

Winrock Child Labor Community Engagement Toolkit

Best Practices and Resource Materials Drawn from the REACH Project



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—Kigali, January 2013

Foreword

Rwanda, like many other developing countries, is facing a challenge in combating widespread exploitive child labor. Although it is an ongoing process, the Government of Rwanda and other stakeholders have taken on a number of initiatives to protect children's rights and eradicate child labor.

In order to fight against child labor in Rwanda, Winrock International was awarded a Cooperative Agreement by the U.S. Department of Labor in association with the Forum for African Women Educationalists–Rwanda (FAWE) and the Development Organization of the Netherlands–Rwanda (SNV) to implement the Rwanda Education Alternatives for Children (REACH) project from 2009 to the present. REACH interventions focus on withdrawing children from exploitive agricultural labor and prevention of other children from entering into such labor in seven targeted districts, including Nyarugenge in Kigali City; Gicumbi in the Northern Province, Nyagatare and Kayonza districts in the Eastern Province; Nyamasheke and Rubavu districts in the Western Province and Nyaruguru in the Southern Province.

REACH community activists, local government officials (at district, sector, and cell levels), parents, mentors, and other local stakeholders have played a significant role in making the REACH project a success. The REACH project created this toolkit to provide stakeholders with consolidated material and information in relation to child labor for use in communities long after the REACH project ends. The toolkit provides a reference to equip champions of child labor and child rights with the knowledge to withdraw, prevent, advocate, and fight against child labor throughout Rwanda.

The toolkit addresses child labor at the community level and compiles the different materials that REACH has used to sensitize and train communities about child labor. Given that this toolkit cannot provide all details about the topics discussed, we encourage users to share and add to this toolkit as new best practices emerge.

This document includes tools intended to share information about child labor with stakeholders in Rwanda. Some components are stand-alone training curricula for selection and use to fit the needs of a particular training group. **Unit 1** includes seven stand-alone training curricula for use as one-time training or a series of trainings in any order. **Units 2, 3, and 4** are resources for those interested in learning more about child labor in Rwanda. Although the information in these units is current, as more progress is made in eradicating child labor in the coming years, these three units will need updating. *Unit 2* focuses on highlighting research in Rwanda on child labor to date. Winrock believes that, in order to eliminate child labor, research is necessary to inform government and nongovernmental organization child labor initiatives. *Unit 3* documents policy progress in the arenas of education and child labor prevention and elimination. There is strong political will on the part of the Government of Rwanda to eliminate child labor. This unit provides the reader with the current laws and policies as a reference guide. *Unit 4* contains case studies from the REACH project meant to demonstrate some examples of programs working to

eliminate child labor. It is Winrock's hope that the Government of Rwanda and other stakeholders will learn from and build upon REACH's activities.

I am grateful to the consultant Sylvestre Musengimana for the compilation and development of the toolkit. I also wish to express my thanks to the staff of Rwanda Education Alternatives for Children (REACH): Emmanuel Ntaganda (Education Specialist), Kelly Scott (Program Associate), and Félix Muramutsa (M&E Senior Adviser) for collaboration, feedback, and sharing of the necessary information and materials that led to the final *Winrock Child Labor Community Engagement Toolkit*. In addition, I thank REACH beneficiaries, government representatives, and community members around the country for providing information and input.

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Overview of Child Labor in Rwanda

Child labor is a widespread problem in Rwanda. According to the second Rwanda Household Living Conditions Survey¹:

Child employment, defined as persons younger than 15 years who are working in an economic activity, either for reward or in a family farm or business, has fallen from 9.6% in [the] first Household Living Conditions Survey² to 5.3% in [the] second Household Living Conditions Survey. Three-quarters of all children less than 15 years who do work are doing so in agriculture. Of the rest, some 19% work in the service sector, with girls slightly more likely to do so than boys, and boys slightly more likely to be in commerce. Fewer than half the children worked the whole year, with only 44% working all 12 months.

The Rwanda Household Living Conditions Survey illuminated important data on who is working in Rwanda and the type of work. The amount of time a child works is also an important data point for examination. In Rwanda, the median time spent working in all jobs among children who worked in the week previous to administration of the survey was 24 hours a week. A small number of children working in other industries reported working much longer hours. Some children, particularly girls, reported spending more than the average 24 hours a week working, particularly in domestic duties, at both their own homes and at employers homes.

There are many root causes for child labor. In addition to poverty, often children are forced into labor because their parents have died or are bedridden from human immunodeficiency virus / acquired immune deficiency syndrome (HIV/AIDS) or other illnesses. There may be as many as 200,000 AIDS orphans in Rwanda.³ Although the infection rate among adults has dropped significantly, the HIV/AIDS infection rate is currently estimated at 2.9%, and will likely continue to be a factor in increasing the rates of child labor in Rwanda.⁴ The 2002 Rwandan census identified about 1,264,000 orphans in Rwanda, about 65,000 of whom were heads of households. The majority of these child heads of households were girls who work mainly in subsistence agriculture, the primary economic activity in the country. In Rwanda, extended family members, older siblings, or community members foster most orphaned children.

¹ National Institute of Statistics of Rwanda (2005/2006), *Integrated Household Living Conditions Survey in Rwanda*, Kigali (EICV-2).

² National Institute of Statistics of Rwanda (2000/2001), *Integrated Household Living Conditions Survey in Rwanda*, Kigali (EICV-1).

³ S. Hunter, and J. Williamson (2002), *Children on the Brink: Updated Estimates and Recommendations for Intervention*, USAID, Washington, D.C.

⁴ UNICEF (2012). Rwanda: Statistics, available at http://www.unicef.org/infobycountry/rwanda_statistics.html

However, the foster care system remains informal, leaving children at risk of exploitation by foster families, as in some cases, these children are seen as outcasts and never truly accepted into the new family. Although some Rwandan foster families have taken in needy children and provided educational opportunities and healthy work environments, others have exploited these children as agricultural laborers or domestic servants. Unprotected orphans often work under intolerable conditions, beg, or resort to prostitution to provide for themselves and/or younger siblings.

The aforementioned factors leading to child labor compound the overall acceptance of child labor within the culture of Rwanda. Unfortunately, child labor has been accepted across generations, and the practice is commonplace, despite stringent policies and laws to combat child labor. Likewise, the use of exploitative child labor has been passed on through generations, and it is likely to take several generations to fully change the attitudes and acceptance of child labor in Rwanda.

Overview of REACH Project

Rwanda Education Alternatives for Children (REACH) is implemented by Winrock International in association with the Forum for African Women Educationalists–Rwanda (FAWE) and the Development Organization of the Netherlands–Rwanda (SNV). The REACH project is funded by the U.S. Department of Labor under Cooperative Agreement IL-19515-09-75-K.

REACH’s targeted objectives include the following:

- Withdrawing 4,800 and preventing 3,500 children and youth from exploitive child labor and linking them with educational services or workforce opportunities in rural areas of Rwanda
- Strengthening national policy and institutions toward education and child labor
- Raising community awareness of the dangers of child labor and benefits of education
- Contributing to research on child labor to inform future child labor endeavors
- Ensuring long-term sustainability of efforts through capacity building at the government and community levels

REACH Activities

To reduce barriers to education and strengthen systems, REACH collaborates with FAWE–Rwanda, to provide direct educational services to children to attend three different education programs. REACH beneficiaries may attend formal school, “catch up” programs, or an innovative model farm school vocational training program for out-of-school youth. REACH put in place an extensive volunteer network comprising community activists and volunteers to mentor and monitor each REACH beneficiary and raise awareness on child labor in their communities. To improve families’ ability to increase incomes and send their children to school, REACH provided enterprise development training to 140 mothers. REACH established an Information, Communication, and Technology (ICT) Center in Nyamasheke used to train teachers in ICT and serve as a center for the community in accessing printing, Internet, computer, and scanning services for a small fee. To improve schools, REACH invested in school renovations in seven schools and child-friendly murals and posters, which provide messages on the importance of education and dangers of child labor.

Winrock has focused on strengthening existing or nascent institutions and policies on child labor to help finalize the National Policy for the Elimination of Child Labour, and has developed child labor monitoring systems. REACH has carried out numerous trainings for district labor inspectors, local government authorities, and other community stakeholders to develop skills on child labor prevention and to teach communities how to take action and reduce the incidence of child labor. Working with the private sector, particularly the tea industry, REACH has strengthened the understanding and activities of various tea companies and cooperatives in fighting child labor.

REACH has also worked to raise awareness about child labor through SNV's extensive cooperative network and the Joint Action Development Forum. REACH has been involved in



Training for district labor inspectors at the U.S. Embassy in 2011.

annual Child Labor Day events and hosted awareness campaigns across the country. REACH has provided technical trainings on monitoring children, Tuseme,⁵ alternatives to corporal punishment, the difference between child labor and child work, and many other topics. REACH has developed the skills and capacity of more than 700 REACH volunteers who are now equipped to continue working to fight child labor. To raise the awareness of the general population, REACH has sponsored regular radio programming to share information on child labor.

Recognizing the importance of evidence-based practices, REACH has carried out several research studies, including a project baseline survey, several awareness assessments, research on child labor in the tea industry, and several other papers. REACH designed a child labor monitoring system (CLMS) to track children recently removed from child labor, as well as those who may be vulnerable to child labor. As described further in Unit 4, this system includes useful forms and data collection strategies that local and national government bodies can adopt. The REACH monitoring system, methodology, and structure was designed to be transferrable for use by local government. The more than 700 REACH volunteers who have received training on this system now have the skills to maintain the CLMS. They will be crucial in government initiatives to replicate or adapt the CLMSs as similar community-level monitoring systems. The sector leaders of several REACH-supported communities have already committed to supporting

⁵ Tuseme, a program originally developed by FAWE, forms extracurricular clubs in schools across Rwanda to encourage students, particularly girls, to discuss their issues and problems within a peer group. Tuseme, which means "speak out" in Kishwahili, aims to empower children to speak up about serious issues such as gender discrimination, abuse, HIV/AIDS, and other issues affecting their childhood development. FAWE has successfully used the Tuseme model in many African countries.

continuation of the REACH volunteer monitoring work. Please refer to Unit 4 to learn more about CLMS and REACH methodology and future recommendations.

About the Toolkit on Child Labor

This toolkit is a compilation of the training modules and best practices developed and tested by Winrock International’s REACH project, its associates, partners, and other stakeholders. The topics covered in these guidelines are informed by documentation and experiences from REACH project activities, research, reports, and policies in relation to child rights and protection. This toolkit is a useful guide for those striving to eliminate the worst forms of child labor in Rwanda. Potential users include, but are not limited to, community activists, mentors, teachers, parents, private sector companies, civil society organizations, and local officials (at district, sector, cell, and village levels). The overall objective of the toolkit is to equip users with information and knowledge on child labor so that they can continue child labor prevention activities in their communities.

This toolkit comprises five units:

1. Training Tools to Address Child Labor at the Community Level
2. Overview of Current Research
3. Overview of Current Policies and Laws
4. Using a Child Labor Monitoring System at the Local Level
5. Case Studies and Best Practices

Each training curriculum in Unit 1 includes content coverage, subtopics, specific objectives, and a step-by-step methodology to guide facilitators who wish to implement similar initiatives. Units 2, 3, and 4 are intended to provide practitioners, government officials, and other stakeholders with references and resources. These units provide information on current research, policies, and CLMS information for use in informing future programs, training, and research projects working to reduce child labor.

Unit I: Training Tools to Address Child Labor at the Community Level

This unit will cover content on:

- The difference between child labor and child work and why understanding this difference is important
- Children's rights
- Alternatives to corporal punishment
- Active listening and counseling
- Mentoring
- Community asset appraisal
- Tuseme

Training Session One: Child Labor versus Child Work

Training note: The following training was provided to REACH community activists, mentors, model farm school teachers, and local authorities during quarterly meetings. This module can be adapted for use in workshops, meetings, or training and is suitable for all community members and children. REACH has found that the difference between “child labor” and “child work” is a difficult concept for many to grasp and therefore an important topic to address at the beginning of any community training or discussion. Because the concepts are difficult, this module is designed for participants to talk about child labor and child work and learn from each other, while also coming to understand new definitions and concepts. This session can be carried out on flipchart paper or a chalkboard, or in PowerPoint. When facilitating this session, it is crucial that the facilitator review the content information and learn about the different kinds of work carried out in participants’ communities.

Objectives:

- Explain the difference between child labor and child work
- Identify and discuss the types of child labor in the community

Content Information:

The terms *child labor* and *child work* can be confusing. “Child labor” is often defined as work that deprives children of their childhood, their potential, and their dignity and that is harmful to their physical and mental development. Not all work done by children should be classified as child labor. According to the International Labour Organization (ILO), “Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being something positive.”

The chart below summarizes different definitions and provides concrete examples of child labor and child work.”⁶

⁶ International Labour Organization (n.d.), “What is Child Labour?” Available at www.ilo.org/ipec/facts/lang--en/index.htm.

	Child Labor	Child Work
Definitions according to various sources	<p>ILO defines child labor as: Work that “deprives children of their childhood, their potential, and their dignity and that is harmful to physical and mental development.”</p> <p>Child labor refers to work that is mentally, physically, socially, or morally dangerous and harmful to children and interferes with their schooling by</p> <ul style="list-style-type: none"> • depriving them of the opportunity to attend school; • obliging them to leave school prematurely; or • requiring them to attempt to combine school attendance with excessively long and heavy work.⁷ <p>According to ILO Conventions No. 138 and 182, nonhazardous work, work done in nonhazardous industries and occupations is acceptable. Light work is generally accepted for 5- to 11-year-olds as long as the hours worked a week do not exceed 14 hours. Regular work (14 to 43 hours a week) is generally accepted for 12- to 14-year-olds.</p>	<p>Child work is understood as</p> <ul style="list-style-type: none"> • work that is not associated with dangerous and/or abusive labor practices; • work that does not place a child’s health, safety, or morals at risk; • activities not prohibited by law for underage children; or • work that is appropriate for their age and maturity and, by doing so, they learn how to take responsibility, gain skills, and add to their family’s or their own income and well-being. <p>Child work often provides children with skills and experience that helps prepare them to be productive members of society during their adult life. This type of work may include activities such as helping their parents around the home, assisting in a family business, or earning money outside school hours and during school holidays.⁸</p> <p>According to ILO Conventions Nos. 138 and 182, Children ages 5–17 years old working for any number of hours in specified hazardous industries and occupations or any children working more than 43 hours a week in any industry is considered one of the worst forms of child labor.</p>
Rwandan labor law age	Under the Rwandan labor law, any child working younger than 16	Under the Rwandan labor law, children ages 16 and 17 years old

⁷ The information above comes from ILO (n.d.).

⁸ World Vision (2006), Basic Training on Child Labor for Teachers, Social Workers, Community Leaders, Civil Society Organizations, and Teacher Education Institutions. A Guide for Trainers. Federal Way, WA, USA.

guidelines	years old is considered to be engaging in child labor. The current law does not provide guidance on the difference between child work and child labor. This is one area that the Government of Rwanda could improve in the labor law to clarify what is appropriate child work.	are allowed to work under “light conditions.”
Examples	<p>A 15-year-old girl attends school, but has a high absentee rate because she works as a domestic servant after and often during school hours. She misses an average of one day of school a week and feels tired when she does attend school.</p> <p>A 17-year-old child is employed at a mining site and works eight hours a day.</p> <p>A 12-year-old girl hauls water for two hours before school every day. She is expected to haul several large jerry cans of water for more than 7 kilometers each day.</p> <p>A 13-year-old boy carries bricks for a construction site each weekend. The construction company pays him and tells him that he is an apprentice to the company.</p>	<p>After school, a child returns home and studies for 45 minutes and then helps his mother prepare dinner.</p> <p>On the weekend, a 10-year-old child plays with friends and studies during the morning. She spends three hours with her father picking beans and feeding goats in the afternoon.</p> <p>A child older than 16 years is employed on a banana farm. He receives regular and fair pay, does not work more than eight hours a day, and does not operate heavy machinery or apply pesticides.</p> <p>During school holidays, a child takes care of her younger sister from 7:00 am to 1:00 pm while her mother attends the local market to sell pineapples from their family farm.</p>

Communities need to be aware of how child work can potentially lead to dangerous work for children considered to be engaged in child labor.

