FGDs took the lead in discussing and advocating for ARCH to address their employment issues. For many of them, employment creation is the most crucial building block of their social progress, economic growth and security.



Group of girls during a youth led focus group discussion in CLFZ 1

The majority of the young and older people in the 15 communities are engaged in low income productivity activities introduced by the government and other service providers. The government of Liberia, during the reintegration program, developed short term low income productivity projects like soap making, hair dressing, vegetable garden for vulnerable women and micro loan schemes for older women.

However, these small businesses skills attained during the reintegration programs were not market and employment driven. Young adults and youth talked extensively

about the need for comprehensive training programs that include start-up packages. They view these types of livelihood support programs as the most effective.

In addition, the FGDs and KII found competing priorities in some cases. Some older youth requested formal, others value youth cooperatives programs, as well as micro loans for at-risk families. The older youth concluded that ARCH should develop specific programs for youth above the targeted age of 18.

Child Work vs. Child Labor

The information collected from focus group and key informants showed that the community, including leaders and community dwellers, are not conversant with child labor legislation. However, their definitions of child labor and child work show that these community stakeholders have some level of awareness of child labor.

Some stakeholders participating in the discussions were confused about the difference between child labor and child work. They were also concerned about the age range for children to engage in child labor or child work. They confirmed hearing about child protection through NGOs, INGOs and local radio stations but they did not know about ages and types of work associated with child labor.

Table 23 summarizes many of the common themes and concepts used to describe child labor versus child work. When discussing the differences, stakeholders often considered factors like age and capability of the child as well as timing and period of work. Even if a child is capable of doing tasks, many stressed the need to give children the freedom to stop or rest when tired. These factors help define the thin line between child work and child labor. Others were in fact very close to the official definition by stressing the need to allow a child to attend school and attend to studies and homework. Interesting examples of child labor included baby-sitting, herding livestock and working on behalf of parents. Prostitution came frequently as an example of child labor in CLFZ-2.

Community leaders often explained that the reasons for prevalent child labor included household poverty manifesting through food insecurity and failure by parents to meet households' (and by extension children's) basic needs. As one key informant put it *"children who have reached the age of 12 years are not provided with their needs by their parents (both boys and girls). Due to this reason children start concentrating on tapping or start prostitution (girls) in order to find money to buy their needs"* (Principal, Saclepea II).

Youth also take it upon themselves, even without being told or forced, to help out in the household. This was termed 'sense of responsibility' by various informers. A group of boys and girls put this

rather clearly: *“the child being part of the household, realizes the gravity of the problem in the household. He/she sees it fit to help out. He therefore seeks employment so as to earn money to use for the purchase of food and other basic necessities like soap and food.” (Youth in an FGD in Saclepea I).*

Table 23 Definitions on child work vs. child labor as described by stakeholders

Child work	Child labor
work that the children do to help their parents	task fit for adult assigned to a child
all the chores he or she can carry out easily	work that requires too much effort for the child to carry out
work in own household and farm	chores that are heavy on them
work that a child is supposed to do at his/her own household according to their ages	work that is not suitable for a child including child prostitution
running households errands	work that is not appropriate for the child
work that children do in their own households, after school	work done by children in the estate/farm and child prostitution
work that children work for free, especially in their own households	Farm work because they work for long hours without food and without considering their ages
work that is assigned to children with the aim of training them	work that children do for pay and work, which they are assigned to do at a time when their friends are attending classes
work that gives room for the child to rest or study/read their school notes and books	work at night like hunting birds with a net
work that children are capable of doing	cook shop work which is characterized by working long hours, being assigned big tasks and not attending school
Drawing water	domestic work for pay
Driving bird from on farm for shorter hours	work that is dangerous
Selling in the family shop for half hours	work for food while parents especially their fathers are just staying at home doing nothing
Making small family garden in the yard	work that would force a child to overwork in own or another household

As shown in Table 24, focus group participants and key informants also discussed why households and other employers opt for children as employees. The most frequently mentioned reason was that employers hire children is because the costs are low. They explained that children are paid far less for similar work carried out by adults. A group of men in Todee gave an example where a small farm holder pays a child laborer 50 Liberian dollars and an adult 100 Liberian dollars per day for the same kind of work. A group of youth in Kakata said that children are preferred because employers take advantage of the fact that children just receive whatever is given to them as their pay without arguments (Youth in an FGD in Kakata district).

Table 24: Why employ children - community informers

Reason	No.	%
Children are cheap labor	34	34.7
Child work ethics - works hard, more, fast, faithfully	16	16.3
Children are easy to control - no arguments	9	9.2
Children suitable for certain tasks	9	9.2
Children are obedient	7	7.1
Children are trustworthy/honest - low or no theft	6	6.1
Obligation - child poor, needs money/food sent by poor parents	6	6.1
Guard against spouse infidelity	4	4.1
Availability	2	2.0
Children are trainable	2	2.0
Children are stable in employment	1	1.0
Part of training for adulthood – socialisation	1	1.0
So as to cheat them on their pay	1	1.0
Total	98	100

Exploitation of a child's lack of power to negotiate was one of the most common reasons why adults prefer children to work. Informers frequently mentioned a child's honesty, submission, naivety and obedience as reasons why children are preferred to adults. Other factors mentioned included child's trainability and concentration as opposed to adults. Another frequently mentioned reason was that some tasks are better done by children, because an adult would feel ashamed to carry out the task or because child would naturally be fast or efficient. Examples like clearing grass in a rubber or planting rubber trees were given. Other reason that children are employed included 'to help the poor household' or 'forced by a poor family to help the family by employing its child'. This was clearly put by a principal:

"When there is a well-to-do household within a given community, that particular household employs children from the poor households within that community as a way of helping the poor households. The idea here is that since the parents of these poor households are busy fending for their households, whatever their children receive as pay should trickle down to the poor household." **(Principal in Saclepea II).**

In some households wives and husbands feared that hiring adults female or male domestic workers would lead to conflict in the home due to sexual relationships between souses and hired workers. One group of women said:

"Women employ young girls because they think that if they employ women, the hired woman would be sleeping with their husbands and later on the husbands will leave them and marry them (domestic workers)." **(Women FGD in Saclepea I).**

Interestingly, this same concern was expressed by a group of women and men in a discussion in Todee district.

