

RWANDA EDUCATION ALTERNATIVES FOR CHILDREN (REACH) PROJECT

BASELINE ASSESSMENT ON CHILD LABOR IN SEVEN DISTRICTS:

NYARUGENGE, NYARUGURU, GICUMBI, NYAMASHEKE, RUBAVU, KAYONZA, AND NYAGATARE

WINROCK INTERNATIONAL

Forum for African Women Educationalists-Rwanda (FAWE-Rwanda)

and the

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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CIRCLE	Community-based Innovations to Reduce Child Labor through Education
CHF	Cooperative Housing Foundation
CL	child labor
CLMS	Child Labor Monitoring System
DLI	district labor inspectors
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education for All
EICV	Enquête Intégrale sur les Conditions de Vie des Ménages (Household Living Conditions Survey)
EMIS	Education Management Information System
FAWE	Forum of African Women Educationalists-Rwanda
GoR	Government of Rwanda
HIV	Human immunodeficiency virus
ICT	Information and Communications Technology
ILO	International Labor Organization
ILO-IPEC	International Labor Organization/International Program for the Elimination of Child Labor
JADF	Joint Action Development Forum
KURET	Kenya, Uganda, Rwanda, and Ethiopia Together Project
M&E	Monitoring and Evaluation
MFS	model farm school
MIFOTRA	Ministry of Public Service and Labor
MIGEPROF	Ministry of Gender and Family promotion
MINAGRI	Ministry of Agriculture
MINALOC	Ministry of Local Government
MINEDUC	Ministry of Education
MINIYOUTH	Ministry of Youth
NGO	Non-governmental organization
No	Number
OVC	Orphans and Vulnerable Children
PI	Principal Investigator
PMP	Performance Management Plan
PSU	Primary sampling unit
REACH	Rwanda Education Alternatives for Children
RNIS	Rwanda National Institute of Statistics
SNV	SNV Netherlands Development Organization-Rwanda
SQL	Structured Query Language
TEACH	Tanzania Education Alternatives for Children
TVET	Technical and Vocational Education Training
USAID	US Agency for International Development
USDOL	US Department of Labor
Winrock	Winrock International

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Dr. Jean Claude Nkurikiyinka

REACH Project Director

Executive summary

This baseline survey was conducted by the Rwanda Education Alternatives for Children (REACH) project, which is a joint project of three associate partners: Winrock International (Winrock), the Forum for African Women Educationalists-Rwanda (FAWE) and the Netherlands Development Organization-Rwanda (SNV).

The baseline was conducted in all the seven districts of REACH intervention zones: Nyarugenge (Kigali city), Nyaruguru (South), Gicumbi (North), Nyamasheke and Rubavu (West), Kayonza and Nyagatare (East). The baseline aimed to establish the status and causes and consequences of child labor upon which to base the evaluation and selection of direct beneficiaries for REACH, as well as gather data on children involved in exploitive labor.

A sample of seven key groups of people was targeted: Children aged between 5-17 years old, parents, teachers and headmasters, Districts officials and local authorities, NGOs, civil society and opinion Leaders, Employers Ministry's level: officials and technicians from key line ministries (MIFOTRA, MINEDUC, MINAGRI, MIGEPROF, MINICYOUTH, and MINALOC), and human rights organizations. In total, data contained in this report comes from 3,237 respondents. They include 2,866 children aged between 5-17 years old interviewed visited in 1,168 households and 371 key informants.

Key findings

In all the districts, a certain number of families do not entirely own a dwelling in whole or in part. These are 6% in Gicumbi, 17% in Kayonza, 16% in Nyagatare, 11% in Nyamasheke, 15% in Nyaruguru and 9% in Rubavu. Overall, however, there is an average of 80% households in all the districts owning a private house.

On average, 44% of the households live in a dwelling occupying between 20m² and 39 m², fairly small. These include Nyagatare 67%, Rubavu 47%, Kayonza 44%, Nyarugenge 34%, Nyaruguru 33%, Gicumbi 26% and Nyamasheke 20% of the total population in each district.

The main property owned by households is livestock. Livestock in this case constitutes cows, goats, sheep, pig, rabbits and poultry. The highest number of households owning livestock is in Gicumbi, 84%, followed by Nyamasheke 71%. The greatest ownership of cows is found in Gicumbi and Nyagatare, with an average of 2.95 and 2.66 cows per household, respectively.

Most households own a piece of land for economic use in all the districts, but Nyarugenge and Rubavu have the highest percentage of those who do not own land, at 34% and 43% respectively.