The following factors can make children vulnerable to child labor⁹:

- Extreme poverty and the need for all members of a family to contribute economically to its survival
- Limited access to educational programs, for example, lack of school facilities in rural areas
- Lack of legal documentation, which keeps children from enrolling in school and receiving other state social services
- Poorly funded, trained, and equipped educational systems and teaching staff
- Vulnerable children coerced into illegal activities, such as drug smuggling
- The death of parents or guardians from HIV/AIDS, creating a new generation of child-headed households, etc.

Activities

1. Assessing knowledge on child labor and child work

- Write two subheadings on a chalkboard or flipchart paper: “Child Labor” and “Child Work.”
- Ask participants what they consider to be *child labor* and *child work* in their communities and put the responses under the appropriate subheading. Encourage participants to share their own experiences working as a child and whether those experiences would be considered child labor or child work.

Compare and contrast the ideas written under the subheadings and discuss the differences.

Note to facilitator: Be open to participants’ responses and ideas, knowing that they may be confused about the difference between child labor and child work. As participants share their ideas, take note of when participants misidentify child labor as child work so that these ideas can be clarified throughout the training session.

2. Building knowledge and understanding definitions of child labor and child work

- State the definitions of child labor and child work. Using the information in the content section above explain the difference between the terms and provide examples on child labor versus child work.
- Challenge participants to think about child work and child labor in a new way. The following questions can help guide this conversation:

⁹ Winrock International (2008), *Best Practices in Preventing and Eliminating Child Labor through Education*. Arlington, VA USA.

Note to facilitator: Be open to participant responses and ideas, knowing that this is a difficult and sensitive topic. Some of the questions below are very complex; use your best judgment on the kinds of questions to raise with participants.

- Why is it important to understand the difference between child labor and child work?
 - Were your ideas on child labor and child work in line with the definitions? Why might there be differences in one's ideas of what child labor is and the definitions of child labor?
 - How does child labor impact children? How does child labor impact families and communities?
 - Describe how child labor impacts the future and the economic growth of Rwanda?
-
- Refer back to the lists that the participants created under the two headings of "Child Labor" and "Child Work." Ask the participants any corrections should be made to the lists based on the discussion.

3. **Review Knowledge**

- Ask participants to work with a partner.
- Each team needs to create two concrete scenarios of child work and child labor that might occur in their communities. Each team will share their scenarios with the group. The team will explain why each scenario is an example of the terms and follows the definitions.
- Provide five minutes of work time for teams to create scenarios.
- Ask questions during the sharing of the examples to encourage deeper thought on the subject. Some questions include: Why is that considered child labor? Why is that an example of child work? What conditions would cause that scenario to be child labor, instead of child work?

Training Session Two: Children’s Rights

Training note: The following training was provided to REACH community activists, mentors, model farm schoolteachers, and local authorities during various quarterly meetings. This module can be adapted for use during workshops, meetings, or training. This information can be shared through a worksheet, PowerPoint, or verbal presentation. The module is suitable for all community members and children. In particular, REACH recommends that teachers receive training and then host discussion groups with students to ensure children know and understand their rights. The clauses in this module can be used to make posters or paintings in schools to remind the community and children of their rights.

Objective:

- To present and discuss the rights of the child as laid out by international child rights organizations and recognized by the Rwandan government.

Content Information:

Every child is entitled to certain rights. All children have the same rights. The *U.N. Convention on the Rights of the Child* lists these rights. Almost every country has agreed to uphold and respect these rights, including Rwanda. All the rights interconnect with one another, and all are equally important. One needs to think about these rights in terms of what is best for children and what is critical to life, protection from harm, and healthy growth (both physically and mentally). As children grow and mature, they have more responsibilities to make choices and exercise their own rights.

As stated in the U.N. General Assembly, November 20, 1959, and U.N. General Assembly, November ,1989:

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of trafficking, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.¹⁰

¹⁰ U.N. General Assembly (1959 and 1989). Declaration of the Rights of the Child.

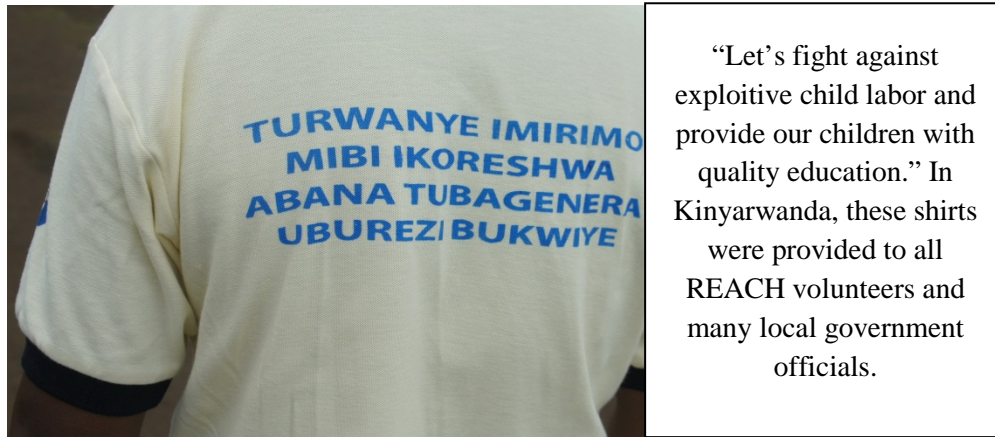
The following clauses can be shared with trainees or stakeholders to show the global and national view on child labor and education. In relation to the rights of children and working conditions, different clauses from the U.N. conventions, Rwandan Constitution, and Rwanda Labor Law specify the Rights of the Child as follows:

- Clause 40 of the Rwandan Constitution as amended to date states, “Every person has the right to education. Freedom of learning and teaching shall be guaranteed in accordance with conditions determined by the law. Primary education is compulsory. It is free in public schools.”¹¹
- Child labor is a barrier to Universal Education for All, one of the Millennium Development Goals supported under Rwanda’s Vision 2020 for All. According to the Understanding Children’s Work Programme¹² of United Nations Children’s Fund (UNICEF), ILO, and the World Bank, “The school attendance of children in employment lags far behind that of their non-working counterparts: 93% of non-working 7–15 year olds attend school against only 74% of children at work in employment.”
- During 2012 the Rwandan Government increased the years of free compulsory education. Now, all children in Rwanda have the right to attend free schooling through level 6 of secondary school.
- The U.N. Convention on the Rights of the Child, Article 4 states, “Governments have the responsibility to take all available measures to make sure children’s rights are respected, protected, and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health, and education systems, as well as levels of funding for these services.”
- The U.N. Convention on the Rights of the Child, Article 19 states: “Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse, and neglect by their parents, or anyone else who looks after them.”
- The U.N. Convention on the Rights of the Child, Article 28 states; “All children have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education of which they are capable.”

¹¹ The Constitution of the Republic of Rwanda (2003). Clause 40, available at : <http://www.rwandahope.com/constitution.pdf>

¹² Understanding Children’s Work (2011). *Understanding Children’s Work and Youth Employment Outcomes in Rwanda*. Rome, Italy.

- The U.N. Convention on Rights of the Child, Article 29 states: “Children’s education should develop each child’s personality, talents, and abilities to the fullest.”



- The U.N. Convention on Rights of the Child, Article 36 states: “Children should be protected from any activity that takes advantage of them or could harm their welfare and development.”
- The U.N. Convention on Rights of the Child, Article 31 states: “Children have the right to relax and play.”
- The U.N. Convention on the Rights of the Child, Article 32 states: “The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitive work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do should be safe and suited to their level of development and comply with national labour laws. Children’s work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.”¹³
- Rwanda Labor Law sets the general minimum working age in Rwanda at 16 years old, with no exceptions for paid light work for children below the age of 16.

¹³ UNICEF (1989). Fact Sheet: A summary of the rights under the Convention on the Rights of the Child. Available at: http://www.unicef.org/crc/files/Rights_overview.pdf

- This law also mandates that all 7- to 15-year-olds involved in employment be considered to be engaging in child labor. Children ages 16 and 17 years old are allowed to work under safe and legal conditions, while the law prohibits children under 18 from nighttime work and work that is difficult, unsanitary, dangerous, or may compromise the education or morality of the child.
- This law also indicates that children under 18 cannot work in industrial institutions, domestic service, institutions that produce or sell alcoholic drinks, mining, quarrying, construction, brick making, or applying fertilizers and pesticides.¹⁴

Training Activities

1. Assessing Knowledge on Children’s Rights

- Ask the participants to work in pairs to create a list of children’s rights on flipchart paper. Encourage participants to think about Rwandan law and international laws. The pairs have five minutes to write as many children’s rights down as they can.
- Post the flipcharts around the room and ask participants to identify if there are any similarities among the lists. Ask what rights were listed the most often? Then ask the group if there are new rights listed by others that they had not heard of. Then tell the participants that they will now learn more about children’s rights and why these rights are important.

2. Building Knowledge on Children’s Rights

- Before the session, write the following on a flipchart to present to the group:

“The child shall be protected against all forms of neglect, cruelty, and exploitation. He shall not be the subject of trafficking, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.” - U.N. General Assembly (1959 and 1989). Declaration of the Rights of the Child.
- Read the flipchart to the group. Ask the group if they have any questions on the meanings of the different rights and clarify as needed. Ask the group if they know from where this text comes.
- Explain to the group how the U.N. Convention and Rwandan law are similar on the

¹⁴ Rwanda Ministry of Labor (2009). Law regulating labour in Rwanda. Kigali, Rwanda. Available at : <http://www.mifotra.gov.rw/fileadmin/templates/downloads/laws/NEW%20LABOUR%20LAW%20N13.2009%20OF%2027.5.2009.pdf>

topic of children's rights. Explain the global view on children's rights and how countries worldwide have signed the convention and agreed to uphold the standards put forth by the United Nations.

- Before the session, write the different clauses from laws on children's rights (see list in content section) on separate sheets of paper.
- Ask participants to work in teams or in small groups. Each small group should discuss the clause on their paper. Then the group should respond to two prompts: (1) Provide a concrete example of what the clause means when it is put into action and (2) Why might communities and families have challenges putting this clause into action?
- Groups can work for 10 minutes and then each group presents its clause, the concrete example of the clause, and the associated challenges.

To close this activity, the facilitators lead a discussion so that the group can talk more about challenges and share how to overcome challenges to carry out children's rights initiatives in communities. The facilitator should clarify misunderstandings and provide additional information as needed. Some discussion questions include the following:

- Why do these challenges exist?
- What traditions or practices support children's rights?
- What traditions or practices deny or prevent children from exercising their rights? Why is it difficult to influence others to uphold children's rights?
- How can we influence others to support children's rights?

3. Reviewing Knowledge on Children's Rights

- As a quick review, ask participants to share their favorite "rights of the child" clause. Ask why it is their favorite and why it is significant for children, communities, and Rwanda.

Note to facilitator: The purpose of the discussion is to encourage participants to think more about children's rights and why they are important. There are no correct or incorrect answers to the prompts above.

- After volunteers have shared various examples, remind the group that all the rights are equally important and we need to uphold all of the rights so that children can grow up to be active and productive members of society.

Training Session Three: Alternatives to Corporal Punishment

Training note: The following training was provided to REACH community activists, mentors, and school teachers during a quarterly meeting. The teachers identified corporal punishment as an issue in schools and requested training on the subject. Corporal punishment in schools can be a factor in children dropping out of school and entering into child labor. This module can be adapted for use in workshops, meetings, or training. The information can be shared through a worksheet, PowerPoint, or verbal presentation. The module is suitable for all community members, teachers, and parents.

Objectives:

- To discuss the definition of “corporal punishment”
- To discuss attitudes and perceptions of the community of corporal punishment or other types of punishment
- To analyze the consequences of corporal punishment and other types of punishment
- To help parents, teachers, and other child caregivers to discover other ways of influencing the behavior of children without corporal punishment
- To discuss the measures for implementing prohibition of corporal punishment

Content information:

What is corporal punishment?

The U.N. Committee on the Rights of the Child has adopted a comprehensive definition of corporal punishment:

The Committee defines “corporal” or “physical” punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking,” “slapping,” “spanking”) children, with the hand or with an implement—a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These

include, for example, punishment, which belittles, humiliates, denigrates, scapegoats, threatens, scares, or ridicules the child.¹⁵

Consequences of corporal punishment

Corporal punishment has various consequences¹⁶:

- “It lowers self-esteem, teaches poor self-control and promotes negative expectations.
- It teaches children to be victims. There is a broadly held belief that people who endure corporal punishment are made stronger by it; it “prepares them for life.” **That myth is not true.** Today we know that corporal punishment doesn’t make people stronger; rather it makes them more prone to becoming repeat victims or perpetrators of violence.
- Corporal punishment interferes with the learning process and with children’s intellectual, sensory and emotional development.
- It discourages the use of reasoning. By precluding dialogue and reflection, corporal punishment hampers the capacity to understand the relationship between behavior and its consequences.
- Corporal punishment makes children feel lonely, sad and abandoned. It promotes a negative view of other people and of society as a threatening place.
- It creates barriers that impede parent-child communication and damages the emotional links established between them.
- Corporal punishment can stimulate anger and a desire to run away from home.
- Violence begets violence. It teaches that violence is an acceptable way of solving problems.
- Children who have been submitted to corporal punishment may manifest difficulties with social integration.”

¹⁵ United Nations (2006). Convention on the Rights of the Child: General Comment No. 8. Geneva, Switzerland. Available at: [http://www.unhchr.ch/tbs/doc.nsf/0ac7e03e4fe8f2bdc125698a0053bf66/6545c032cb57bff5c12571fc002e834d/\\$FILE/G0740771.pdf](http://www.unhchr.ch/tbs/doc.nsf/0ac7e03e4fe8f2bdc125698a0053bf66/6545c032cb57bff5c12571fc002e834d/$FILE/G0740771.pdf)

¹⁶ This list is taken verbatim from Save the Children. *Educate, Don’t Punish, Awareness Campaign against Corporal Punishment of Children in Families, First Session*. Available at: http://www.unicef.org/lac/spbarbados/Implementation/CP/Global/Educate_donthit_SaveManual.pdf

- It does not teach children to cooperate with authority; it teaches them to comply with the rules or to infringe them.
- Children can suffer from accidental physical injuries. When someone hits a child, the situation can get out of hand and result in more harm than expected.



Alternatives to Corporal Punishment

- Give a child a chance to correct something wrong at school
- Talk with the child so he/she can express the way she/he commits to change her/his bad behavior
- Refuse to give a child what she/he likes for a certain amount of time
- Tell her/him that you love her/him but if she/he continues, there will be consequences. Be clear what those consequences entail.
- Show and discuss the consequences of her/his misconduct

Measures for Implementing Prohibition of Corporal Punishment

To implement the prohibition of all corporal punishment in schools, governments, and communities should undertake measures, including the following:

- Encourage widespread public education and awareness raising among adults and children about the law change and the reasons for it

- Establish a range of appropriate responses and sanctions to address the continued use of corporal punishment by teachers, for example, make compliance with the prohibition a condition of employment and breaching the prohibition punishable as misconduct in the work place; place responsibility for ensuring corporal punishment is not used in schools as a key duty for administrators and head teachers
- Monitor compliance with the prohibition through school inspection mechanisms, including confidential interviews with staff and children with all the necessary safeguards
- Establish independent reporting procedures for children, staff, parents, and other adults, ensuring protection for those who report the use of corporal punishment
- Integrate education on children’s rights, the law, and positive, nonviolent disciplinary strategies into initial training and university teaching in education, psychology, child development, and other related topics
- Teach existing and new staff about children’s rights, the law and nonviolent discipline through training for all providers of education at all levels (school heads/principals, teachers, assistants, nonteaching staff, volunteers, and other adults who come into contact with children).