"Households employ young girls because they are afraid that should they employ, say a woman, the worker might develop a love affair with the husband. Households employ boys because they are afraid that should they employ say a man the worker too can develop a love affair with the household's wife" **(Men FGD in Todee district)**

Issues of child prostitution emerged from discussions and interviews at community level, and some groups talked about cases of “sex for money” where children were involved. However, the survey did not find specific cases where they met children that had been forced into prostitution. From the information collected from the community, girls engage in sex for money due to poverty and the desire for things their parents cannot afford to buy for them. While others blamed this small time prostitution on parents, many informants were of the view that reducing household poverty and, by extension, improving household food insecurity would reduce sex for money being practiced by girls.

Chapter 9- Household Livelihood

The KIIs and FGDs included discussions around livelihood related issues and recommendations that will increase household income through the provision of livelihood services. The following themes emerged from across communities:

- There is a lack of cognitive development programs for children to support the protection of children's fundamental rights (protection, survival, participation and development);
- Youth and women lack access to economic empowerment (micro loans, communal farming, business skills and start up packages, etc.) interventions;
- There are no training programs on business development or job skills training;
- There is no business and entrepreneurial focused programs within communities.
- Furthermore, there is a lack of reproductive health, parenting, GBV, HIV/AIDs , self-esteem and leadership programs or institutions or organizations addressing these concerns;

Moreover, there is lack of technical/ vocational skills, agro-business skills and agro-cooperative skills available. Of the total survey population of household heads, (1864 respondents), only 391 adults 18 and above reported ever attending vocational training. The main vocational training activities mentioned were teacher's training, agriculture, nurse aid, masonry, tailoring and carpentry.

The participants also pointed out that there are resources (farming land, palava huts for meetings and trainings) in their communities which could be leveraged to empower their community members. Their willingness for vocational training programs was also expressed. Finally, using "proportional piling" methods²¹ during FGDs, Table 25 shows the FGD participant's estimate of their farm ownership. The proportional piling distribution was the quantity of substance or materials used as demonstration during the FGDs.

Table 25: Distribution of HH heads that and don't have farm

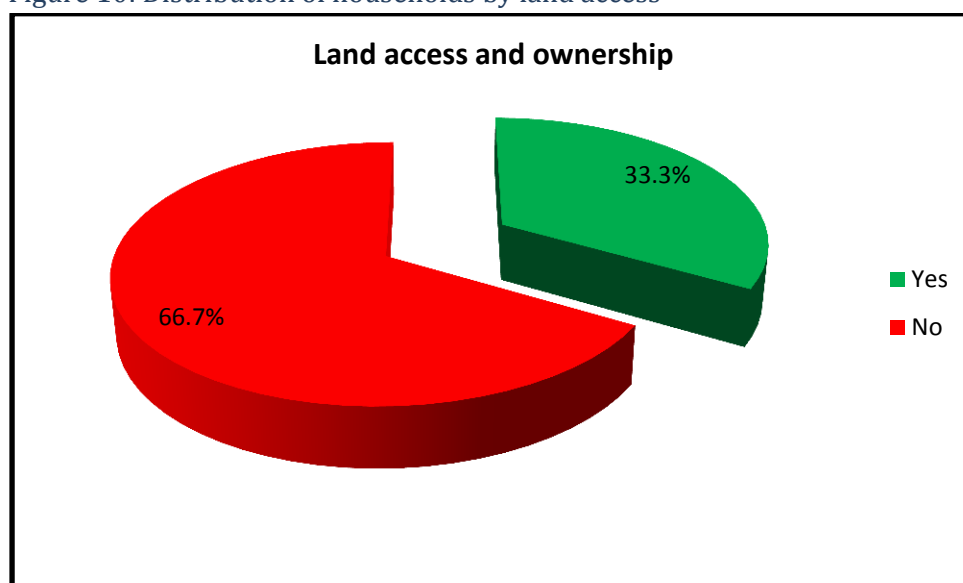
CLFZ_1			CLFZ_2		
Farm	% Have	% Don't Have	Farm	% Have	% Don't Have
Rubber	70	30	Rubber	70	30
Sugar Cane	40	60	Sugar Cane	40	60
Vegetables	25	75	Vegetables	25	75

Land access and ownership

Out of 1,864 households that participated in this ARCH baseline study, the majority (66.7 %) of the households had access to land but not ownership, while only 33.3 % of the households reported owning land. However, of the 623 households that owned land, 23% "own" traditional or community land acquired through squatter rights or a farming relative's activities, while 6% of household's heads have legitimate deeds to their land, these cases were mainly found in CLFZ 1. This presents both challenges and opportunities for ARCH in implementing its interventions in land use and management.

²¹ Proportional piling is an interactive method of employing 'visuals and tangible' to generate a discussion, the disagreement and eventually consensus. It does not require participants to be numerate. Circles can be drawn on the ground or pictures can be drawn on cards, which represent the problems mentioned. The respondents are then asked to pile of stones, beans, dung pellets, or whatever else is handy proportional in size to the relative number or importance of the items under discussion. A fixed number of beans or stones (50 or 100) can be used to make the technique more reproducible.