In all districts, an average of 21% of the households is headed by children; Gicumbi has the highest average (38%) while Kayonza has the lowest (12%).

In all districts, an average of 32% of children respondents takes care of a sick person in the household. Nyarugenge (64%) has the highest and Gicumbi (6%) the lowest averages.

Regarding education, in all the districts, an average of 22% of children between the age of 5 and 17 cannot read and write. In Nyagatare, the situation is alarming with 40.5% illiterate children, while Nyarugenge has the lowest percentage illiterate (11%). School is generally less than a kilometer away in most districts.

In a period of one month, the average of school absenteeism takes place between one and four days, totalizing 66,8% of all children's absence. Nyamasheke district has got the highest frequency of children who absented from school for two days (37%), followed by Kayonza (25%) and Rubavu (23%). The major reason for absenteeism, in all districts, was helping at home with domestic chores, mostly farming and feeding cattle at home.

Over 70% of households in all districts said that the family has ability to buy school uniforms. While most children, 75%, begin school by an average age of 7 in all the districts, between the age of 12 and 16, many children start leaving school. The chief reason for leaving school is helping family without pay. The number of vocational training centers is less than 2 in each district, and more than 95% of children respondents in each district have not had any vocational training.

While not many children respondents know much about schoolmates living with HIV and AIDS, those who know advocated for assistance or waiver on school fees, and nutritional help to the children affected or infected of HIV and AIDS.

Children's involvement in work

Most children are involved in domestic work. The average number of hours per week a child works in Nyaruguru is the highest with 18.5 hrs, while Kayonza has the lowest with 9.5 hrs of non paid domestic work per week. In all the districts, most children, on average, are involved in child labor chiefly because to supplement family's income (46%) or to help in household enterprise (21%) for respondents.

Impact of children's work on health, safety and education

There are a number of problems related to child labor that children face, mainly health and safety (54%) and poor schooling (27%). Children's health and safety are affected most in Nyamasheke (68%) and Kayonza (68%), and less in Rubavu (36%). Overall, many interviewed children involved in child labor have been ill or injured. The situation is more acute in Gicumbi (58%) and less dramatic in Rubavu district (29%). Of the total types of injuries and illnesses children suffer in all the districts, the most common types of injury on average in all districts are extreme fatigue (23%), headache (21%), and back/muscle pains (15%).

Some children suffered injuries that had negative effect on their work continuity. The high incidents of injuries that stopped work for a short time were found most in Nyagatare (49%) and least in Kayonza (10%). The high incidents of injuries that stopped schooling for a short time were found most in Nyagatare (46%) and least in Kayonza (11%). All health consequences that had effect on involvement on work and schooling were as a result of children exposed to hazardous environments and work. The most common hazard in the entire district is dust and fumes, (34%) and Nyarugenge was found to be most hazardous (59%).

Based on the findings, some **conclusions and recommendations** were drawn up, as summarized below:

- ☞ Child labor is a sad reality in all the seven districts visited and across the testimonies of all categories of respondents and key informants. It deprives the child's rights to education and protection from harm.
 - ☞ Effective strategies for implementation must be designed to remove the obstacles for children's education and growth, as well as provide incentives that children and families need to stimulate the desire for education over work.
 - ☞ In order to eliminate child labor, the REACH Project is asked to put efforts to support MIFOTRA and other stakeholders to finalize, validate, and disseminate the national policy on child labor.
 - ☞ Any strategy to alleviate family poverty and/or support child labor to perform acceptable work should consider income generating activities that do not rely on big space in order to be productive.
 - ☞ Appropriate strategies need to be drawn up that consider, not only children involved in animal herding outside their homes, but also the labor of children on the family livestock at home.
 - ☞ Even with limited livestock, a child could be too busy in feeding it and cleaning the enclosure; therefore, the number of livestock counts less than the time a child works, at home or outside home.
 - ☞ Interventions for proximity to schooling are on demand mainly in Nyarugenge. Within schools, motivation for students to like and be retained in school should focus on content reinforcement and professional development for teachers in skills upgrading and child centered learning.
 - ☞ It is important to adapt interventions to fit the expectations and needs of children, with adjustment according to the market needs and availability of resources.
 - ☞ Interventions on absenteeism should be based on regulating or managing causal factors such as: domestic chores that include also farming and cattle feeding at home, helping family in business, working outside family business, and injuries/sickness. Efforts to minimize domestic work should be taken mainly in Nyaruguru, Nyarugenge and Rubavu districts.
 - ☞ Support for secondary education, and especially the nine years basic education, will keep most children away from working activities, especially when they drop from P6. The extra three years will ensure maturity and informed choices. This is critical in Nyagatare, Kayonza, Nyamasheke and Nyaruguru.
 - ☞ There is a need to consider domestic child labor with special support to child headed households, mainly in Gicumbi, Rubavu, Nyaruguru, and Nyagatare.
 - ☞ For school dropouts or those who cannot continue with formal education, vocational training is the best alternative. There is however high demand for these institutions, as well as raising the standards of the existing ones.
 - ☞ Model farm schools are welcome as they will respond to a real community need.
 - ☞ In order to realize interventions, local opinion leaders, including teachers and cell leaders, have a role to play in the fight against child labor.
 - The greatest role they could play is working hand in hand with parents and local leadership in the fight against child labor within the household, paid or unpaid.