To recognize and hold up children’s rights for human dignity and safety, eliminating corporal punishment by law is crucial. The lack of a prohibition by law undermines child protection work. Although governments have the primary obligation to prohibit and eliminate violence against children, all adults have a responsibility and role in ending violence, including all corporal punishment.

Training Activities:

1. Assessing Knowledge on Corporal Punishment

- By using a brainstorming approach, ask the participants what their understanding is of the term “corporal punishment.” Write these ideas on flipchart paper.
- Supplement ideas on the list using the information from above.
- Using the listed ideas, ask the group to try to create a definition of the term. Try to keep the definition to less than four sentences.

2. Building Knowledge on Corporal Punishment

- To prepare for the session, write the U.N. definition of corporal punishment on flipchart paper.

- Present this to the group and look for similarities between the group’s definition and the United Nations’ definition. Explain that you will now talk more about corporal punishment and its effect on children and communities.
- Divide the large group into smaller groups of three to five people. Ask each group to discuss the following topics: disciplining children, factors that lead to corporal punishment, the negative consequences and results of corporal punishment, and alternatives to corporal punishment. Groups have 15 minutes to brainstorm and write down their ideas for each category.
- Display group findings from each topic. Look for similarities among the groups’ ideas for each topic. Provide additional information on each topic using the information in the content section and clarify misconceptions. Key misconceptions to correct include the following ideas:
 - False: *Children are abused or hurt because they are bad or misbehave.* Explain that there is no reason ever to hurt a child.
 - False: *Disciplining a child using physical force is necessary in order to teach a child a lesson.* Explain that there is no reason ever to hurt a child.
 - False: *Disciplining a child using force shows that one is a good parent.* Explain that there is no reason ever to hurt a child.
 - False: *It is ok to hit a child when he or she really does something bad.* Explain that there is no reason ever to hurt a child.
 - False: *When a child is disciplined using force, he/she will become a responsible adult.* Explain that there is no reason to hurt a child, and often children that are abused become adults who will abuse others in the future.

3. Review Information on Corporal Punishment

- Lead a discussion to review information and help participants think more deeply about corporal punishment.

Note to facilitator: The purpose of the discussion is to encourage participants to think more about corporal punishment: why it occurs and how to end it. There are no correct or incorrect answers to the questions below.

The following questions can facilitate this discussion:

- What has surprised you about corporal punishment?
- Have your thoughts and ideas about corporal punishment changed? How have they changed and why?
- Is corporal punishment accepted in your community? What actions can you take to end corporal punishment?

Training Session Four: Active Listening and Counseling

Training note: The following training was provided to REACH community activists, mentors, and teachers during a quarterly meeting. For successful mentoring and monitoring of children, children must trust adults and feel comfortable with sharing their challenges and issues, especially if they are feeling pressured to be involved in child labor. Children must feel that they have been listened to and are confident that the adults in their lives care for them and will advocate and protect them. Basic counseling and mentoring skills can facilitate the process of building trust between children and adults.

This module can be adapted for use during workshops, meetings, or training. This information can be shared through a worksheet, PowerPoint, or verbal presentation. The module is suitable for any adult working directly with children. REACH recognizes that not all children or schools have access to a clinical social worker or counselor. However, many people in the community serve as advocates to children, such as education officers, social affairs officers, teachers, and other community leaders. Teaching these community leaders basic counseling skills can increase their abilities to work with children and families on difficult issues.

Objectives:

- Discuss the importance of active listening and counseling in a child's life
- Present and discuss principles of active listening
- Discuss the skills needed in child counseling

Content Information

Listening is a part of the Child's Right to Participation that is one of the four groups of child rights covered by the United Nations Convention on the Rights of the Child announced in 1989.

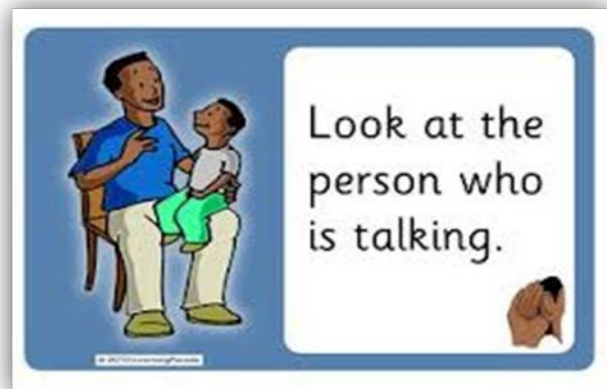
Listening to your children is important for their development and growth.¹⁷ One of the easiest ways to empower children is to listen to them. Listening boosts their self-esteem. The more one

¹⁷ Listening to children, 2011, www.kaieteurnewsonline.com

listens to children, the more confident the child becomes, because it demonstrates that adults respect them and value their opinions. This encourages them to express themselves and boosts their development. If children feel important and share thoughts and stories with their parents, they will feel comfortable sharing their more significant happenings with trustworthy adults later in life.

The listening attitude of parents helps the children to express their feelings. The most difficult part of listening to a child is when they are expressing anger. However, this is crucial, because the ability to deal positively with frustrations is one of the most important aspects of succeeding in life.

Parents, teachers, and mentors can become better listeners by listening intently and making eye contact. Through facial expression and body language, they can also convey that they are open and available to their children. Even repeating what the child has said can help. It will show that you are sympathetic and paying attention.



Why Is Listening Important to Children?

Listening to children enables them to do the following:

- Put forward their thoughts and feelings
- Develop positive self-esteem
- Enhance their competence and self-confidence
- Accept others' points of view
- Develop trust in adults
- Develop and sharpen their skills in negotiation and communication
- Establish healthy relationships with adults and peers

What Does Listening to a Child Involve?¹⁸

- Give your child your full attention (i.e., face her/him)
- Sit with and have eye contact with her/him
- Understand your child's tone and body language

¹⁸ Dr. Denis Waitley. *Take a Moment to Listen, Listening to Children*. Available at: http://www.bernardvanleer.org/files/chetna/Child_rights_booklet-8.pdf

- Allow your child to lead the way, instead of giving your verdict
- Be open to and respect child's views

Ten Principles of Listening

Listening requires you to concentrate and use your other senses, in addition to simply hearing the words spoken. Listening is not the same as hearing, and in order to listen effectively you need to use more than just your ears.

The following 10 principles are presented verbatim from the Web site "Skills You Need."¹⁹

- **"Stop talking**

If we were supposed to talk more than we listen, we would have two tongues and one ear. —American author, Mark Twain

Don't talk, listen. When somebody else is talking, listen to what they are saying, do not interrupt, talk over them or finish the sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

- **Prepare yourself to listen**

Relax. Focus on the speaker. Put other things out of your mind. The human mind is easily distracted by other thoughts. Try to put other thoughts out of your mind and concentrate on the messages that are being communicated.

- **Put the speaker at ease**

Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact, but do not stare. Show you are listening and understanding what is being said.

- **Remove distractions**

Focus on what is being said: do not doodle, or text message, shuffle papers, look out the window, pick your fingernails, or anything similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted. Do not take phone calls when you are trying to listen. Turn off your phone.

- **Empathize**

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind, we can more fully empathize with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

¹⁹ Please see Skills You Need (Web site). Available at: <http://www.skillsyouneed.co.uk>.

- **Be patient**
A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.
- **Avoid personal prejudice**
Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking—others like to sit still. Focus on what is being said and try to ignore styles of delivery.
- **Listen to the tone**
Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations—let these help you to understand the emphasis of what is being said.
- **Listen for ideas—not just words**
You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.
- **Wait and watch for non-verbal communication**
Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes—watch and pick up the additional information being transmitted via non-verbal communication.”

Solving Problems

After actively listening, one can help a child solve problems. It is important to continue to use the active listening skills, but one can also do the following:

- **Ask questions.** The following questions can be helpful when listening to a child and solving problems:

How did that make you feel? This sounds like a serious problem, what do you think? Do you want help with this problem? How can we handle this problem together? What solutions can we create? How can we make this better?
- **Discuss solutions.** Help the child brainstorm as many solutions as possible. When a child puts forth solutions, encourage the child to think about the advantages and disadvantages of the different solutions. Talk about the different solutions and decide together.

Be careful of a child blaming him- or herself for problems, especially during cases of abuse, violence, and/or rape. Children might think it is their fault. Always remind the child that it is never their fault that they are abused. Remind the child that it is their right to be safe and not to be abused.

Training Activities:

1. Assessing knowledge on the importance of active listening and counseling

- Ask participants what it means to counsel a child and listen actively. Write their responses on flipchart paper.
- Ask participants to think about why active listening is important when working with children, especially in child protection work. Tell participants to share their ideas with a partner. Let teams discuss the importance of active listening for five minutes.
- Tell participants that during this session that they will learn skills to be active listeners and provide basic counseling to children.

2. Building knowledge and practicing active listening

- Before the session, write each of the following statements on flipchart paper:
 - Listening to a child empowers the child and builds self-esteem.
 - Listening to a child helps the child learn how to communicate with adults, navigate problems, and negotiate solutions.
 - Listening to a child makes the child arrogant and self-centered.
 - Listening to a child helps the child learn how to build healthy relationships.
 - Listening to a child is a waste of time, a child has nothing important to say.
- **True or false activity**
 - Post each flipchart paper on the wall. Ask participants to walk around the room and write whether they think a statement on the list is true or false. If participants would like, they can also write why they answered as they did. Once all the participants are done, explain that you are going to talk about why listening to child helps a child in their development. Read the statements and talk about participant responses. Use the information in the content section to clarify and provide additional information.

True statements: Listening to a child empowers the child and builds self-esteem; listening to a child helps the child learn how to communicate with adults, navigate problems, and negotiate solutions; listening to a child helps the child learn how to build healthy relationships.

False statements: Listening to a child makes the child arrogant and self-centered; listening to a child is a waste of time; a child has nothing important to say.

- Next, tell participants that they will learn about active listening. Before the session, prepare a piece of flipchart paper listing all the bolded words listed above in the *Ten Principles of Listening*. Review the list with participants and share the examples and additional information for each principle.
 - **Role-play activity.** Before the session, prepare a role play with a *colleague to demonstrate active listening*. Be sure to include all the elements listed. Set the scene for participants by explaining that they are going to watch a role play in which a child confides to a teacher about a problem at home. Ask the participants to look for examples of active listening.
 - When the role play is completed, ask the participants what they saw and what they think. Ask the participants to refer to the list and connect the different principles of active listening to the role play that they just watched.
- 3. Reviewing Information on Active Listening**
- Before the session, create different scenarios in which a child confides and shares a problem with an adult. You may use these scenarios as examples with the participants. Ask participants to work with a partner and prepare a short (less than five minutes) role play in which one person is the adult and the other is the child. Remind participants to use the principles. Provide the teams seven minutes to prepare their role plays. Teams then perform their role plays for the group. Depending on time, facilitate short discussions after each role play to highlight different aspects of active listening.

Training Session Five: Mentoring

Training note: The following training was provided to REACH community activists, mentors, and teachers during several quarterly meetings. Mentoring is the cornerstone in providing individual attention to children to ensure they are not or do not become involved in child labor. The REACH project recruited more than 500 mentors, mostly teachers, to mentor the REACH beneficiaries. This model can be replicated across Rwanda. This module can be adapted for use in workshops, meetings, or training. This information can be shared through a worksheet, PowerPoint, or verbal presentation. This module is suitable for all community members, teachers, and parents.

Objectives:

- Explain the meaning of a mentor
- Identify and discuss the qualities of a mentor
- Identify and discuss the role and responsibilities of a mentor

Definition of Mentoring

Mentoring²⁰ is a process in which a person guides, gives advice, supports and/or serves as a role model to someone else.

A mentor²¹ can be anyone in a community: a parent, teacher, university student, a friend, a family member, religious leader, politician, or market vendor with an interest and commitment to working with young people/children. A mentor can be



²⁰ USAID (2008), *Guide Ressource pour le Mentoring des Filles*. Programme des Ambassadeurs des Etats Unis en faveur de la scolarisation des filles. Washington, D.C.

²¹ USAID (2008).

employed or not and educated or not.

A Good Mentor

Good mentors possess some highlighted qualities. A good mentor has all or most of the following qualities²²:

- “Engages in a positive relationship with the learner/child
- Gives attention to the learner/child
- Is trustworthy
- Has positive self-esteem
- Handles stressful and frustrating situations well
- Is a good listener
- Makes his/her communication more understandable to learner/child
- Shares knowledge and information
- Is stable
- Provides leadership
- Is a positive role model
- Supports child’s education and, where applicable, sends his/her own children to school
- Is not judgmental
- Is committed
- Respects the learner’s/child dignity
- Reinforces successes of the learner/child
- Guides the student toward positive choices without deciding for her/him”

When selecting mentors, individuals that possess many of the above qualities should be considered. Once selected or recruited, mentors should receive training so that they succeed in accomplishing their duties.

Role and Responsibilities of Mentors

A mentor serves as a guide, resource, role model, and advocate to children. At the community level, a mentor has various responsibilities to undertake in working toward child labor prevention, monitoring, and eradication child labor. Mentors should understand their role and the responsibilities that accompany that role:

- **Provide support and guidance**

The main responsibility of mentors is to develop a trusting relationship with children and help, encourage, and support them in learning more about themselves and making positive choices. A

²² The following list of qualities of a mentor was taken verbatim from USAID (2008).

mentor will empower children to identify personal, professional, and academic goals and how to achieve them through a variety of activities and new experiences.

- **Does not replace a parent, guardian, or teacher**

Although a mentor will develop a close relationship with each learner/child and provide information, support, and guidance, it is important to understand that a mentor is not a substitute for a teacher, parent, or guardian. A mentor will not have authority over or a disciplinary role with the student, and will not seek to make decisions on behalf of the student or tell her/him what to do. Rather, a mentor will help guide the learner/child to make his/her own best decisions. As such, if mentors are used at the school level and are teachers, it is recommended that a child's assigned mentor not be their direct teacher, but another teacher at the school.

- **Conduct a variety of mentoring visits and activities often**

Mentors should plan regular visits with the children mentored and create a variety of activities. The mentor should conduct at least two activities each month with learners/children, either as a group or individually. Where possible, schedule meetings and activities after class during the week, on weekends, or during holidays, as it is very important that mentoring not conflict with school, family, or community responsibilities. Planned activities should include a mixture of group discussions and individual meetings, school visits, home visits, and field trips.

- **Keep good records of all children and activities**

For each child in the mentoring program, mentors must keep a good record of the child's personal information, including their name, contact information, age, school, grade level, and other important information or special considerations, such as child labor work status. Mentors should also keep detailed notes on all mentoring sessions and activities. This is very important to ensure that the mentoring program continues to grow, rather than being repetitive or losing focus.

- **Follows up and monitors progress**

Mentors should follow up regularly with children, particularly following any special issues or problems, class assignments and exams, or work status. This monitoring and follow-up will help ensure the success of the mentoring efforts.

- **Cooperates and collaborate**

Mentors will not be a substitute for teachers or parents, but will enhance or consolidate school activities, studies and responsibilities at home. Mentors will serve as a liaison and collaborate with school administration, teachers, and parents for challenging issues that a child may be experiencing.

Training Activities:

1. Assessing Knowledge on Mentoring

- Ask participants what the term *mentoring* means and who in their own lives has been a mentor to them. Write these responses on flipchart paper.
- Using the information in the content section, clarify the meaning of mentor and add ideas put forward by the group. Be sure to include the following USAID (2008) definition for mentor:

“Mentoring is a process in which a person guides, gives advice, supports and/or serves as role model for someone else. A mentor can be anyone in a community: a parent, teacher, university student, a friend, a family member, religious leader, politician, market vendor with an interest and commitment to working with young people/children. A mentor can be an employed person or not, educated or not.”