Figure 10: Distribution of households by land access



Household Assets

There is significant difference in household asset ownership among the CLFZs. Most of the households surveyed own animals, tools, and appliances/furniture. A very small percentage of households own other types of assets. CLFZ 2 has more animals and tools on average per household than CLFZ 1, while CLFZ 1 has more appliances/furniture on average compared to CLFZ 2.

To understand if community members' wealth has increased in the recent past, people were asked about the number of animals presently owned versus the number of animals owned in 2012. The survey found that animal ownership has significantly decreased. In 2012 households in CLFZ 1 owned, on average, 2.9 animals per household and in CLFZ 2, households owned 7.5 animals on average. During the time of the survey in July-September 2013, households in CLFZ 1 owned an average of 1.8 animals and in CLFZ 2 households owned 4.9 animals on average. Ownership of tools remained constant between 2012 and during the time of the survey.

Table 26: Distribution of Assets owned by household

Assets owned per household		CLFZ 1		CLFZ 2	
		Owned Presently	Owned in 2012	Owned Presently	Owned in 2012
Animals	Number	1,147	1,857	5,915	9,116
	Average/HH	1.8	2.9	4.9	7.5
Tools	Number	2,265	2,223	6,971	7,031
	Average/HH	3.5	3.5	5.8	5.8
Appliances/furniture	Number	3,060	2,020	4,742	5,013
	Average/HH	4.8	3.2	3.9	4.1

Household's sources of income

The majority of the households in CLFZ 1) depend on subsistence farming (29.7% of the households) and charcoal burning (24.7% of the households) as the main source of income. Rubber is the third source of income in CLFZ 1 with 23.6% of the households involved. However in CLFZ 2, almost half of the households (42.9%) depend on rubber production as their main source of income. Farming is second with 28.6% of the households, followed by 3.9% of the households relying on income from coal burning. Very few households rely on street vending; however, it is more common in CLFZ 1 with 3% compared to 0% in CLFZ 2. Moreover, some head of households have additional sources of income such as petty trading with a total of 106 HHs. 20 surveyed household heads are getting income from teaching. In many cases, household earn additional income from palm and sugar cane wine making (a locally produced alcoholic drink).

Table 27 Source of Income Per Child Labor Free Zone

Source of Income	CLFZ1	CLFZ2
Rubber	23.6%	42.9%
Farming	29.7%	28.6%
Charcoal Burning	24.7%	3.9%
Street Vending	3%	0%

Social Protection

The study revealed that 78.4% households reported being covered by at least one social protection service. In Liberia, social protection services include all the basic services that most governments provide including schools, hospitals, and in the case of rural communities, water sources. NGOs also play a key role in providing these basic services. The survey found that 1,201 (64.4%) of the households reported being covered by social protection services provided by the Government of Liberia. These include clinics, hand pumps, latrines and schools. Six hundred and sixty-four, or 35.6% of the households reported being covered by social protection services from NGO programs, including hand pumps and latrines. The survey found that there were few social protection service programs for child protection, and according to respondents of focus group discussions, households were referred to protective services, mostly health, by traditional, community-based social structures.

The focus group discussions including 97 respondents held hours of discussions on social protection issues. In one such group, respondents asked questions and made recommendation to increase household's resiliency from economic shock, through provision of social protection services. The lack of safe drinking water to meet the target population in the project communities was highlighted during the discussions. Each community has at least three hand pumps but on average only one out of every three is good and functioning properly. Therefore, around 15 out of 45 hand pumps are good in the 15 project communities. The remaining 30 hand pumps need rehabilitation and treatment of the water tables. Latrines are also in dire condition and there are not enough latrines in the communities. The survey found that public latrines in the 15 project communities are either filled, almost filled, or placed in locations that affect the health condition of children and families.

Teenage prostitution, sex trading and other forms of GBV were discussed in the FGD sessions. Moreover, the issue of risk to HIV/AIDS, STIs, and early pregnancy were identified as significant

problems for communities. It is evident that government programs are not addressing these social protection issues and communities explained that community members are not educated on safe sex practices. Basic human rights, gender sensitivity, and sexual education, and the importance of basic education are all related to issues around GBV, HIV/AIDS, and unplanned and early pregnancy. Sensitizations and behavior change programs were requested by some community leaders.

Child protection, child labor, child exploitation and neglect were reported as prevalent in the seven communities in CLFZ 2. According to the respondents during the FGDs, a few of the children aged 10-15 years in CLFZ 2 were unaccompanied minors (UAM) or separated child (SC) who were living with grandparents and or external relatives who in turn rely on them as bread winners for their families. Furthermore, many of the male children 16-17 years in CLFZ 2 are encouraged by their grandparents to engage in early marriage so that their wives can be used to do domestic work for the grand parents and other smaller children. They are also exposed to the “koo system” (group farming) or motor bike riding for pay, tapping or trucking rubber from one point to another for little or no pay.

Chapter 10- Knowledge, attitudes and perceptions

This section examines the knowledge and attitudes of household heads regarding child labor. The survey found that heads of household are generally supportive of the idea of education for all of their children and are against child labor though there seems to be limited awareness of the types and conditions of work that may be considered child labor. Though the analysis here is largely descriptive, as it simply reports the opinions and knowledge of these different groups, in later sections the impact of knowledge and attitudes on child educational and child labor outcomes will be explored.