- The most important role for local leaders should be to follow up and ensure quality education.
 - Non Governmental Organizations could be involved in supporting poor households in getting out of poverty.
 - The greatest action that business people and investors could do is to stop using children for work.
- ↪ Successful strategies of child labor withdrawal will consider alternatives for family income, which could compensate children's income. This requires therefore a close collaboration with community opinion leaders and parents.
- ↪ There is a need for the MIFOTRA and other key government stakeholders to make clear precisions about the types of acceptable domestic chores that are part of children's family education and the maximum number of hours for domestic chores by age.
- ↪ Tangible efforts must be put into advocacy, lobbying, and protection of house boys/girls, through the support of the few existing associations for house boys/girls and working with local authorities of the rural zones from where most of house boys/girls came.
- ↪ Mobilization to involve workers' syndicates, human rights activists and other stakeholders will yield good results.
- ↪ Specific campaigns on child trafficking is important, mainly sex trafficking within and outside borders.
- ↪ Strategies to alleviate child labor may be associated with human and child's rights, and trauma counseling for children themselves, their parents, and employers.
- ↪ Prevention and withdrawal interventions and policies of child labor will succeed if they are in harmony and complement the existing OVC (orphans and vulnerable children) policy and strategies.
- ↪ Families should also be educated against reducing the amount of domestic work children do, which is alarming in magnitude, and prevent them from going to school, especially in the districts of Nyaruguru and Nyarugenge.

CHAPTER ONE: INTRODUCTION

Winrock International (Winrock) and associate partners, the Forum for African Women Educationalists-Rwanda (FAWE) and the Netherlands Development Organization-Rwanda (SNV), have conducted a baseline survey for the Rwanda Education Alternatives for Children (REACH) project. Working in seven targeted districts of Rwanda, REACH will withdraw 4,800 children from exploitive agricultural labor and prevent 3,500 children from entering into such labor. Targeted districts are Nyarugenge (Kigali city), Nyaruguru (South), Gicumbi (North), Nyamasheke and Rubavu (West), Kayonza and Nyagatare (East). The seven districts contain 98 administrative sectors. The REACH project will also raise public awareness about the hazards of child labor and benefits of education in all 30 districts¹ of Rwanda's five provinces.

1.1. Background and justification of the REACH project

Child labor is a widespread problem in Rwanda. According to EICV2 (Household Living Conditions Survey), *“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 EICV1 to 5.3% in EICV2. 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”*. A quarter of children who worked in the year did no work at all in the week preceding the survey. The median time spent working in all jobs amongst children who worked in the previous week was 24 hours. However for the very small numbers working in other industries the hours worked were much longer. Much more time is spent by children in domestic duties, which fall particularly heavily on girls.

According to the same sources, although a low proportion of children are economically active, children contribute significant amounts of domestic labour to the household. In 2005/06 children under ten years old worked an average of nine hours a week on domestic chores, with girls spending several more hours on their tasks than boys. In the 11 to 15 year-old age group, the total rises to almost 14 hours, with girls working five or six hours a week more than their male counterparts. The pattern does not vary greatly between members of poor and non-poor households. Women carry out on average 20 additional hours of work in running their homes and families.

An estimated 170,000 are engaged in domestic service in urban households, chiefly around the cities of Kigali and Butare. Many children work an average of 40 hours per week and are non-salaried. In some cases, children as young as six are working ten-hour shifts. Several thousands children also live on the street in urban areas selling goods, begging, stealing, and engaging in forced or transactional prostitution.

¹ Rwanda is divided into 30 districts, 416 sectors, 21,050 cells and 14,975 villages.