2. Building Knowledge on Being a Mentor

- Ask participants to each find a partner. Instruct the pairs to create two lists: (1) the qualities of a mentor and (2) the actions and activities of a mentor. Provide 10 minutes for the pairs to work together and complete the two lists on flipchart paper.
- When the pairs have completed their work, post all the flipchart papers. Ask participants to identify some common qualities that more than one group used to describe mentors. Answers should include qualities such as caring, kind, good listener, and responsible. A mentor should set a positive example and be a good role model.
- Review the list of actions proposed by the different pairs on the flipchart paper. Clarify any misconceptions and highlight important actions such as: visit with the child at home and make sure everything is all right; help the child by listening to problems and contacting authorities when needed; intervene on the child’s behalf; help the child with homework; organize activities for children so they can learn about important topics and life skills; show the child that you care by always following through and keeping promises; focus on empowering the child and building their self-esteem.
- Before the mentoring session, make a flipchart listing the following responsibilities of a mentor:
 - Provides support and guidance
 - Does not replace a parent, guardian or teacher
 - Conducts a variety of mentoring visits and activities often
 - Keeps good records of all children and activities
 - Follows up and monitors progress
 - Cooperates and collaborates
- Ask participants to break into groups and, for each topic, discuss and complete the phrase “*This is important because...*” They need to write their responses to the prompt for each topic. Groups can work for 10 minutes on this activity.

- Then, going topic by topic, each group shares their reasons why each responsibility is important. Provide additional information when needed and clarify any misconceptions.

3. Reviewing Knowledge about Mentoring

- To review the information, ask participants to work independently for 10 minutes. Ask them to think about why mentoring is important for vulnerable youth and, if they were to mentor, name the kinds of activities they would do to mentor a group of 10 children.
- After the 10 minutes, ask volunteers to share some of their ideas.

Training Session Six: Asset-Based Community Development

Training note: REACH borrowed the Asset-Based Community Development (ABCD) Model from its sister project in Tanzania, where the model proved successful. The workshop and training was provided to REACH community activists, mentors, local officials, religious leaders, police, business owners, and other respected community members. REACH led asset appraisal workshops at the sector level of communities. Participants were trained to identify existing community assets and plans to address child labor in their community. This module can be adapted for use in workshops, meetings, or training, but should be used during a participatory workshop. This information can be shared through a worksheet, PowerPoint, or verbal presentation. This module is suitable for all community members.

Objectives:

- Explain what asset-based community development is
- Explain the levels of an asset map and discuss the assets existing in the community
- Present and explain tips for putting together a good asset map

Content Coverage:

The Meaning of Asset-Based Community Development

A sset-based community development²³ is an approach to community-based development, based on the following principles:

- Appreciating and mobilizing individual and community talents, skills, and assets (rather than focusing on problems and needs)
- Focusing on community-driven development, rather than development driven by external agencies, recognizing that outside funding comes and goes, but local assets remain steadfast.

²³ Winrock International/REACH, FAWE, and SNV (2012). *Training Guide on Community Asset Appraisal*. Kigali, Rwanda.

ABCD builds on the following:

- **Appreciative inquiry**, which identifies and analyzes a community's past successes. Identifying past success stories in the community strengthens people's confidence in their own capacities and inspires them to take action.
- **Social capital** and its recognition and importance as an asset. This is why ABCD focuses on the power of associations and informal linkages within the community, as well as relationships built over time between community associations and external institutions.
- **Participatory approaches to development**, which are based on principles of the empowerment of local stakeholders.
- **Community economic development models**, which place a priority on collaborative efforts for economic development that make best use of local resources.
- **Efforts to strengthen civil society**. These efforts have focused on how to engage people as citizens (rather than clients) in development and how to make local governance more effective and responsive.

Asset Maps

According to Kretzmann (1995)²⁴, an asset map points to one way of thinking about the basic kinds of building blocks that exist in every community. An asset map is a tool that helps communities take stock of the assets existing in their community, specifically community members' knowledge, skills, natural resources, and community engagement. By creating an asset map, community members can visualize the untapped opportunities and resources within the community. The community can then use assets as it plans activities, programs, and interventions to improve the community at large, in this case, eliminating child labor and strengthening the education of local children.

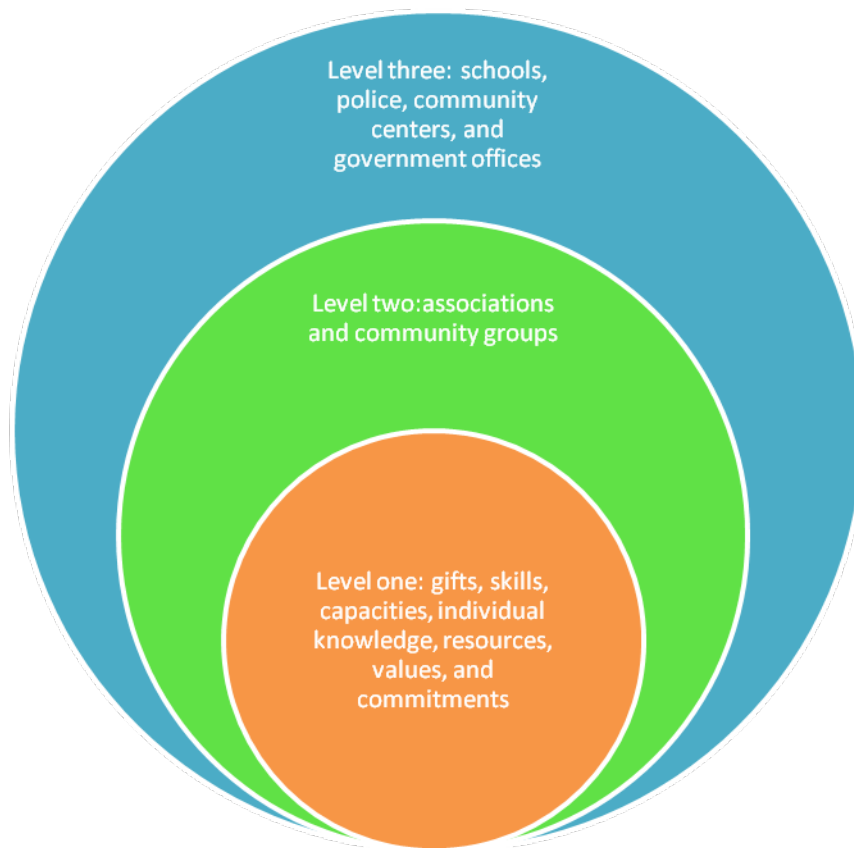


REACH led an ABCD training workshop in Kayonza District. Above, participants are working on a mapping exercise. Community members who attended the workshop included police, religious leaders, teachers, parents, and local authorities.

²⁴ Kretzmann, J.P. (1995). Building Communities from the Inside Out. Available at : www.nhi.org/online/issues/83/buildcomm.html

The asset map has three levels:

1. The first level or center of the map includes the “gifts, skills, and capacities” of individual community members: their knowledge, skills, resources, values, and commitments.
2. The second level of assets includes associations, community groups, and organizations, where community members come together to share goals. These associations, whether primarily organized to promote religious, cultural, civic, recreational, or other ends, may be more willing take on community-building tasks, including those relating to child labor.
3. The third level includes those institutions located in every community, such as schools, police, villages, government offices, and community centers. These institutions can refocus at least part of their considerable resources on community building, including combating child labor.



After all the local community assets, including the gifts of individual community members, the power of community associations, and the resources of local institutions have been identified and “mapped,” a community previously regarded as weak and deficient will appear on the larger civic stage as capable and powerful.

Every community can identify things it does not have (needs) and things it does have (assets). A strong community is built on identifying and then mobilizing its assets.

Tips for putting together a strong asset map:

Here are six tips for developing a good asset map in a community or group:

- Explain clearly why you are developing the map, its purpose, and what will happen with the information you gather for the map.
- Make sure you understand which problems the community intends to solve and why these problems are important for the community to address. If a community does not truly understand the specific problems it is addressing, an asset map will not be helpful.
- Once the problem and ground rules are established, do not limit what people think of as assets, that is, that all assets are equally important, so someone with carpentry skills is as valuable as someone who owns large tea plantation that produces a lot of money.
- A range of ways exist for creating an asset map, but it works well to make the map large and visually striking, so people can add their own ideas.
- Make sure that when you have developed your map, that information is available and preferably visible to the local community or group.
- An asset map is a work in progress. Providing opportunities for people to add to it over time is as important as creating the map in the first place.

A facilitator will be able to make community sessions easier by offering suggestions and providing guidance in understanding the ABCD approach. A good facilitator will do the following:

- Fully explain the ABCD Model and how it can benefit the community
- Assist the community in identifying issues and problems to address in the community
- Explain in depth how to construct an asset map and how to use a map to design plans using the resources identified to combat the identified problem(s).
- Encourage new and challenging ideas



- Listen for interesting points of view and allow those views to be discussed
- Present ideas and opinions as just that, opinions
- Listen carefully, trying not to interrupt
- Allow everyone to express themselves and communicate with each other
- Monitor participation so that individuals neither dominate the conversation nor sit back and say nothing

Turning Ideas into Action

In the interest of supporting community interventions to fight against the worst forms of child labor, the facilitator should lead the group to come up with proposals on how the community can take part in the fight against child labor using its own assets.

After completing an asset map detailing assets available in a community, community members then agree on how to use those assets in addressing development issues of concern. Once they have their asset map, give them time to look at and reflect on the assets they have identified. Then spend some time letting everyone think about some projects or actions that can use some or all of those assets to help reduce or combat child labor.

Once they have all the ideas for the projects listed, you will need to choose a few or perhaps only one to start with, focusing on those with a direct bearing on the elimination of child labor.

In defining how to use available assets, you will need to work with the community to develop a division of responsibilities for suggested interventions: in other words, who will do what, what there is to do, and which assets to use. At this stage, community members should develop an action plan for addressing child labor and other issues contributing to it.

Training Activities:

1. Assessing knowledge of ABCD

- Ask participants to define asset-based community development and write their responses on a flipchart paper.
- Ask participants how ABCD workshops may benefit communities and how ABCD may be a positive alternative to traditional development projects. Tell participants to discuss this in pairs and write down their key ideas. Let the pairs discuss the benefits of ABCD for five minutes.
- Tell participants that, during this session, they will learn skills to facilitate ABCD workshops in their communities and how to ensure the mapping exercise will lead to action within their communities. Explain that this methodology can be used to eradicate child labor or address other social issues within communities.

2. Building Knowledge on ABCD

- State the definition of ABCD and explain the importance of identifying and leveraging local resources to combat child labor or other social problems in a community.
- Before the lesson, draw an asset map on a flipchart with three levels. Explain the three levels of the asset map. Ask participants to provide examples and add them to the asset map on the flipchart. Encourage participants to provide specific examples. Avoid listing general assets such as “schools”; instead, include more details about a particular asset, such as, “St. Nicolas School has strong PTA and is near a water source.” In this way, when mapping, the participants can clearly see the assets and future opportunities. For example, St. Nicolas School may be an ideal school for an agriculture club because of strong leadership and a water source. Examples may include but are not limited to the following:

Level 1: Gifts, skills, capacities, individual knowledge, resources, values, and commitments

- *Examples:* Water sources, particularly rich soil or growing environment for a particular crop, individuals in the community with deep understanding of child labor issues (REACH community activists or mentors), strong facilitators to carry out ABCD workshops, strong political will of the local government to curb child labor.

Level 2: Associations and community groups

- *Examples:* Farmers associations that may be willing to incorporate additional child labor monitoring or workplace safety training into their work, other local NGOs working on children’s rights or education.

Level 3: Schools, police, community centers, and government offices

- *Examples:* Vocational training centers that may train former child laborers, schools

with strong PTAs, ICT centers, feeding programs, highly engaged teachers, health centers that screen children for workplace injuries.

Facilitator's note: The above activity can be done in a group brainstorming setting, but the facilitator must be in charge of adding answers to the maps and guiding the process. Alternatively, if there are too many people for one group, break participants into groups of six to eight and provide them with their own map. Spend time walking from group to group to assess their progress and provide guidance. Encourage creative answers. Each community will have different strengths and assets within.

- When the map is complete, explain that this map should be kept and a report should be written to be shared with participants.
- Discuss each asset with the participants and identify how and if each asset could be leveraged to combat child labor, improve children's education, or improve working conditions in the area. Create an action plan with the participants that outlines what steps could be taken to leverage an asset, who in the community should be contacted, and who of the participants will be in charge to follow up on each step?

For example:

Asset: Exceptional and engaged Umudugudu leader

Possible action point: Recognizing that community members may not be aware of the problem of child labor, discuss with leader about hosting community meetings during Umuganda or other times to share Rwanda's child labor and educational policies and raise awareness about the dangers of exploitive child labor.

3. Reviewing knowledge on ABCD

- To review the information, ask participants to work in pairs for 10 minutes. Ask the participants to think about the steps in creating and implementing an asset map.
- After 10 minutes, ask them to volunteer to share some of their ideas.

Training Session Seven: Tuseme

Training note: Tuseme is an approach developed and used by FAWE to encourage children to “speak out” on their issues. This module was provided to REACH community activists, mentors, and teachers. The module can be adapted for use in workshops, meetings, or training. This information can be shared through a worksheet, PowerPoint, or verbal presentation. The module is suitable for all community members and children.

Objectives:

- Explain the background of Tuseme and its objectives
- Identify and discuss the types of activities in Tuseme

Content Information:

Tuseme is a Swahili word that means “let us speak out.”²⁵ It encapsulates an empowerment process for both girls and boys, to enable them to understand and overcome problems that hinder their academic and social development.

Tuseme resulted from concerns among educators, parents, and other social groups that girls are not sufficiently empowered to cope with life. One result is that they do not participate effectively in educational processes. This in turn hinders their academic and social development. The factors behind this lack of empowerment include socialization, negative cultural values and attitudes, and the overall gender construct that places a Rwandan woman in an inferior position relative to men. Tuseme was established, therefore, to empower girls with skills to deal with the problems that hinder their academic and social development.

Initiated in Tanzania in 1996 by the Department of Fine Arts, University of Dar es Salaam, Tuseme has spread to many schools in Tanzania and thence to other parts of sub-Saharan Africa, including Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Namibia, Senegal, Zambia, Zimbabwe, and Rwanda.

²⁵ FAWE (2007). *Empowering Rwandese Youth through Tuseme, Reka Tuvuge, 'Let us speak out'*. Kigali, Rwanda.

The objective of Tuseme is to empower girls to do the following:

- Identify and analyze the problems that hinder their academic and social development
- Speak out and express their views about the problems they face
- Find solutions and take action to solve the problems that hinder their academic and social development

The Tuseme process involves students in identifying their problems, analyzing the root causes, speaking out about them using different artistic forms, finding solutions, and taking action to implement solutions. As part of the process, Tuseme clubs are established in schools to provide an additional forum through which the students can take action to solve their problems.

Within Tuseme clubs, life skills training can empower students to deal with gender-based impediments to education and self-development within and outside the school environment. The training includes building self-confidence and esteem, speaking out, decision making, assertiveness, negotiation, leadership, and self-control.

Why are life skills necessary?

Now that the students have identified and analyzed their problems, identified solutions, and developed an action plan, the next step is to implement the solutions. Without appropriate life skills, however, they may not be able to engage the school administration or challenge the community or their peers.

The ordinary education system does not equip students, especially girls, to cope with real-life situations that require them to stand up for their rights. Students, especially girls, are not taught to speak out, be assertive, or communicate effectively. They are not brought up or socialized to aspire for leadership positions or to challenge the status quo. When placed in situations that require strong negotiation and decision-making skills, they often cannot cope.

Girls need to receive training in a variety of life skills, including speaking out, assertiveness, leadership, decision making, negotiation, self-control, self-confidence, and building self-esteem.



Students dance at one primary school in Rubavu district.