Many of the respondents believe that it is common for primary aged children to combine school and work for pay. Interestingly, household heads from CLFZ 2 believe this practice is more common than household heads in CLFZ 1. Out of 1,176 responses in CLFZ 2, 640 (54.4%) household heads either agreed or agreed strongly that primary school aged children are combining school and work for pay is common, while 585 out of 872 (or 67.10%) household heads in CLFZ 1 disagreed or strongly disagreed that this practice is common. This may indicate that more children are combining school and work for pay in CLFZ 2, or that household heads in CLFZ 1 are not as aware of the issue, and therefore do not believe this is a common practice.

Table 28: Knowledge of households on child labor

		CLFZ-1		CLFZ-2		Total n	Total %
		n	%	n	%		
It is common practice for primary school aged children to combine school and work for pay	Strongly Disagree	84	9.6%	129	11.0%	213	10.4%
	Disagree	501	57.5%	392	33.3%	893	43.6%
	Agree	168	19.3%	405	34.4%	573	28.0%
	Strongly Agree	114	13.1%	235	20%	349	17.0%
	Don't Know	5	.6%	15	1.3%	20	1.0%
	Total	872	100%	1176	100%	2048	100%
In the area rubber tapping there are laws, rules, regulations governing us and our	Strongly Disagree	75	11.4%	136	11.9%	211	11.7%
	Disagree	151	23.0%	276	24.2%	427	23.7%
	Agree	191	29.1%	451	39.5%	642	35.7%
	Strongly Agree	69	10.5%	186	16.3%	255	14.2%
	Don't Know	171	26%	92	8.1%	263	14.6%
	Total	657	100%	1141	100%	1798	100%

children on CL							
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Many workers in both zones (50%) either do not know that there are laws, policies and regulations in place regarding rubber tapping (14.6%), or disagree (23.7%), or strongly disagree (11.7%) that there are policies, laws and regulations in place. This indicates that the project needs to focus on building workers' awareness on the laws and regulations. The data further indicates that workers in CLFZ 1 are less informed with over 60% not knowing about the existence of laws and regulations or strongly disagreeing, or disagreeing that there are regulations, laws and rules.

83% of the respondents in CLFZ 2, and 75% of the respondents in CLFZ 1, believe it is unacceptable for a child to work even if the child receives a good salary from the employer while 24% in CLFZ 2 and 15% in CLFZ 1 believe it is acceptable for children to work if they get a good salary from the employer.

Almost all respondents (84.8% in CLFZ 1 and 93% in CLFZ 2) do not agree that paid employment at a young age is a better way to learn than going to school. 14%, or 141 in CLFZ 2 and 11% in CLFZ 1 or 69 believe it is unacceptable for children to work even if it does not negatively affect his/her schooling. In contrast, 85% of respondents from CLFZ-2 and 86% from CLFZ 1, believe a child working is acceptable so long as it does not negatively affect his/her schooling.

Table 29: Attitudes of households on child labor

		CLFZ-1		CLFZ-2	
		n	%	n	%
If a child gets a good salary from the employer; it is okay for the child to work.	Disagree	452	74.50%	837	82.9%
	Agree	145	23.9%	154	15.2%
	Don't Know	10	1.6%	19	1.9%
	Total	607	100%	1010	100%
Paid employment at a young age is a better way to learn than going to school.	Disagree	515	84.8%	939	93.2%
	Agree	52	8.6%	44	4.4%
	Don't Know	40	6.6%	24	2.4%
	Total	607	100%	1007	100%
If children under 16 working underground in mines get better salary than their parents, it is better to let them continue working rather than stopping their income.	Disagree	496	81.7%	911	90.3%
	Agree	99	16.3%	91	9.0%
	Don't Know	12	2.0%	7	.7%
	Total	607	100%	1009	100%
Once it does not hamper their school, children age 15 below should work applying chemical (pesticides) to crops during the weekend.	Disagree	485	79.9%	844	83.6%
	Agree	109	18.0%	155	15.4%
	Don't know	13	2.1%	10	1.0%
	Total	607	100%	1009	100%
Child's work is acceptable as far as it	Disagree	69	11.4%	141	14.0%

doesn't affect negatively his/her schooling.	Agree	520	85.7%	859	85.1%
	Don't Know	18	3.0%	9	.9%
	Total	607	100%	1009	100%

Furthermore, 44.4% of the respondents believe that boys face the worst forms of child labor more often than girls, while 17.3% believe that girls face the worst forms of child labor more often than boys. 38.3% believe girls and boys face the worst forms of child labor equally.

1,197 of the respondents, or 64.2%, consider children carry heavy loads to be child labor, and 1,039, or 55.7%, of the respondents consider children handling pesticides, fertilizer or other chemicals to be child labor. A few respondents provided other definitions for child labor including if a child slips and falls when climbing or burning coal, if a child is street selling, or if a child is sand mining.

Chapter 11- Conclusion and Recommendations

This section discusses the recommendations which were identified through the baseline survey. The ARCH baseline survey targeted only those districts where Winrock International is implementing the ARCH program. Therefore, any conclusions drawn from the survey are meant to apply solely to the surveyed areas and should not be interpreted as representative for the whole country. As reported, there are considerable differences between the four target districts in regards to data on child labor, school enrolment, attitudes, awareness and local capacity. The following recommendations require further assessment by ARCH, but serve to draw out unexpected findings or gaps that should be addressed by the ARCH program. These recommendations should be used to enrich ARCH program activities by adjusting strategies and activities to reflect specific needs of the communities.