Types of activities in Tuseme:

The students discuss and agree with the vision of the Tuseme Club and draw out the objectives and possible activities. Activities may include the following:

- Taking steps to improve academic performance, such as study circles, debates, peer academic support, sharing learning materials, book clubs, and any other activities on which they may agree
- Establishing liaison with school management
- Maintaining a membership register
- Producing a Tuseme newsletter
- Holding Tuseme days
- Conducting regular Tuseme workshops
- Reinforcing discipline among club members
- Providing peer support, guidance, and counseling
- Documenting and archiving the activities of the clubs (reports of activities, scripts of theatre performance)
- Interactions and exchange visits with students from other schools
- Organizing activities involving the school and the community
- Having access to role models
- Designing the annual action plan at the school level
- Developing leadership potential of members
- Conducting peer education
- Any other activities such as cultural dance and music

Tuseme clubs should be supported, and children should be encouraged to talk about their child rights to education, and to fight against child labor. Mentors should cooperate with Tuseme members and get relevant information about children in hazardous works and work together to integrate them in the school system.

Training Activities :

1. Assessing Knowledge on Tuseme

- Ask the participants what Tuseme means and why such a program is important for children, particularly girls, in Rwanda. Write the responses on flipchart paper.
- Using the information in the content section, clarify Tuseme and add to the ideas mentioned by the group. Be sure to share the main objectives of the program, to empower girls to do the following:
 - Identify and analyze the problems that hinder their academic and social development
 - Speak out and express their views about the problems they face.
 - Find solutions and take action to solve the problems that hinder their academic and social development

2. Building Knowledge on Tuseme

- Ask participants to find partners. Instruct the pairs to create two lists: (1) problems Rwandan girls (or boys) may face today in Rwanda and (2) activities that could help children through problems during a Tuseme club meeting. Provide 15 minutes for people to work together and complete two lists on a piece of flipchart paper.
- When teams have completed their work, post all flipchart papers. Ask participants to identify some challenges listed by more than one pair. Do the same for ideas on child-friendly activities (many ideas are already listed in “Types of Activities for Tuseme” in the content section; note other creative ideas not already listed there).
- Review common challenges that children face. Some may include certain gender constructs or expectations in Rwanda, challenges related to adolescent students attending school regularly because of work or health, or child abuse or domestic violence in the home. Clarify any misconceptions and highlight the importance of taking all issues seriously and using Tuseme as a platform to empower children, particularly girls.

3. Reviewing Knowledge about Tuseme

- To review the information, ask participants to work independently for 10 minutes. Ask them to think about why programs like Tuseme are important for youth and to name the kinds of activities they would do with a group of children if they were to lead a Tuseme group.
- After 10 minutes, ask volunteers to share some of their ideas.

Facilitators note: If time and budget allows, invite a teacher coordinating a Tuseme group or a child leader of a Tuseme group to share their experiences during the training. Contact FAWE-Rwanda if you need such contacts.

Unit II: Research Overview

This unit summarizes four current child-labor prevention documents:

- *Rwanda National Child Labor Survey (RNCLS-2008)*
- *Assessment on Child Labor Awareness with SNV Stakeholders in Rwanda (2010)*
- *Mapping Exercise on Child Protection Programs in Rwanda (2012)*
- *Child Labor in Rwandan Tea Production Study (2012)*

Unit Objective:

The purpose of this unit is to inform practitioners, local authorities, and community members of the recent research done by REACH and others to show key findings and recommendations from such studies. The entire reports are not provided in this toolkit but can be found by readers by contacting the relevant institutions. Winrock believes that evidence-based research is the cornerstone to developing effective, sustainable programs and initiatives to combat child labor. By understanding the current situation of child labor in Rwanda, stakeholders can comprehend the strengths and the gaps/challenges related to eradicating child labor. Such research ultimately informs new programs and policies to combat child labor effectively.

The unit highlights current research, including the Rwanda National Child Labor Survey from 2008 and three other research projects conducted by the REACH project. It is our hope that these summaries will be useful references for stakeholders interested in continuing to work to combat child labor. Unfortunately, research in Rwanda on child labor and its effects on children's education, health, and development is still limited. As you, the readers, make more progress in conducting further research and designing new strategies to combat child labor, this unit will need amending.

The National Child Labor Survey conducted by the National Institute of Statistics of Rwanda under technical and financial support of the International Labor Organisation and UNICEF provides information to understand aspects and dimensions of child labor. The survey serves as a reference tool for stakeholders engaged in the field of child protection and human rights.

The 2008 Rwanda National Child Labor Survey focused on collecting data on children ages 5–17 years old living in ordinary households countrywide. The survey did not cover street children and those living in institutions such as prisons and hospitals, children living in orphanages, and others not living in ordinary households. It does describe the Rwandan economy’s reliance on agriculture and provides details on the impact of agriculture on child labor. Child labor is more prevalent in the agriculture sector, in which around 79.3% of working children are employed. In the services sector, children are mostly engaged in household services and trade. The average number of weekly working hours of children in employment is 24.

The findings revealed that 324,659 children ages 5–17 years old are employed, representing 11.2% of all Rwandan children in that age group. The survey showed that 190,395 of the working children ages 5–17 years old are engaged in exploitive child labor, representing 6.6% of all Rwandan children in that age group; boys worked slightly more in child labor than girls.

The survey found that school attendance remains lower for child laborers, as 57.1% of child laborers attend school, compared with an 88.6% school attendance rate for non-child laborers. Additionally, the findings of this survey show that child labor has a negative impact on health, physical, and psychological development of children. According to the RNCLS-2008, 31,000 child laborers ages 5–17 years old have been sick or injured during the 12 months preceding the survey because they had performed economic activities. In other words, 16.2% of child laborers had suffered from diseases and injuries from economic activities they carried out in the 12 months preceding the survey.

No follow-up survey has been done since this survey was administered in 2008. REACH hopes to see an updated study soon, as many initiatives to combat child labor have taken place since 2008.

In the light of the survey findings, some recommendations follow:

²⁶ National Institute of Statistics of Rwanda (2008). *Rwanda National Child Labor Survey*. Kigali, Rwanda

- Organize ongoing follow-up surveys to be carried out in households. The surveys should explore, among other items, the factors that are often linked to child labor. Regular surveys and data collection will improve the identification of child laborers and vulnerable children. In addition, increased data on child labor, families, and living and working conditions will promote community discourse on issues and impact legislation.
- School enrollment is a very important factor in reducing child labor. In Rwanda, children have had the right to nine years of basic education, but this changed to 12 years in 2012. Efforts to encourage children to re-enter or remain in schools (such as improving teaching quality and ensuring very poor children have access to uniforms, materials, and money for informally enforced school fees) will support children in staying in school, rather than engaging in child labor.
- It is important to increase public awareness, emphasizing hazards faced by child laborers who are sometimes exposed to extreme forms of laborious work.
- As high rates of poverty are one of the important explanatory factors of child labor, it is important to emphasize the combating of poverty through initiatives in line with the Rwanda's National Economic Development and Poverty Reduction Strategy.
- Efforts must be pursued to strengthen and develop appropriate tools for monitoring children and measuring the extent of the worst forms of child labor and other hazardous work. This could be accomplished by adopting ILO child labor survey methodologies and drawing from previous child labor research and monitoring done by other organizations in the country.

Assessment on Child Labor Awareness with SNV Stakeholders in Rwanda²⁷ (2010)

The assessment took place on child labor awareness and was initially designed as the starting point of an awareness campaign that was conducted by the REACH project. The assessment collected mostly quantitative information about community knowledge, attitudes, and opinions on child labor from various categories of stakeholders and informants throughout the country.

The goal of the assessment was to gauge public awareness of child labor. A rapid assessment was conducted in the all 30 districts of Rwanda by SNV advisors during their regular meetings with SNV partners and stakeholders. There were 984 respondents, including Joint Action Development Forum²⁸ members, nongovernmental organization (NGO) staff, civil society members, Government of Rwanda partners, ministry officials and technicians, employment providers, religious leaders, and partners in the biogas, tourism and water, and sanitation and hygiene sectors. SNV advisors administered the Child Labor Awareness Questionnaire (annex 1) during their regular meetings with stakeholders and partners.



The study on awareness on child labor had seven main themes: awareness of the prevalence of child labor, tolerance of child labor, attitudes that perpetuate child labor, value of education, knowledge on child labor, attitudes on child labor, and gender discrimination and child labor. The assessment studied and analyzed these themes by district, gender, education level, and age bracket.

²⁷ REACH Project (2010). *Assessment on Child Labor Awareness with SNV Stakeholders in Rwanda*. Kigali, Rwanda

²⁸ Since 2001 Rwanda has experimented with multi-actor forums for participatory governance. Joint Action Development Forums have been used for planning and monitoring and promoting cooperation among the private sector, civil society, and the public sector to advance development at the local level. The Joint Action Development Forum mechanism is used across the entire country and is seen as a way to decentralize private and public entities.

Prevalence of Child Labor

According to most participants' opinions, the following sectors are the ones with a high prevalence of child labor: paid domestic work, unpaid domestic work, cattle herding/livestock, farming, trading, and activities related to masonry/construction and tea, rice, and coffee plantations or factories. When responding to the statements: "Child labor is so dramatic in my cell of residence that it could not end in the next three (3) years," 12% disagreed completely, 24% disagreed, 26% neither disagreed or agreed, 28% agreed, and 9% agreed completely. This response indicated that respondents affirm a significant presence of child labor. Overall, more females than males indicated knowledge of child labor, and the level of awareness of child labor as the level of education increased.

Tolerance of Child Labor

The survey measured the level of tolerance of child labor by providing a series of statements to respondents, such as "Child labor should be tolerated if the child works with his/her parents for the family profit." Out of all respondents, 20% disagreed completely, 22% disagreed, 19% neither disagreed or agreed, 28% agreed, and 10% agreed completely, indicating that child labor within the child's family is tolerated by many respondents.

In general, the survey results indicated that the higher the educational level, the lower the propensity to tolerate/accept child labor, with the exception of respondents with vocational training backgrounds. Males recorded a higher level of awareness and tolerance or acceptance of child labor than females. Age differences did not affect the level of tolerance to child labor.

Attitudes that Perpetuate Child Labor

The survey provided respondents with several questions to measure attitudes that perpetuate child labor. Overall, the study found low levels of attitudes that perpetuate child labor. For example, responding to the statement "Paid employment at a young age is a better way to learn than going to school," 73% of all respondents disagreed completely, 18% disagreed, 4% neither disagreed nor agreed, 3% agree, and 2% agreed completely. Respondents with vocational training background had the highest mean score in harboring attitudes that perpetuate child labor, whereas the lowest mean score came from respondents with postgraduate-level education.

Value of Education

Overall, respondents valued education highly. When 696 respondents were asked if they believe that education was valuable to children, 3% disagreed completely, 1% disagreed, 2% neither disagreed nor agreed, 16% agreed, whereas 78% agreed completely. Again, the results demonstrated that respondents with vocational training have the lowest regard for formal education, even though most acknowledged that education was valuable.

Knowledge on Child Labor

All responses from the series of questions to determine the level of knowledge on child labor showed some commendable levels of awareness. Respondents had different opinions on the minimum age for work for children in Rwanda. The majority of the respondents (58%) indicated that the legal minimum age for children to engage in working activities is 18 years (despite the Rwandan law indicating that 16- and 17-year-olds can work under certain conditions).

The respondents provided varied definitions of child labor. No single definition was predominantly in use by all districts, but two of the more common definitions included any work beyond the child's physical and moral capacity, and any work by children under 18 years old.

Attitudes against Child Labor

Overall, respondents from all levels of education had scores indicating negative attitudes toward child labor. The study measured attitudes using two statements: (1) "Employers who hire children under 16 years old must be blamed and punished" and (2) "I would feel a little bit embarrassed if my school-aged child was working for money." Overall, 7% of the respondents disagreed completely with these statements, 6% disagreed, 9% neither disagreed nor agreed, 32% agreed, whereas 46% agreed completely.

Gender Discrimination and Child Labor

The results demonstrated gender discrimination in some cases. Results showed that if resources were scarce for secondary education, 42% would favor sending a boy to school, 8% would favor sending a girl to school, and 50% reported that it would depend on other factors. When the respondents were asked if more girls or more boys face the worst forms of child labor, the results showed that more girls are involved in the worst forms of child labor than boys.

From the study, the following recommendations emerged:

- Child labor could be reduced dramatically if much more effort was put into sensitizing families on child labor. At the family level, more focus should be put on the male members of the family. In addition, those with lower levels of education and those who have vocational training background should receive more sensitization.
- Attitude change and behavior change awareness raising should target the older generation (more than 50 years old) in particular and with those with vocational training background.
- There is a need to sensitize the entire population on the important laws and considerations regarding age guidelines for work, nature of acceptable work, number of working hours versus rest, weight limits for carrying, and so on.
- Sensitization that is strongly geared toward equal opportunity for girls and boys is required.
- Overall, sensitization is required for all parents who have children who are at risk of being involved in child labor, and where applicable, all parents in general zones where child labor is prominent should have special focus (i.e., tea growing areas).

This research was commissioned by the Rwanda Civil Society Platform in 2012 with the purpose of assessing child protection policies, programs, and interventions in Rwanda.

Through the assessment, challenges and gaps were identified among child protection efforts. The study found a lack of streamlined policies specifically intended to protect children; rather, many Rwandan ministries have integrated aspects of children's rights into various of their policies. In addition, the research looked at the existing child protection systems and tried to highlight the gaps between strategic and policy commitments and reality on the ground.

The findings indicate a high level of government political will to protect children and a willingness to streamline child protection efforts by creating a new ministry and/or strengthening the newly formed National Commission for Children under the Ministry of Gender and Family Promotion. The National Commission for Children was formed in 2011 as an independent organization to ensure child protection issues are respected and enforced; however, the new government body needs to be fully utilized to ensure all child welfare activities and policies are coordinated. Several national institutions are now responding to Rwanda's having committed to international child protection standards by ratifying several international legal instruments, which include the International Labour Organization Conventions 138 and 182; United Nations Convention on the Rights of the Child and its related Optional Protocols on the Involvement of Children in Armed Conflict and on Child Trafficking, Child Prostitution, and Child Pornography; and the African Charter on the Rights and the Welfare of the Child, to mention a few.

The study found that the most documented cases of child abuse are cases of child labor, which is prevalent on tea estates and in subsistence farming. This finding may have led the Government of Rwanda to invest attention and work into eliminating child labor. Major gaps still exist in documenting other types of abuse, including physical and sexual abuse. According to the mapping exercise report, work is not necessarily bad for children. The report explains that children can help their parents at home or on the family farm or business, as long as the work is not dangerous and does not interfere with school attendance and other normal childhood activities. This is often referred to as "light work." The term "child labor" refers only to forms of employment or unpaid work that violate the rights of children and should be prohibited.

²⁹ Rwanda Civil Society Platform (2012). *Mapping Exercise on Child Protection Programs in Rwanda*. Kigali, Rwanda.

The “worst forms of child labor,” a term used in ILO Convention No. 182, includes grave forms of exploitation that violate the rights of any person regardless of age, such as slavery, trafficking, and forced labor, as well as certain forms of exploitation specifically prohibited by the Convention on the Rights of the Child. These include sexual exploitation, the use of children in the production and trafficking of illegal drugs, and forced recruitment into armed forces.

The report also describes why some children become child laborers. It provides details on issues related to education, such as the lack of schools, the poor quality of schools, a hostile environment at schools, and/or school being too expensive. In addition, the report examines that some children are deprived of their right to an education because of premature entry into the labor market, while others enter the labor market prematurely because their rights to obtain an education are not effectively guaranteed.

In order to fight against child labor, the mapping exercise report recommended the following:

- Primary education should become free and obligatory, and action should be taken to reduce or eliminate informal fees or indirect costs that are an obstacle to the enrollment of children from the most disadvantaged sectors of the society.
- Teachers should be well trained and motivated. Their salaries should be adequate and paid on a regular basis.
- School curricula should be reviewed to ensure that they are relevant to children.
- Vocational training programs should be reviewed to ensure that they are adapted to the demands of the local labor market and circumstances of the students.
- Schools should be made “child friendly.” In particular, steps should be taken to eliminate discrimination against girls and ensure their safety. Flexible school schedules should be adopted where necessary, in particular in agricultural areas, to minimize the conflict between school attendance and part-time or seasonal work by children.
- Nonformal education programs should be put into place to facilitate the transition of child laborers into the school system.

*Child Labor in Rwandan Tea Production Study, REACH Project (2012)*³⁰

The main objective of this study was to gain understanding of the current situation of child labor in tea production and then provide support and recommendations to the tea industry.

The research assessed the entire tea-growing process and where children are involved in three districts: Nyamasheke, Nyaruguru, and Gicumbi. The research also worked to identify the hazardous activities in which children engage. Furthermore, the study assessed the extent to which parents, cooperative members, and children are aware of their rights and know and understand the existing Government of Rwanda's child labor laws and penalties.

In terms of overall key findings, parents and children demonstrated high levels of awareness and lack of support for child labor. However, certain kinds of child labor, along with attitudes and practices in the communities, continue to encourage child labor despite ongoing awareness-raising activities by the private sector, government, and NGO projects such as REACH.



Child labor in tea production.

The study established that children are involved to varying degrees in almost every aspect of work in tea growing in the three districts. These activities include tilling land, picking tea, fetching firewood for tea factories, constructing roads, planting tea, and spraying insecticides. Children reported that they are predominantly employed by families, neighbors, and

³⁰ REACH Project (2012). *Child Labor in Rwandan Tea*. Kigali, Rwanda.

cooperatives, mostly in tilling land and picking tea. No children were found working in tea factories. Furthermore, 81% of the children interviewed from Nyamasheke, 65% from Nyaruguru, and 83% from Gicumbi attended school; yet, the research established high absenteeism records among school goers in all three districts.

Based on the study results, the following recommendations were formulated:

- Tea companies in partnership with cooperatives and smallholders should adopt an integrated child labor monitoring system to reduce child labor throughout their supply chain.
- Tea factories should collaborate with other stakeholders, especially COOPTHE and Thé Villageois, in all efforts to contain child labor. They should share best practices in terms of organizational structures and how to stop involvement of children in the cooperatives where they source their tea.
- Further research should be conducted on child labor in tea production within households to identify strategies to assist the private sector in strengthening their monitoring of child labor.
- Training and sensitization on child abuse and child rights should be integrated throughout the value chain of tea production. The private sector could initiate this effort by partnering with an NGO to provide relevant strategies on fighting child abuse, referring children to support services, and current Government of Rwanda policies around child abuse. The safety of girls needs special attention and protection from sexual abuse when they are in the tea bushes picking tea or engaging in any form of tea-growing work.
- The study recommends that schools be made more attractive to retain children in school and bar them from the temptation of engaging in child labor. This may involve activities such as sports and feeding programs on top of innovative teaching approaches in classrooms.
- The Rwandan Federation of Tea Cooperatives FERWACOTHE and other stakeholders and projects, such as REACH, should be more involved and sensitize cooperative members against exploiting children for work.
- It is important that stakeholders adopt a schedule for regular research studies and sharing and publishing of the results.

Unit III: Overview of Current Policies and Laws

Content Coverage:

- National Policy for Orphans and Other Vulnerable Children, 2003
- Ministerial Guidelines Regulating Child Protection Committee/Gender-Based Violence Committees, 2009
- Law Regulating Labour in Rwanda N°13/2009, from 27/05/2009
- Ministerial Order N°06 of 13/07/2010, determining the list of worst forms of child labor
- National Policy for the Elimination of Child Labor, 2012 (draft)

The government of Rwanda has put in place policies and instructions to promote the welfare of children in which the child is protected from exploitive child labor. Other significant initiatives have been undertaken to address the child labor issue, such as supporting vulnerable families to generate revenue, setting up laws protecting child rights, promoting education for all program, including technical and vocational education training, establishment of catch-up education centers for child laborers and others. This toolkit summarizes and discusses Rwandan policies to date that address child labor. However, this overview of policies is not exhaustive; if the reader wishes to learn more, it is best to contact local authorities for further details on any policy found in this toolkit.

National Policy for Orphans and Other Vulnerable Children (2003)³¹

The development of this policy was initiated by the Ministry of Local Government. A technical committee consisting of representatives of this ministry, as well as the Ministry of Education, Hagaruka, Save the Children (UK), and UNICEF carried out the task of guiding and supervising development of this policy document. Members of the technical committee continue to meet regularly to prepare for workshops and consultations and discuss findings.

The National Policy for Orphans and Vulnerable Children (2003) recognizes that a high number of children in the society are at risk of being deprived of their fundamental rights. The following categories of children are considered at special risk and require particular protection and/or assistance:

- Children living in households headed by children
- Children in foster care
- Street children
- Children living in centers, usually orphans
- Children in conflict with the law
- Children with disabilities
- Children affected by armed conflict
- Children who are sexually exploited and/or abused
- Any working children
- Children affected/infected by HIV/AIDS
- Infants with their mothers in prison
- Children in very poor households
- Refugee and displaced children

³¹ Rwandan Ministry of Local Government (2003). *National Policy for Orphans and other Vulnerable Children*. Kigali, Rwanda.

- Children of single mothers
- Children who are married before the age of majority

The main objectives of the national policy were to protect the rights of the child and to ensure the physical and psychosocial long-term development of orphans and other vulnerable children.

The policy states its recommendations as follows:

- “Ensure that children enjoy their rights by protecting them from all forms of abuse and exploitation
- Assure access to health services necessary for survival and development
- Assure access to free primary education, as well as to continued education beyond basic primary education (including secondary and technical/vocational training)
- Ensure provision of psychosocial support to children in difficult circumstances
- Identify and strengthen capacity of families, communities, and social service providers to care for and protect vulnerable children, contributing to the meaningful integration of these children into society and preventing the separation of these children from families and communities of origin
- Reinforce the socioeconomic situation of orphans, vulnerable children, and their families through support for income-generating activities, access to credit, and improved agricultural production
- Enhance coordination of all programs and interventions concerning orphans and other vulnerable children to ensure systematic monitoring and evaluation”

This policy is no longer being implemented by the Rwandan Government; however, it was replaced with the current Integrated Child Rights Policy and Strategic Plan of 2011 (for further information, see below).

Integrated Child Rights Policy and Strategic Plan (2011)

The Rwandan Government validated the Integrated Child Rights Policy and Strategic Plan in 2010, passed them in 2011, and will implemented them through 2016. The five-year plan addresses seven thematic areas of children’s rights: identity and nationality; family and alternative care; health, survival, and standard of living; education; protection; justice; and participation.

The policy and plan are the first comprehensive document to address all children’s issues in Rwanda, as opposed to existing policies or strategic plans focusing on specific categories of children, for example, the orphans and other vulnerable children policy, policy on street children, child labor policy, etc. Various strategic plans already exist to address some of these thematic areas, but this strategic plan is intended to harmonize all other plans. The policy was established under the Ministry of Gender and Family Promotion.

The main objective is to “ensure children’s rights to survival, protection, and development through improved access to quality of services and strengthened institutions and systems.”

The policy states its recommendations as follows:

- “Ensure recognition of the identity of every child in Rwanda through birth registration, so that it informs protection, care, and basis services for the children
 - Births of all newborn children will be registered within 15 days by 2015
 - All children 16 years and younger will be registered by 2015
- Strengthen families and ensure care for children without parental care through social support and establishment of systems for good alternative family care
 - A community-based program for promoting childcare will be operationalized and a comprehensive system for alternative care established
- Ensure universal access and coverage of health services for children through innovative schemes and especially through improved uptake of services for children under five years of age.

- Ensure access to education for all children with particular attention to poor and other vulnerable children through innovative and inclusive approaches
 - Improve enrollment and retention in preprimary and lower secondary schools, especially among poor and vulnerable children
- Improve prevention and response mechanisms about abuse, exploitation, and violence against children through a strengthened and comprehensive national child protection system
 - Establish a comprehensive national child protection system
- Improve access to justice for children through strengthened and comprehensive juvenile justice framework covering children in conflict or in contact with the law
 - Operationalize a national juvenile justice system by 2015
- Empower children to participate in development processes through creation of avenues of participation at all levels.”

Ministerial Guidelines Regulating Child Protection Committees

In order to promote child rights and fight against gender-based violence, the Ministry of Gender and Family Promotion has put in place guidelines for regulating child protection committees. After consultative meetings between the Ministry of Gender and Family Promotion and stakeholders, such committees were created from the village level up to the national level³²

Child protection committees (CPCs) comprise leaders from multiple sectors in order to approach child protection from a holistic perspective. By integrating local government officials, other local leaders, police, health officers, education officers, and others, CPCs draw from the knowledge of multiple stakeholders who are building the foundation for a comprehensive child labor monitoring system and child protection referral system. The CPCs are integrating child labor issues into their overall child protection mandate. REACH believes mainstreaming child labor into existing CPC structures is preferable to creating new committees specifically focused on child labor. Working within the existing CPCs will ensure greater sustainability and efficiency in efforts to reduce child labor.

In general, the child protection committees have specific tasks, including but not limited to, sensitizing the population about child rights and child protection; sensitizing parents about their responsibilities in education of their children;³³ advocating and reporting to other organs any cases that need intervention; providing home visits to prevent family conflicts before they happen; selecting people who need to be supported based on violence status, including child protection; producing sensitization materials; instituting policies and programs to fight against gender-based violence; and putting monitoring and evaluation mechanisms in place within the performance contracts. REACH has worked with the National Commission for Children, which is the government body overseeing CPCs. In addition, REACH has shared monitoring tools and REACH database information. REACH has also created a condensed child labor monitoring form (see annex 2) which may be used by the National Commission for Children and CPCs as a stand-alone monitoring tool or may be integrated into existing tools to monitor other child protection issues.

³² Rwandan Ministry of Gender and Family Promotion (2009). Ministerial Guidelines regulating child protection committees and Gender Based Violence Committees. Kigali, Rwanda

³³The REACH project was able to include child labor sensitization and oversight within the CPCs through the district offices.

Some articles within the Rwandan labor law give special attention to the rights of a child. The following are excerpts from various articles in the law:

Article 4: Child Labor

“It is prohibited to employ a child in any company, even as an apprentice, before the age of sixteen (16). A child aged between sixteen (16) and eighteen (18) may be employed under the provisions of articles 5, 6 and 7 of this law.”

Article 5: Child’s Rest

“The rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours.”

Article 6: Prohibited Work for Children

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

Article 7: Labor Inspector’s role

“The labor inspector can request for the examination of the children by a recognized doctor, in order to verify if the work with which they are entrusted is neither beyond their strengths and or harmful to their health. Also this examination may be requested by all those parties interested in the matter. Where it is established that the provisions of Article 6 of this law are not complied with, the child’s employment contract shall be terminated and notice allowance be paid to the child.”

Article 72: Protection of children against worst forms of child labor

“It shall be an offense to subject those children aged under eighteen (18) years to ‘worst forms of child labor.’” [See ministerial order in next section.]

Article 168: Penalties for the worst forms of child labor

“Subject to the provisions of the Penal Code of Rwanda, a person found guilty of the offence referred to in article 72 of this Law, shall be liable to a term of imprisonment ranging from six (6) months to twenty (20) years and a fine of five hundred thousand (RWF 500,000) to five million (RWF 5,000,000) Rwandan francs or to one of these penalties.”

Ministerial Order N°06 of 13/07/2010: Determining the List of Worst Forms of Child Labor

This order determines the list of worst forms of child labor, their nature, categories of institutions that are not allowed to employ children, and prevention mechanisms. According to this ministerial order, the worst forms of child labor that are prohibited are divided into three categories as shown in the table below, which is taken verbatim from the ministerial order:

Category	The worst forms of child labor shall especially include:
1. Worst forms of child labor	<ul style="list-style-type: none"> • indulging children in slavery or similar practices; • children trafficking; • turning children into debt bondage; • using children in forced labor; • using children in conflicts and wars; • attracting children into prostitution and to make use of them in these activities, to use children in all activities in the production of pornography or for pornographic performances; • to use children in producing and trafficking of drugs.
2. Works that may affect the health, security or morality of the child;	<p>Works that may affect the health, security or morality of the child shall include:</p> <ul style="list-style-type: none"> • works carried out on the surface or underground aimed at mining or works carried out underneath the water, places with high heights or congested places; • works carried out in the drainage of marshlands, cutting down of trees, utilizing fertilizers and pesticides; • works carried out in unhygienic places that may expose children to dangerous products and chemicals, conditions of very high temperature, noise and vibrations that may affect the lives of the children; • works related to demolitions.
3. Works that may be dangerous to the health of the child.	<p>Works that may be dangerous to the health of the child shall include among others:</p> <ul style="list-style-type: none"> • works that may affect the child's health, either physically or

	<p>psychologically;</p> <ul style="list-style-type: none"> • works that are carried out using machines or other dangerous materials that may affect the health of the child or that require lifting or carrying heavy load; • works related to fishing using boats; • domestic works carried out of their family circles for a salary or whatever gain; • works that require children to carry loads that are heavier than their physical capacity; • works carried out in long hours and at night between 8 pm and 6 am for a salary or other direct or indirect wages; • construction works carried out using ropes and other materials; • construction and demolition works, heavy lifting machines and other dangerous instruments; • works of lifting or removing heavy products using lifting machines if they are not operated from far and in an enclosed area; • works that require driving heavy machines and vehicles that lift loads and those that used to level the ground; • works involving visiting, verifying servicing machines that are turned on except where those machines have protective parts to avoid contact with such parts in motion; • works carried out in places with machines that are turned on or off automatically and other annexed machines that do not have guards to prevent free access.
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A number of industrial institutions are prohibited from employing children. They include, but are not limited to, institutions that produce pornographic materials or pornographic shows; mining and quarry institutions, whether public or private; military camps or paramilitary organizations; and construction institutions. As suggested by the ministerial order (Article 7), every employer working in these industrial institutions shall request a birth certificate from a worker before signing an employment contract with him/her.

National Policy for Elimination of Child Labor, 2012 (draft)

The draft National Policy for the Elimination of Child Labor (NPECL) was written by the Ministry of Public Service and Labor with input from various public institutions, donors, local and international nongovernmental organizations, and civil society groups. REACH contributed to the development of the NPECL in collaboration with the ILO and other key stakeholders, and the REACH project played a key role in the drafting process by providing technical guidance and writing specific sections of the policy, thereby strengthening the document. REACH also actively participated in stakeholder meetings and validation workshops. Most recently, REACH has worked with the Ministry of Public Service and Labor on moving the document through the appropriate channels so that the policy can be approved. The NPECL is currently awaiting approval by the Rwandan Cabinet.

The main objectives of the NPECL include the following:

- Withdraw and rehabilitate children engaged in child labor by providing educational opportunities, vocational skills training, referral of beneficiaries, comprehensive psychosocial counseling, talent identification and recreation services, life skills–building sessions, and medical care
- Prevent children who are at risk of engaging in child labor by providing direct services
- Raise community awareness and behavior change communication regarding child labor and its worst forms
- Strengthen government institutions and communities so the child labor phenomenon can be understood, and establish mechanisms targeting child labor elimination
- Monitor and evaluate activities related to elimination of child labor and carrying out research to allow trend analysis

As stated in the National Policy for Elimination of Child Labor,³⁴ “the elimination of child labor begins with the family and the community in which children live. Community participation is necessary to sustain efforts to address child labor.” The structures that exist at subdistrict levels, particularly cells and villages (*umudugudu*), have the highest potential for reaching out to families and communities. The local council structures (both within local government and parallel structures for youth and women) will mobilize and sensitize communities against child labor, initiate community actions, and monitor progress of children removed from child labor.

³⁴ Rwandan Ministry of Labor (2012). *National Policy for the Elimination of Child Labor* (p. 20). Kigali, Rwanda.