Awareness and Sensitization

The baseline survey shows that child labor and school enrollment in Liberia are impacted by multiple factors, such as poverty, lack of knowledge and access to basic services. The baseline findings confirm that focus on child labor awareness is essential, as misconceptions between light/decent work and child labor are widespread at different levels and the idea of children working seems to be rooted in the Liberian culture. The need to raise awareness on child labor across many stakeholder types is evident. Campaigns and awareness activities should target parents, local authorities, children, employers, and teachers and PTA members.

In CLFZ 1 and CLFZ 2 information collected from focus groups and key informants showed that the community, including leaders and community dwellers are not conversant with child labor legislation. However, their definitions of child labor and child work show that these community stakeholders have some understanding; but there is a need to of awareness around child labor in all ARCH project communities. (See Table 22 for further information).

The baseline found a discrepancy between what heads of household say and what they practice. As an example, more than 32.4% of surveyed heads of household stated that education is more important than the additional income they would get from child labor; yet, 27.1% of these same heads of household had their children working. Similar discrepancies were found in attitudes and practices towards girls' education and working children less than 15 years old. The baseline survey suggests that heads of household have little knowledge on the different forms of child labor, its impact on education, health and future opportunities for their children. The above substantiates ARCH implementation of awareness activities aimed at improving heads of household knowledge on child labor and education.

Furthermore, the baseline findings highlight the need for the program to address the attitudes of community leaders towards child labor and education; community leaders are important role models and can have an overall influence on practices in their own communities. The study shows that 26.7% of the surveyed community leaders during focus group discussions and key informant interviews stated that they have knowledge of what child labor is, of which 55% had some knowledge of the hazards that working children face. So far, ARCH has not carried out any specific training addressed at religious leaders, as influential community leaders. This strategy should be further explored and awareness campaigns and training could be developed so that influential leaders (such as sheiks, representatives of Local Authorities and other prominent figures) are playing a key roles in building awareness on the importance of education and the dangers of child labor within their communities.

The baseline found through the FGDs that more than 55% of surveyed teachers believe that child labor that does not interfere with schooling is acceptable and more than 45% believe that child labor

does not impact academic achievement or drop out. While ARCH teacher training programs cover child labor issues, the above findings indicate the need to further stress such issues formally through training, and informally during field visits and meetings, to ensure an increased teachers support on children withdrawal from child labor.

Baseline survey findings, during focus group discussion including business owners, demonstrate that much work must be done to improve employers' knowledge on child laws and regulations. This can be interpreted as a need to build capacities specifically related to strengthening labor inspectors' capacity.

Policy and Capacity Building

While NACOMAL is operational, it is understaffed and underfunded, making it difficult for progress to be made. It is recommended that ARCH provide technical support to NACOMAL and the National Steering Committee on Child Labor to further the progress of improving policies and establishing a community based child monitoring coordinated at the national level. In addition, ARCH can analyze existing policies and program and provide support to the Government of Liberia on the enforcement of the current policies.

The Liberian Government has not adopted ILO Convention 182 on the worst forms of child labor and there is no National Action Plan on Child labor or list of hazards in Liberia. Regrettably, MoL's limited budget seriously affects the labor inspector's work in terms of adequate logistics to effectively monitor child labor activities. Currently, only 15 labor inspectors are responsible for the entire country, with less than 1 inspector per district; in addition, in 2010 labor inspector's travel expenses were cut, making their position less effective. In order to address such constraints, it is recommended that ARCH work more closely with targeted communities on child labor and child monitoring activities, in tandem with building the capacity of labor inspectors. Community-based child labor and child monitoring should be systematized and linked with national policies. The ARCH CLFZs can serve as pilot areas for building community based child labor monitoring systems, which can later be adopted by the government and scaled to other areas in the country.

The pending Decent Work Bill of Liberia and the Children Law of Liberia (2011-2012) mandate the formation of Child Welfare Committees (CWC), however, no CWC's are in existence in ARCH communities. It is recommended that ARCH form CWCs or Child labor Monitoring Committees in the ARCH communities to support the Government's initiative. These groups can not only monitor ARCH beneficiaries and serve as focal points for the project, but their experiences can be used as examples for other communities in Liberia.

Surprisingly, the baseline survey found that 59.1% of the surveyed child laborers earn as much as adult workers. This seems to encourage parents to send their children out to work. It is indeed a quite a sensitive issue that will require ARCH team to work at multiple levels with MoL and Chambers of Commerce on minimum wage for adults and discouragement of child labor.

Recommendations for older youth beneficiaries

The study reveals that there is a limited number of youth aged 16-17 years old within the ARCH communities. During the baseline field work, 591 youth aged 16-17 were identified within the 1,864 households surveyed. Such a low number of 16-17 year olds was unexpected, and may have impacts on ARCH programming strategies and beneficiary targets. It is recommended that ARCH assess the reasons behind the low numbers of 16-17 year olds in project communities. It is suspected that this age group of children often leave the small communities during their teenage years either to work on commercial farms or in mines or relocate to larger towns or cities to access education and work

opportunities. Many of the ARCH communities do not have secondary school available, which forces children to move to larger communities where they can continue their education.

Initially, over 2,500 children aged 16-17 were targeted to enroll into the Model Farm School program and the TVET program. It is recommended that these targets be adjusted to a realistic figure as reflected in project communities. It is recommended that as the ARCH project expands to new communities, that the location of 16-17 year olds should be taken into consideration. For example, if after an assessment ARCH discovers that 16-17 year olds are moving to a specific town where secondary education is offered or jobs are offered, and that community is within the CLFZs, ARCH should consider expanding to that community in order to reach more youth in this age bracket. Currently, ARCH is working in fifteen communities, and plans to expand to around fifteen additional communities in 2014.

It was found during the study that 70% of 16-17 year olds currently attend formal school. This indicates a strong need for the MFS program to cater to their normal school schedule. It is recommended that the MFS program be offered as a supplemental learning program in addition to their normal schooling. MFS classes and activities should be scheduled around formal school class hours. This arrangement will be possible with the Liberian half day school system.

It is also recommended that an additional program, such as Agriculture Clubs or Sustainability Clubs be provided for younger youth aged 14 to 15. The study shows that children begin hazardous work at very early ages. According to the findings, 60% of 5-11 year olds are already engaged in hazardous labor, and the figure remains constant at 60% in the 12-15 age bracket. The study found that the rate of hazardous work jumps to 90% for 16-17 years olds. It is recommended that an additional program be offered to 14-15 year olds, to withdraw them from hazardous labor, and also prevent others from entering into hazardous child labor at this critical age. Such a program would be similar to Model Farm School, and supplement formal school to provide 14-15 years olds additional knowledge on child labor, and build both agriculture and life skills.

Hazards faced by working children in the workplace

The baseline found that the majority of working children are faced with difficult or hazardous working situations. This suggests a need to train employers in national labor laws and regulations on child labor and on occupational health and safety. In order to address this situation, ARCH should specifically target employers by providing information on child labor laws and regulations. Links should be made between the Child Labor Monitoring Committees, labor inspectors, and employers so that workplaces can be monitored on a regular basis. It is recommended that ARCH advocate for provision of protective gear and safe work environments. Through partnership with MARCO, FAWUL, GAAWUL, and LIBCO, best practices in decent work environment should be shared with other employers. Given the high levels of hazards faced by children found in the baseline, occupational health and safety training will be necessary to sensitize both employers and employees on the importance of safe work environments for both adults and youth.

Social Protection in communities

ARCH team should work with existing social protection and referral networks to increase access to medical, legal, education services for children. For example, the FGDs revealed that that four communities (Bowehe, Mehnpa, Zinc camp, and Nuquoi) are lacking hand pumps and public toilets. In fact, only one out of every three hand pumps across all surveyed communities are functional. Unsafe drinking water and lack of toilets poses serious health risks in the communities, and is it recommended that ARCH investigate solutions to these types of issues.

There are a handful of organizations working on water solutions in Liberia, and it is recommended that ARCH form collaborations to assess the broken water pumps. Depending on the cost and extend of damage, it is possible that pumps may be fixed through ARCH community grants programs. Hand pump maintenance should be considered as a topic for a potential vocational training subject under the ARCH program.

Engaging Community Members in the program

During the baseline study, community members were very eager to learn about the ARCH project and expressed their interest in becoming involved. Community relations and involvement is critical for the ARCH project's success, and through the FGDs, community members made recommendations for consideration. It was recommended that ARCH work with the local authorities to establish social protection structures to work with farmers and community leaders to provide basic social services to the 15 communities. In many communities, there are few or no other social programs operating, and there is a need for community groups to provide social services. The ARCH project environment is a strong due to the positive reception from local authorities and community members; the farmers (women and youth) are eagerly awaiting the implementation of the project. The project beneficiaries of the four districts are in need of this project to enhance their food availability and augment and increase their income level to support their vision for food security in the rubber producing communities. Women are at the heart of most of the work when it comes to household food security and children's education, so they should be highly involved in any and all project related activities. However for this project to succeed as per this baseline the following needs to be done or put in place:

An assessment of the upland and lowlands available to implement the project's agricultural livelihood component. Moreover, ARCH project team need to assist the 15 communities in identifying and strengthening the availability of food security and income sources. Malnutrition is a serious concern in many project communities, particularly in certain seasons of the year. Community members are extremely receptive to activities on agriculture and food security.

- The inhabitants of the 15 communities wish to participate in the formation of agro-business cooperatives for young people (boys and girls) and women. There is also a need to introduce new agriculture and marketing practices that will yield high harvest and high income, and a need to facilitate cooperative formation and structuring

Gender Differences in Child Labor

While there were no major differences between boy and girls' work, there is a slight difference with more boys involved in hazardous child labor while more girls are at high risk of entering into child labor. This finding may need to differences in awareness messages for boys and girls, which may focus of prevention for girls and withdraw for boys. Additionally, it is recommended that ARCH develop gender focused referral systems for girls in need of services for issues such as family planning, sexual violence, and maternal and child health. These issues can also be addressed during Model Farm School and within awareness campaigns.

High Prevalence of sugarcane rum production and charcoal burning

The ARCH project expected to see high rates of child labor in the rubber and farming sectors, which were confirmed during the baseline survey. Beyond these key sectors, the baseline reveals high rates of engagement in two other key sectors, sugarcane rum production and charcoal burning) which require consideration during program implementation.

During the study, it was observed that sugarcane rum production in communities is a common economic activity – particularly in CLFZ 2. When asked what the primary source of income for the household is, 9% of heads of households responded that sugarcane rum production was their primary source, however, it is expected that sugarcane production is a secondary source of income for many more surveyed households. Unfortunately, Liberia does not have a sugar refinery for processing, so with no buyers of sugarcane, farmers are left to process it themselves. The most lucrative sugarcane product is rum, locally known as “cane juice”. The cane juice is mostly sold within the communities, leading to high alcohol consumption rates.

It is recommended that ARCH explore strategies find additional or alternative uses of sugarcane within the Model Farm School program. Alternative uses may include animal feed, organic fertilizer, or fuel. Additionally, it is recommended that sensitization on alcoholism and the effects of alcohol consumption on health be included in ARCH awareness campaigns, particularly in CLFZ. Messages can be used during Model Farm School training to encourage youth to limit alcohol consumption, prevent pregnant or nursing mothers from consuming alcohol, and discuss the links between alcoholism and domestic violence.