Accordingly, close collaboration with the donor community will enhance government interventions to eliminate child labor. The Government of Rwanda will work with international agencies that demonstrate a commitment to protection and development of children, such as the U.S. Department of Labor, UNICEF, ILO, United Nations Development Programme, and United Nations Population Fund to reach out to other donors to mobilize the necessary technical and financial support.

Unit IV: Child Labor Monitoring System at the Local Level

Content coverage

- Monitoring and evaluation
- Guide for working with local government officials identifying and monitoring children involved in child labor
- Suggested child labor monitoring form

Monitoring of Children Involved in or at Risk of Child Labor

Planning and delivering activities against child labor is not enough. Monitoring child labor at the community level is also necessary to assess if children are being protected from child labor and attending school, or if they are working, especially in conditions that qualify as child labor. In addition, monitoring child labor provides an ongoing measure of success in fighting child labor as well as areas that need improvement or addressing to decrease child labor. Furthermore, the close monitoring of children should be tied to a referral system, so if a child is identified as a child laborer or at risk for child labor, he/she will be referred to appropriate services or programs for assistance. To carry out child labor monitoring, it is key to understand monitoring objectives, follow a monitoring protocol, and use the correct tools consistently in a community.

Monitoring is part of project implementation³⁵; it focuses on outputs. Monitoring tells the project managers or government officials whether activities are taking place as planned or whether there are significant deviations. In short, regular and accurate monitoring tracks project activities as they take place to determine whether they are being carried out as specified in the work plan.

In the context of the REACH project, the project had an expected output of withdrawing and preventing 8,300 children from exploitive child labor. The project used monitoring and evaluation forms to assess the progress made against child labor at the community level. REACH volunteers (community activists and mentors) collected the data on the children and kept them organized in a database designed by REACH.

In the context of the REACH program, children found to be involved or at risk of child labor were automatically referred to the REACH program. After the project's end, local government authorities will be responsible for monitoring children under the upcoming National Policy on the Elimination of Child Labor and the REACH project will no longer be available for referral of children. Therefore, other programs or resources must be identified and used for referral of children. Initiatives to support child laborers can be found through outside NGOs or through local CPCs or other groups. The ABCD Asset Map Model can be applied to identify community resources used to create and main such programs (see Unit 1: Session 6 for further details).

Monitoring project outputs should be simple and routine so that project managers or government officials will know immediately if activities are not being properly carried out. Typical monitoring techniques include, but are not limited to, *site visits to service delivery points* and *regular reporting on community activities*. During implementation of REACH, field staff

³⁵ REACH (2011), *Monitoring and Evaluation Guidelines for District and Community-Level Project Staff*. Kigali, Rwanda.

working alongside community activists submitted reports on children on a monthly basis. This allowed staff in Kigali to monitor the activities of all children in the project and update database files on items such as school attendance.

This unit outlines a technically sound approach to a community-based child labor monitoring system, including data collection, data quality, and data capture.

Guide for Working with Local Government Officials on Identifying and Monitoring Children Involved in Child Labor

Child labor monitoring systems (CLMSs) involve development of a coordinated multisector monitoring and referral process to cover all children living in a given geographic area. Four principal activities comprise the system: (1) regular, repeated, and direct observations to identify child laborers and determine risks to which they are exposed, (2) referral of these children to services, (3) verification that they have been removed from child labor, and (4) tracking the children to ensure they have alternatives, such as school.

A community-based child labor monitoring system is specifically intended to do the following:

- Build awareness about child labor within communities and among other key players, such as district and central government officials
- Mobilize key players and form coordinating groups within communities, such as school authorities, child protection committees, parent-teacher committees, children forums, village chiefs, children’s employers or cooperatives, and community policing
- Establish procedures and develop monitoring tools
- Create information recording systems for the collection, input, verification, consolidation, and storage of data about the children identified
- Report this information to relevant authorities, service providers, and communities



In Rwanda, child protection committees exist at the local level, and the National Commission for Children is currently working to strengthen and rejuvenate the CPCs, instead of creating new community-based child labor monitoring committees. REACH advocated for child labor to be integrated into the existing CPCs, which typically comprise community leaders, teachers, and health promoters; representatives from the families concerned; and children or adolescents

withdrawn from work. They carry out monitoring visits at workplaces and schools where children in child labor have enrolled. These visits are regularly conducted often in conjunction with official visits by labor inspectors. Upon passing the NPECL, the CPCs will be critical structures in developing and implementing a nationwide CLMS.

As illustrated in the REACH final evaluation conducted by an external consultant, the risk may exist that children supported under the REACH project will drop out of school after the project closes when they no longer receive uniforms and scholastic materials from the project. The REACH project has tried to address this risk by making improvements at schools so children remain in school. These strategies include the following:

- Improving schools in terms of renovation of classrooms, desks, and toilets
- Providing schools with child-friendly posters with messages on child labor
- Providing schools with murals with educational images and messages on child labor
- Training and strengthening the capacity of teachers to provide quality education in an interactive, child-friendly learning environment
- Training and empowering mentors and community activists to sensitize parents and students alike on the importance of education

In future government or NGO initiatives, measures to improve school and learning environments should be scaled up. Additional recommendations from the REACH project include the following:

- Providing school-feeding programs
- Providing ICT services to all schools
- Offering extracurricular activities, such as sports clubs
- Ensuring that children are not pressured to pay additional fees, such as teacher incentives, exam fees, or uniform fees, if children are not able
- Implementing a CLMS to monitor the education and work status of all children in Rwanda

School dropout remains a major challenge in Rwanda. Children's education is often abruptly put on hold or ended when a family struggles economically or a family experiences a shock, such as an illness in the family or loss of employment of a parent.

REACH combines community activists and mentors as part of the CLMS and child labor monitoring at the community level, as described in Unit V: Best Practices.

Suggested Child Labor Monitoring System and Forms³⁶

The purpose of this CLMS tool is to gather all data on child labor from all villages, cells, sectors, and districts of the country for regular statistics. There are four key concepts in carrying out a CLMS:

- Awareness raising on child labor in the community is a key step for developing a CLMS.
- It is important to explain clearly to the community that identification is not linked with any funding and/or aid support; therefore, there is no need to include overaged children or those not involved in child labor.
- Children will be identified based on where they reside at the moment, not where they come from or intend to go.
- Measures should be taken to ensure that all present child laborers are identified, even if they are not native to the village or not present in the identification meeting.

It would be better to conduct a pilot identification in a few villages before scaling up in the entire country. By carrying out a pilot, one can amend the data collection form to make sure it is appropriate. A pilot activity will also help prepare the team for logistical challenges (for CLMS form, see annex 2). REACH provides the following recommendations for future stakeholders working to monitoring child labor.

- The frequency of data collection could be quarterly or yearly.
- The proposed CLMS tool is a simplified form that can be filled out by any person able to read and write Kinyarwanda; it will not need any paid worker. Volunteers at the village level will complete it, as they do for other Government of Rwanda programs or activities.
- The process relies on community participation. Children will be identified in a general assembly of village councils (all residents of villages together, for instance, during a monthly meeting after community work, *umuganda*).
- Identification steps follow:
 - The village leader or person in charge of social affairs explains what child labor means in Rwanda and the bad effects on children's education, health, and development; the family; and the country.
 - He/she will provide tangible examples in his/her community on any child labor.
 - Residents will then be asked to name children they know are younger than 18

years old who perform activities that hamper their schooling, health, or morals, both paid and unpaid.

- Once the forms are filled, they will be gathered together and submitted to the cell, then to the sector, and then to the district labor inspector.

Unit V: Best Practices

Content coverage

- Best practices from REACH project implementation activities
- Best practices from other local communities and government initiatives

Best Practices from REACH Project Implementation

REACH Volunteer System

REACH trains and uses volunteers to collect data, monitor and mentor children, and raise awareness. The project has two types of volunteers: community activists and mentors.

Mentors: The role of the mentor is to monitor at-risk children at the school and household levels. A mentor typically works with 10 to 20 children; REACH has about 65 mentors per district. The mentor is responsible for monitoring the child's school attendance and work activities outside of school. The mentor follows up at the household level to have discussions with parents and to ensure the child is living in a safe and healthy household. Mentors fill out monthly monitoring forms, which community activists or field staff collect and send to the Kigali REACH office for entry into the database. The REACH project provides quarterly training to the mentors and provides communications support, quarterly training, and US\$5 a month to cover transport and other project-related expenses incurred. The quarterly training allows REACH field staff to collect timesheets and child monitoring forms and mentors to receive refresher training on child labor definitions, filling out forms, and other topics, including Tuseme, alternatives to corporal punishment, and teaching methods.



Left: community activists and mentors meet to share their experiences on the REACH project with the independent final evaluator.

Below: REACH volunteers receive shoes and shirts that show REACH's appreciation for their hard work and dedication.

Community Activists

Community activists (CAs): The role of the CAs is to raise awareness within the community about child labor; REACH has about 20 CAs per district. The CAs work closely with local government officials to identify children involved in child labor or at risk of it. In the REACH project, they mentor and fill out monitoring forms for model farm school students. The CAs received bicycles from the REACH project, so they can travel to and from



communities to identify and monitor children and collect monitoring forms. They are also given 2,500 RWF for cell phone time a month to cover communication costs associated with monitoring the children, and they attended a quarterly training. The incentives provided for both mentors and CAs have been based on submission of monthly timesheets to the REACH project. Both CA and mentors have also received bags and shoes.

The REACH volunteer system has proved to have great impact and sustainability in identifying children involved or at risk of child labor, in monitoring those children, and in raising community awareness on child labor and education issues. About 700 volunteers have received training and are now highly knowledgeable on the dangers of exploitive child labor, the importance of education, how to effectively monitor children, and Rwanda's labor law on child labor. REACH volunteers will remain in their communities after the REACH project has ended. Through the project, the volunteers have gained ownership and increased the capacity of communities to combat child labor.

Model Farm Schools

Model farm schools (MFSs) are innovative vocational training programs developed by Winrock International and applied by the REACH project to benefit out-of-school youth, ages 16–17 years old—legally old enough to work under safe conditions. All participating children have been withdrawn from child labor and, through the program, are equipped with modern farming techniques and technologies. Model farm schools were started to

provide agricultural vocational education and to improve the image of agriculture as an income-generating business. Winrock works with parents and communities to select the participating youth. Local field agents, comprising mostly sector agriculture officers and respected farmers in the communities, are establishing the agriculture training programs in selected communities. Where possible, the model farms are connected with existing schools. As a condition of scholarships to attend the MFSs, parents/guardians or the community are requested to contribute a community space or identify schools or other public areas for the MFS to use, and to assist with organizing associations and cooperatives at the end of the coursework.

Parents are encouraged to provide tools and protective gear for participants to share. Under the supervision of the agriculture agent or MFS teacher, the students develop demonstration plots for use in hands-on agricultural and enterprise development training. REACH staff and MFS teachers teach students to market products from the demonstration plots as a means of developing their business skills and to gauge the external efficiency of the vocational training model.

The REACH project has trained 2,200 youth through MFS programs. Classes are limited to 30 to 35 children ages 16 to 17 years old. The MFSs offer six months of training on improved agricultural methods, alternative crops, entrepreneurship, enterprise development, workplace

safety, and life skills. The MFS program includes provision of protective gear for students and prohibits the use of pesticides.

To ensure the quick integration of graduates of the model farm school program into the workforce, REACH includes entrepreneurship for self-employment training, as well as a number of activities to link graduates to good-paying jobs or apprenticeships. The entrepreneurship training includes leadership, market

“I thank the REACH project for its support. I used to work in tea plantations and because of REACH interventions, I learned how to work through MFS at Mata, and I am now working with others through the cooperative. Currently, we have the clients (secondary schools and farmers) who buy our products. We plan to diversify the activities including big and small animals (goats, cows)”

—MFS Laureate



Beekeeping MFS students discussing “what is exploitive child labor” with FAWE field coordinator in Rubavu District.

assessments for appropriate products, financial literacy and numeracy, accessing credit, communications skills, and lessons learned and good practices in starting up and succeeding in a self-employment. In addition, SNV provides extensive experience in conducting value chain analyses in rural enterprise and agriculture and is chiefly responsible for identifying potential markets, apprenticeships, and employment opportunities among small businesses for youth with agricultural and leadership skills.

As explained by Mary Niyonagira, the president of Girumwete cooperative, their activities generate money that they put into an account opened at Umurenge Saving and Credit Cooperative. The members of the cooperative are proud of their achievement and the support from REACH. The members of Girumwete cooperative appreciate the support of REACH through the MFS.

Extensive information on the MFS training can be provided through the REACH Model Farm Toolkit.

School Renovations and Painting

REACH worked to improve schools through renovation and child-friendly paintings. REACH believes that small improvements in making schools friendly will help to attract and retain children in school. REACH funded and supported renovations in seven schools, which included the following:

- Construction of toilets at Ruramira Primary School in Kayonza District
- Construction of low-cost water tanks and provision of gutters at Rwisirabo Primary School Nyagatare District
- Rehabilitation of three classrooms at Mwendo Primary School Nyarugenge District
- Manufacture of 160 class desks for Kigarama Primary School in Rubavu District
- Renovation of Remera B Primary School in Nyamasheke District.
- Renovation of Mugina Primary School in Gicumbi District
- Construction of low-cost water tanks and provision of gutters at Kigarama Primary School in Rubavu District



The children were very pleased to receive new water tanks at their school. This water tank will allow the school to encourage improved hygiene and sanitation.

Mentor Stresses the Importance of Murals

During final evaluation interviews, one REACH mentor shared that more children “left exploitive labor and joined this school because of the murals that are outside now.” Although the mentor was not sure how many children had joined school as a result of the murals, it was clear that the murals helped the teachers share with the community at large the importance of education and how detrimental child labor is.

In addition, REACH set out to improve the classrooms by adding color through murals and signs, while incorporating messages on child labor and the importance of education. REACH provided seven schools around the country with various murals throughout the schools; each school received murals incorporating geography, human biology, images and messages demonstrating the dangers of child labor and the value of staying in school. Each mural was designed as a “paint by number”: the artist provided the design outline and the students worked together to paint each mural. This educational component was very well received by students and teachers alike. The students

rarely have the opportunity to express themselves through art or painting, and this unique lesson gave them the opportunity to incorporate arts into the curriculum, while at the same time learn about geography, human biology, and child labor. The REACH project also provided signs on walkways at each school, which share various messages in English and Kinyarwanda on child labor and the importance of attending school.



Above: Students paint by number to create murals at their school.

Right: Mentor excitedly shows his school, which is now decorated with educational murals and messages about child labor.



Conditional Family Support Scholarship

REACH has offered 140 mothers training³⁷ in small business development, literacy, numeracy, and market skills. REACH targeted mothers and male heads of households who already have small businesses in the communities. The beneficiaries of conditional family support scholarships (CFSSs) have opened accounts at the Saving and Credit Cooperative and have improved their marketing strategies. The mothers are expected to use their increased incomes to support their children in school. Each CFSS mother has one or two children supported by the REACH project for one year. The first year, the children receive scholastic material, uniforms, and mentoring, and the second year in the program the children receive only mentoring.

“They trained us on job creation and to avoid having our children in exploitive work [and] also on how you can start a small business and how to get a microfinance loan.”

³⁷ REACH does not provide any cash transfers, loans, or credit per U.S. Department of Labor regulations. REACH provides training and facilitates access to local financial institutions and community or individual savings vehicles.



One mother shared her story with REACH. Even though REACH did not provide seed money or start-up capital, she carefully saved most of the small stipend provided to her to cover food and transport costs during the CFSS training. This amounted to around US\$10. She used this money to buy a small amount of items to sell from her home. She lives in a remote area in Nyagatare district, so for her, it was critical to assess the needs and gaps in goods in her small

community. She started selling soaps, shampoos, and other small items in large quantities, and now has a successful small business. Paired with proceeds from her small farm, she can cover most of her basic household needs. When describing the training she states, “They trained us on job creation and to avoid having our children in exploitive work...also on how you can start a small business and how to get a microfinance loan.”

Since the CFSS Small Business Training for parents (mostly mothers), in 2011 REACH received feedback from 120 of the 140 parents who received training. According to an evaluation survey given to the parents three to six months after the training, REACH found the following:

- 107 (89%) have open and active saving accounts
- 63 (53%) have opened their saving accounts since the training
- 24 (20%) have accessed credit since the training
- 110 (92%) report an increase in their income since the training

Most mothers are engaged in one or more small business activities, the most common being food selling (including tomatoes, sorghum, cassava, peanuts, fish, bananas, meat, and fruit), beer brewing and selling, and animal rearing. Others are involved in sewing, hair cutting, bread making, starting restaurants, or selling firewood/charcoal.

Best Practices from Other Local Community/Government Initiatives

The Rwandan Government acknowledges that child labor is a denial of children’s rights and barrier to holistic child development. As a signatory to ILO Conventions 138 and 182, the Government of Rwanda is committed to the elimination of child labor, particularly in its worst forms. The Rwanda National Child Labour Survey conducted in 2010 by the National Institute of Statistics of Rwanda revealed that the population of children ages 5–17 years old numbered 2,875,936 children with an equal distribution between boys and girls. Children of this age group carrying out economic activities numbered 324,661, representing 11.2% of all children ages 5–17 years old. The same survey revealed that 6.6% of Rwandan children ages 5–17 years old were working in exploitive child labor in 2008. The major reason for the practice of child labor is that most families are poor, so they resort to sending their children to work for additional family income. For those families, child labor serves as an income diversification strategy to adjust to shocks such as a death or illness in the family or a loss of employment.

The Government of Rwanda has put considerable effort into design and implementation of community- based programs intended to support vulnerable community members. The programs listed in this section are all active, decentralized government-supported programs implemented by local leaders and community volunteers. In many cases, these programs have supported REACH activities, as these programs are highly active and tend to overlap with each other and NGOs in the area. Many REACH volunteers, including community activists, mentors, and/or catch-up teachers, are members of these other community initiatives. REACH volunteers have used skills learned from implementing these initiatives to improve their work with REACH, and vice versa. The toolkit highlights these existing community programs, which have been used and should be used in the future to continue combating child labor.

Ijisho ry’umuturanyi

I*jisho ry’umuturanyi*, which translates to “neighbor watch” is a program implemented at the village level in which every resident is required to report to local authorities any problematic cases of child abuse/child labor.

This program is widely used, and a variety of cases are reported to the local authorities. In Mata, Nyaruguru, one of the REACH community activists, Twinringiyimana J. Bosco, actively participates in the Ijisho ry’umuturanyi program. He shared the story of identifying several children working in child labor and reporting them to to the local authorities because of the Ijisho ry’umuturanyi program. In one case, he noticed that Ange, a young girl in his community, was not attending school, but instead, was picking tea every day alongside her parents. Ange came from a very poor family, and they were unable to pay for school uniforms or related school fees.

After discussing the case with the Ijisho ry’umuturanyi leaders and local authorities, Bosco decided to refer her to the REACH program.

After several meetings with her parents and Ijisho ry’umuturanyi leaders, Bosco was successful in convincing her parents to allow Ange to enter into the REACH program under the catch-up program. To date, Ange has graduated the catch-up program and entered secondary school. Many REACH volunteers are active reporters in the Ijisho ry’umuturanyi program. This mechanism may continue to serve as a referral system after the end of the REACH project so community members may continue to identify and report vulnerable children.

Akagoroba k’ababyeyi

A *akagoroba k’ababyeyi*, which translates as “evening of parents,” is an evening time opportunity for parents, especially women, in the same village to sit together and share their experiences on different topics, such as family management, conflict resolutions, and education of children. This opportunity allows the parents to support each other to plan for a better life for their children, family, and society in general.

REACH encourages volunteers to attend these meetings and address the issues of child labor with parents. This program is a terrific venue to continue community awareness raising on child labor after the end of the REACH project.

Child Protection Committees

Child protection committees are established at the village level up to the national level. At each level, these committees have specific tasks, including but not limited to sensitizing the population to child rights and child protection, sensitizing parents on their responsibilities in the education of their children, advocating and reporting to other organs on any case that needs further intervention, visiting homes to prevent family conflicts before they happen, selecting people who need to be supported based on violence status, and including activities in relation to child protection in government performance contracts.

These committees will be critical in continuing to monitor children involved or at risk for child labor. Many of the REACH volunteers have become members of the child protection and GBV committees. They can now share the skills and knowledge on identifying, monitoring, and mentoring children learned through REACH with these committees. In one case, a REACH community activist, Ufitinema Assumpta, used her membership to the child protection and GBV committee to facilitate discussion, training, and action against child labor. As a committee

member, she has responsibilities for training other local authorities, parents, and community members on various topics, including child labor. Another one of Assumpta's responsibilities is to visit and approve families who have been nominated to participate in the Girinka or Kuremera programs (see below). With many REACH volunteers participating in the local child protection and GBV committees, REACH is confident that the skills learned during REACH training and work will be transferable to the committees after the end of the REACH project.

Other volunteering systems at the community level that support vulnerable children include Nkundabana (I Love Children), Malayika Murinzi (Guardian Angels), National Council of Women, and National Council of Youth. All those volunteer organs already exist in each village of the country and deal with child protection in general.

Nkundabana

Rwanda's Nkundabana approach³⁸ provides a community-based solution to the overwhelming problem of child-headed households and households in which adults are unable to provide adequate care for children. Nkundabana enlists community-based volunteers who serve as adult mentors and role models for children in child-headed households. The Nkundabana Model mobilizes adult volunteers from the community—Nkundabana—to provide guidance and care for children living in households without adult support. By making regular visits, Nkundabana mentors can encourage children to attend school or seek medical assistance, as well as provide an important emotional outlet in the form of psychosocial support.

When children are orphaned or their parents are not able to care for them adequately, they typically are at high risk for engaging in child labor. The REACH volunteer system model is quite similar to the Rwandan Nkundabana Model, which allows for easier continuation of mentoring activities after the close of the REACH project. The training provided to REACH volunteers will only strengthen the Nkundabana mechanism going forward, as many REACH volunteers are also involved in implementing Nkundabana in their communities. In Kayonza, one community activist, Bizimungu Come, was recently hired as a cell-level local authority as the officer in charge of social welfare and development. During his time as a community activist on the REACH project, Bizimungu identified numerous children involved in child labor, including some orphans and child-headed households. In one case, Bizimungu identified a child working in domestic service outside her home. Her parents were unable to care for her adequately, so she dropped out of school and became a domestic servant. Now a local authority, Bizimungu

³⁸ CARE International. *A Model for Community-Based Care for Orphans and Vulnerable Children: Nkundabana*. Kigali, Rwanda.

acknowledges that through his work with REACH, he can strengthen the Nkundabana program in his area.

Malayika Murinzi

The Malayika Murinzi strategy³⁹ consists of identifying and rewarding adults who have shown remarkable compassion and selflessness by adopting and caring for vulnerable children as well as protecting them from harm. The Malayika Murinzi Initiative was inaugurated in 2007 by the First Ladies' Campaign, "Treat Every Child as Your Own," started in 2005. Under this program, adults who have shown remarkable compassion and selflessness by caring for vulnerable and impoverished children are rewarded a cow to help improve the lives of the vulnerable children and their families.

REACH has not worked directly with this program, although there is potential for REACH volunteers to identify remarkable adults even after the end of the project and nominate them for the Malayika Murinzi program.

Girinka Program

The Girinka program⁴⁰ (one cow per poor family) was inspired by Rwandan culture and initiated by His Excellency the President of the Republic in 2006. A cabinet meeting on December 4, 2006 approved the program as part of the "Vision 2020" initiative, Economic Development and Poverty Reduction Strategy, and IDP implementation measures. The Girinka program is working to enable every poor household to own and manage an improved dairy cow, which would help the family increase their livelihood through higher milk and meat production and improve soil fertility of their land for their crops by using the manure produced. This will not only improve the family's nutrition but also increase earnings of beneficiaries through sales of milk, milk products, meat, and manure.

Under the program, when the first beneficiary's cow gives birth, the calf is passed on to a poor person in the neighborhood until everyone who deserves, receives a cow.

The REACH program does not have a formal partnership with the Girinka Program; however, some families are selected for both REACH and Girinka, as they are the most vulnerable families

³⁹ Kigali Konnect (2012). *Best Performing Girls and Malayika Murinzi Awarded*. Available at: www.kigalikonnect.com/article/best-performing-girls-and-malaika-murinzi-awarded.html

⁴⁰ Taken verbatim from: Ministry of Agriculture and Animal Resources. Girinka Program. Available at: http://www.minagri.gov.rw/index.php?option=com_content&view=article&id=207%3Agirinka-program&catid=66%3Agirinka&Itemid=43&lang=en

in the communities. REACH instilled various agricultural skills, particularly in the MFSs. Some of these skills include animal husbandry and organic fertilizing and can be used by MFS students and their families if they have received a cow from the Girinka program.

Kuremera Program

Kuremera⁴¹ is a term found in Rwandan culture, which means the act of providing start-up capital to young adults. In Rwandan culture, the head of the family (father or guardian) did this to support all sons. The father would provide his grown son with land, cattle, marriage support, and so on. The practice helped provide a foundation for youth to start building their own lives, economically and socially, and guarantee future economic well-being. The practice continued down the generations from father to son to grandchildren. In Rwandan culture, *kuremera* was compulsory, obliging every father or guardian to empower his grown-up children for their future well-being.

The Government of Rwanda decided to introduce the “Kuremera” Initiative as an additional program, in order to increase the rate of job creation, hence, answering the challenge to decrease rates of unemployment among young Rwandan men and women. The government is committed to promoting and sponsoring the program, but it will also be a success when it becomes a community- and private sector–owned initiative for it to have adequate outreach. For the program to be successful, the Government of Rwanda, private sector, community at large, and civil society should share joint responsibility for fighting youth unemployment and underemployment (i.e., unsuitable conditions).

The general objective of the Kuremera Initiative is to increase the rate of job creation among young Rwandan men and women. Employers and companies will need to comply with labor standards and conditions for legally working youth.

The initiative’s specific objectives are to do the following:

- Stimulate/instill a culture of entrepreneurship among youth
- Generate employment among youth
- Introduce and build a home-grown solution to youth unemployment
- Enhance community participation and ownership in resolving unemployment
- Promote collective responsibility for investing in youth

⁴¹ Rwandan Ministry of Public Service and Labor. Summary of Kuremera Program. Kigali, Rwanda. Available at: http://www.mifotra.gov.rw/index.php?id=147&tx_wecdiscussion%5Bsingle%5D=60

The Kuremera Initiative has accepted the goal of eliminating child labor and adheres to the Rwandan labor codes. REACH volunteers have focused energy on training local government authorities that operate Kuremera on the dangers of child labor, importance of education, and the Rwandan labor codes.

The public and private sectors will use the Kuremera Initiative to support poor families that send their children to work in mines, tea, rice plantations, household services, and so on. The initiative can be applied by providing start-up capital to parents and child-headed household in order to begin income-generating activities.

Community Policing

Community policing⁴² is a philosophy that promotes and supports organizational strategies to address the causes and fear of crime and social disorder through problem-solving tactics and police-community partnerships. This policing concept conforms to the ideal of a “multiagency approach” in which the police, public, elected officials at all levels, government, and other agencies work in partnership to address crime and community safety.

In an attempt to democratically and efficiently police Rwandan society, the Rwanda National Police chose the community policing approach (community-based policing), in which local communities are involved in identifying security issues and consequently finding solutions for such issues.

The Ministerial Order N°02/07 of 18/10/2007 established community policing committees in Article 1 and puts in place community policing committees at the levels of villages (*imidugudu*) and cells (*utugari*).

At the district level, the district police commander coordinates the sector community policing committees in the district. At the provincial and Kigali City levels, the regional police commander represents all committees in the province or Kigali City. Every regional police commander collects information from all committees under his/her area of responsibility and submits them to the commissioner general of police. This policing structure can be easily linked with the upcoming CLMS and used to report child labor violations. Given Rwanda’s strong government structures and programs, evidenced by the programs highlighted in this section, Winrock believes that the government has the capacity to maintain a strong CLMS using community-based resources, including police, local authorities, volunteers, and existing programs intended to assist vulnerable people.

⁴² Taken verbatim from: Rwandan National Police. Community Policing. Kigali, Rwanda. Available at <http://www.police.gov.rw/about-mp/organisational-structure/commissioner-general-services/directorate-community-policing>

ANNEX 1: Assessment Tools on Child Labor Awareness

Child Labor Awareness Questionnaire

Questionnaire Code: _____

This is a very rapid and simple questionnaire administered to SNV stakeholders on community knowledge, opinion and attitude on child labor. Findings on these topics were used to refine project strategies, mainly the awareness strategy, that was implemented by SNV in the whole country. It is something you need to respond to spontaneously and individually. You will not need to read any document or ask information to anyone else.

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

Disagree completely

Disagree

Neither agree nor disagree

Agree

Agree completely

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

Identification: (no name needed)

Code:

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

Sex: male, female _____

District : _____ sector: _____ Cell

Highest Education level achieved :

Place of Work:

Current main occupation/Position : _____

No.	STATEMENTS	Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely
1	In my region, primary school-aged children who are combining school and working for pay is a common practice					
2	I would let my primary school-aged child work for pay outside my home if he/she finds the opportunity					
3	Child labor is always outside his/her home					
4	We cannot talk about child labor if a child gets a good salary from the employer					
5	If parents/guardians will not have money and/or support to send their offspring to secondary school, it is alright that a child drops out even before finishing primary and starts working earlier					
6	All school drops out end up usually into child labor					
7	Paid employment under 16 years old is					

No.	STATEMENTS	Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely
	hazardous to the child's health					
8	Paid employment at a young age is a better way to learn than going to school					
9	Education is vital for my children's future					
10	If children under 16 working underground get better salary than adults, it is better to let them continue working rather than stopping their income					
11	A school child aged 15 years old can work underground during the week end, if this does not lead him/her to school absence					
12	Employers who hire children under 16 years old must be blamed and punished					
13	Child labor should be tolerated if the child works with his/her parents for the family profit					
14	Child's work is acceptable as far as it doesn't affect negatively his/her schooling					
15	Child labor is so dramatic in my cell of residence that it could not end in the next three (3) years					
16	I would feel a little bit embarrassed if my school-aged child is working for money					
17	Employers who hire children under legal working age do so with the main intention to help poor children					
18	Employers who hire children under 18 years old prefer them to adults because children are more disciplined and cheaper manpower					
19	What is the legal minimum age for employment in Rwanda _____				
20	The rest between two working periods for a child shall be of a minimum duration of _____ consecutive hours. hours				
21	In your district, which sector/field comprises more child labor incidence				
22	If means were very limited, for whom would most parents in your region support secondary schooling?	Boys	Girl	It would depend on other factors		
23	In general, who face the most, the worst forms of child labor between boys and girls	Boys	Girls	Both	None of them	

No.	STATEMENTS	Disagree completely	Disagree	Neither agree nor disagree	Agree	Agree completely
24	Who are most involved in exploiting child labor in this region?	Educated parents	illiterate parents	both likewise		it depends

25 Define briefly what you consider to be child labor:

Annex 2: CLMS Form

District:		Sector:				Cell:				Village:				
Reported Month/Year														
<i>Definition: Child labor is any work done by a person under 18 years old that hampers his/her education/schooling, his/her physical or psychological life. It can be done within unpaid family farm and/or paid work outside family farm. However, 16 and 17 years old are allowed to perform light work.</i>														
4. Child identification									Education status		Education level			
Id. Code	Family name	Other name	Sex	Child's date of birth	Father's name	Mother's name	Guardian's name	Types of labor (max 3)	Never been to school	Drop out of school	Primary	TC	Vocational	Comments

Completed by(names, signature, date)

Verified by (names, signature, date)