The baseline revealed that 11% of children surveyed are involved in charcoal burning, and 12% of households reported that charcoal burning is their main source of income. Charcoal burning occurs predominately in CLFZ 1, with 71% of those households located in Montserrado or Margibi. It is recommended that ARCH initiate awareness campaigns specific for those involved in coal burning. Coal burning is dangerous for children and has unique associated hazards including due exposure to fire, carrying heavy loads long distances, and vulnerability while travelling to and from coal burning fields. It is recommended that ARCH assesses the link between coal burning and rubber production further. Coal burners often use old rubber trees to make coal, and it is common to find coal burning nearby rubber farms in CLFZ 1. Households do not usually consume the coal, but rather sell it, and much of the coal is taken for sale in and around Monrovia. It is recommended that ARCH explore other uses for old rubber trees through MFS programs, including bio-mass uses, and/or identify safer techniques for adults to burn coal.

Literacy Rates among Adults

The Baseline study reveals that literacy rates among adults, particular among women, are low. In fact, 72% of surveyed women and 28% of men could not read or write. Literacy and numeracy skills are particularly important for rubber tappers on small and medium sized farms and those who operate small enterprises. Rubber tappers sell rubber based on weight of rubber and current market price. It is important for rubber tappers to be able to read scales at rubber collection sites and to be able to calculate what they are owed for the rubber. Additionally, as parents develop literacy skills, they will be better equipped to provide support and assistance to their children who are learning to read and write. It is recommended that literacy and numeracy training be incorporated into the households livelihoods service package offered to households under ARCH.

High Absentee Rates among students While the majority of children surveyed reported being enrolled in school, it was found that over 30% of children missed six or more days in the last month of school. It is recommended that the high absentee rates in ARCH communities be addressed through mentoring, extra-curricular activities, and awareness on the importance of attending school regularly. Extra-curricular activities including sports clubs can serve as an incentive for children to attend school regularly, and such programs should be considered for ARCH. Furthermore, children should be monitored regularly by teachers and community advocates, and cases of high absenteeism should be addressed by ARCH staff or volunteers with the parents of the child through household visits and raising awareness within communities on the importance of attending school regularly.

Conclusion Overall, the baseline study revealed a high rate of child labor, as 75% of children surveyed are engaged in either child labor or hazardous child labor. Through the study, pertinent information was gathered on the nature of child labor, household livelihoods, awareness on child labor, and education levels. The recommendations in this section are meant to be used to ensure the implementation of the ARCH project is effective and addresses the real causes and nature of child labor in the two CLFZs.

Annexes

Annex 1: Description of data quality assurance and data storage

At all stages of the study, a number of quality control procedures were emphasized and adhered to for purposes of generating quality and reliable data for report writing. Some of these quality control procedures are further elaborated below.

Pretesting of tools- Prior to engagement with study participants, all tools to be used in data collection were pretested by Compassion Fund Liberia in collaboration with WI M&E Team in Nyei Community with population categories having similar characteristics as those of the actual study participants. This was intended to help identify gaps, overlaps and make the necessary adjustments to ensure that the tool generated the required information.

The process of collecting primary data from the study participants was conducted by skilled enumerators with vast knowledge and experience is using both quantitative and qualitative methods of data collection. Enumerators were also taken through three days training on how to administer the questionnaire and to help them internalize and grasp key issues for this particular study.

Data cleaning- During the process of data collection, field supervisors would carry out on spot checks for enumerators to ensure that they were following agreed procedures. At the end of each day, supervisors together with the enumerators would edit the filled questionnaires to check for discrepancies or missing data. Depending on the seriousness of the problem, a call back would be organized. Logical checks would be conducted at the end of each day with emphasis on coherence and consistence in recording responses.

The following was carrying out to minimize on errors at different stages of implementation:

- a) Using a standard child labor questionnaire adjusted to national context;
- b) Ensuring effective supervision during data collection and use of experienced interviewers;
- c) Supervising experienced staff used in the data capture process in addition to carrying out double data entry;
- d) Drawing the sample from complete frame of EAs with their corresponding number of households (as distributed by district);
- e) Carrying on edits on the captured data before data analysis.

In December 2013, after Compassion Fund completed the field work, the Winrock International ARCH team randomly selected 70 baseline questionnaires from CLFZ 2 and visited the households to as part of the survey validation process. 88%, or 62 surveys of households were considered valid, while the remaining eight surveys had some minor discrepancies between the questionnaire and information gathered during the validation exercise. Most differences were attributed to family members migrating to other communities for work or educational opportunities, and/or inaccurate data provided during the validation exercise in the absence of the head of household in some cases.

Annex 2: Survey timeline

The Baseline survey was carried out for six to eight weeks as follows.

S. No	Activities	Timeline						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1	Preparation							
	Developing TORs							
	Advertisement in news paper							
	Communicate with Winrock on methodology							
	Submission of proposal							
	Selected baseline contractor							
	Proposal design with Winrock							
	Baseline Contract agreement							
	Sampling Methods, Interview Guideline, Sample Size							
	Questionnaire Design							
	Pre-test, Questionnaire Revision							
	Training on Field Team (enumerators and supervisors)							
	Final Preparation before Field Activity							
2	Data Collection							
	Field data collection							
	Data Cleaning							
	Data Analysis							
	Presentation Result/ preliminary report							
	Final Report							

[Annex 3: Final Questionnaires used \(please see attached\)](#)

[Annex 4: Clean data sets \(please see attached\)](#)

[Annex 5: Codebook for data sets \(please see attached\)](#)

Annex 6: Data tables for all variables not included in the narrative

Table 30 Sex and Age of all households members

Age and sex of	Male	Female	%	Number
Less than 5 years	7.8	8.7	16.6	1,699
5 – 9	9.2	8.4	17.6	1,806
10 – 14	9.4	8.5	18.0	1,842
15 – 19	5.8	4.6	10.4	1,065
20 - 24	1.3	2.1	3.5	356
25 - 29	1.4	3.1	4.5	457
30 - 34	2.4	3.5	5.8	597
35 - 39	2.4	3.7	6.1	626
40 - 44	2.4	2.7	5.1	520
45 - 49	2.2	2.9	4.0	415
50 - 54	1	1.3	2.8	291
55 - 59	1	.8	1.9	194
60 - 64	.8	.7	1.5	158
65 and Above	1.2	1.0	2.2	227
Total	48.0	53.0	100.0	10,253
5 - 17	52	47	50.3	5,162

Table 31 Reasons for not enrolling in school

Why were you not attending school?	5 - 11	12 - 15	16 - 17
Disable/illness	4	4	4
School's distance too far	4	6	0
Completed school	1	4	2
Grade not available	8	5	18
No money	12	8	2
Family didn't allow schooling	14	13	12
Not interested	9	9	.
School not safe	10	4	6
To work for pay	6	7	5
To work on family farm/business/home chores	7	4	6
Lack of materials/books at school	5	4	4
Lack of teachers	6	3	.
Got married	8	2	30
Became pregnant	0	0	8
Other	10	8	24

Table 32 Protective gear by type and age group

Children aged 5 to 17 using Protection Gear												
Age range	Boots		Gloves		Mask		Clothes		Glasses		Helmet	
	N	%	N	%	N	%	N	%	N	%	N	%
5-11	31	1.6	12	0.6	11	0.6	15	0.8	15	0.8	17	0.9
12-15	24	1.3	12	0.6	5	0.3	7	0.4	3	0.2	7	0.4
16-17	13	0.7	6	0.3	4	0.1	3	0.2	1	0.2	2	0.1
Total	68	3.5	30	1.6	20	0.9	25	1.4	18	1.1	26	1.3

Table 33 Children's monthly income

Children 5-17 average monthly income			
LRD\$	5 - 11 (%)	12 - 15 (%)	16 - 17 (%)
100 - 1000	38.9	34.0	27.1
1005 - 2000	11.4	45.7	42.9
2005 - 3000	15.0	25.0	60.0
3005-4000	40.0	-	60.0
4005 - 5000	25.0	50.0	25.0
5005 +	20.0	-	80.0
Total	31.5	33.8	34.7

Table 34 Illiteracy rate for 18 years and above

18 and Above			Male		Female		Total	
			N	%	N	%	N	%
	Can you read & write?	Yes	1237	71.4	834	39.9	2071	54.1
		No	496	28.6	1258	60.1	1754	45.9
		Total	1,733	100	2,092	100	3,825	100

Table 35 List of Enumerators and Supervisors

List of Participants on the Baseline Survey on Child Labor			
No.	Candidates	Position	Location
1	Patrick T. Worzie	Coordinator/Child Protection Specialist	CLFZ 1
2	Godo Kolubah	Coordinator	CLFZ 2
3	Raymond B. Ziana	Supervisor	CLFZ 2
4	Joseph O. Kennedy	Supervisor	CLFZ 2
5	Mariam J. Diallo	Team Leader	
6	Abou Bendiallo	Supervisor	
7	Foday Kallon	Enumerator	CLFZ 1
8	Wonandeh Lymas	Enumerator	CLFZ 1
9	Andrew Gator	Enumerator	CLFZ 1
10	Trocon Davis	Team Leader	CLFZ 1
11	Valerie Togbeh	Enumerator	CLFZ 1
12	Murphy Dolley	Enumerator	CLFZ 2

13	Andrew Gartor	Enumerator	CLFZ 1
14	Trokon Higgins	Enumerator	CLFZ 1
15	Samson Murphy	Enumerator	CLFZ 1
16	Saphietu G. Alu	Enumerator	CLFZ 2
17	Vivian M. Sackie	Enumerator	CLFZ 1
18	Adophus Moore	Enumerator	CLFZ 1
19	Prince Kulah	Enumerator	CLFZ 2
20	Benjamin Smith	Enumerator	CLFZ 2
21	Marrilus K.Gbolebo	Enumerator	CLFZ 2
22	Kollie Smith	Enumerator	CLFZ 2
23	Douglas Danquah	Enumerator	CLFZ 2
24	Richard Mulbah	Enumerator	CLFZ 2
25	George Toe	Enumerator	CLFZ 1
26	Alexander S. Gbolebo	Enumerator	CLFZ 2
27	Olivia M. Lagay	Enumerator	CLFZ 2
28	Leroy Darwozia	Enumerator	CLFZ 1
29	Alfred Newman	Enumerator	CLFZ 1
30	Catherine Zleh	Enumerator	CLFZ 2
31	Kalvin Brown	Enumerator	CLFZ 2
32	Jusu C. Kollie	Enumerator	CLFZ 2
33	Alexander Sawoh	Enumerator	CLFZ 2
34	Anstrong Davis	Enumerator	CLFZ 2
35	Agatha Thompson	Enumerator	CLFZ 1
36	Lucretius K. Reeves	Enumerator	CLFZ 2
37	Catherine Koyan	Enumerator	CLFZ 1
38	Festus Kollie	Admin Logistics	CLFZ 1 & 2
39	Emmanuel Ford	Data Analyst	Head quarters
40	O' George Stephens	Data Supervisor	Head quarters