Exploitation of children for labor has been exacerbated by the effects of the genocide, the war and its consequences, the HIV/AIDS pandemic, and Rwanda's unremitting poverty.² A significant number of child laborers in Rwanda are orphans. Tens of thousands of children were orphaned by the loss of one or both parents during the genocide or became extremely vulnerable through continued imprisonment of their parents for genocide crimes. Although some of those orphans have now reached maturity, many have married and had children of their own who are now child laborers.

Children are also forced into labor because their parents have died or are bedridden from HIV/AIDS. There may be as many as 200,000 AIDS orphans.³ While the infection rate among adults has dropped significantly, a continued rate of 3 to 4% indicates that HIV will continue to be a factor in child labor.⁴ The 2002 census listed about 1,264,000 orphans in Rwanda, approximately 65,000 of which were heads of households. The majority of these child heads of households are girls who work mainly in subsistence agriculture, the primary economic activity in the country. Although some Rwandan foster families have taken in needy children, others exploit them as agricultural laborers or domestic servants. Unprotected orphans often work under intolerable conditions, beg, or resort to prostitution to provide for younger siblings.

Rwanda is one of the poorest countries in the world with 56% of the population living in poverty.⁵ The high population growth rate (2.9%) and the large percentage of children in Rwanda below 16 years of age suggest the problem of child labor may worsen despite Rwanda's commendable recent economic growth of 6.4%.⁶ Indeed, the number of persons now living in poverty has increased to over five million.⁷ The incidence of poverty is highest in households whose main source of income is agricultural wage labor. Although 90% of households own land, the average cultivated area is only about .07 hectares per family of five. Most of these families, including children, engage in subsistence agriculture. Child labor creates a vicious circle of poverty and underdevelopment because children deprived of an education are unlikely to find skilled employment as adults, and thus they and their families remain in poverty. This is apt to push children into exploitative labor at an early age as well as to urban areas and other forms of child labor such as domestic work and street life.

A recent survey⁸ found that 19% of child workers in Rwanda had been injured or fallen sick in the previous six months. Malnutrition among child laborers has been little studied, but is a real threat to these children's health and development. Urban migration places children at additional risk, particularly girls, who are frequently traumatized by rape and exploitation even by law enforcement officials. For the country as a whole, exploitation of children erodes the quality of human capital by keeping skill levels low, which impedes economic and social development.

2 U.S. Department of State, Country Reports: Rwanda 2007, Section 5.

3 Hunter, s and J. Williamson, Children on the Brink- Executive Summary: Updated Estimates and Recommendations for Intervention (PDF version), USAID, 2002.

4 Cadre Stratégique National de la Lutte contre le VIH/SIDA, mai 2002.

5 The EDPRS notes that Rwanda is ranked 151 out of 170 in economic development

6 Government of Rwanda, Economic Development and Poverty Reduction Strategy 2008 – 2012.

7 Ibid.

8 KURET: Kenya, Uganda, Rwanda, and Ethiopia Together (KURET), Child Labor and Education Baseline Survey, July 18, 2005, World Vision.

Agricultural labor, though very common in Rwanda households, poses numerous dangers to children. Exposure to pesticides, sharp tools, long hours, snakebites, sun and heat exposure, cuts and lesions from plucking sharp leaves, animal attacks, and carrying heavy loads over long distances, can all cause permanent and serious damage to young, growing bodies. There is very little awareness in Rwanda of the hazards of child labor in agriculture and the economic cycle of poverty it perpetuates. Low family incomes, the absence of schools, the lack of regulations and enforcement, and ingrained attitudes and perceptions about the roles of children in rural areas are only some of the numerous factors which make child labor in agriculture particularly difficult to tackle and eliminate.⁹ There is a growing consensus that agriculture is a priority sector in which to develop and implement strategies, policies and programs to combat child labor and to put agricultural and rural development and employment on a sustainable footing, including promoting decent youth employment.¹⁰ REACH will address exploitive child labor in agriculture in Rwanda and explore opportunities for rural employment and development within the sector.

Regarding education, according to the Ministry of Education (MINEDUC) major achievements (2003- 2010) (http://www.mineduc.gov.rw/IMG/article_PDF/article_a27.pdf, *"In Rwanda, education is a top priority because we consider it the key for unlocking our development objectives. All studies have shown that investments in human capital have invariably produced high economic returns. We have no doubt that education empowers people, enlightens them, and in the end creates wealth for them"*).

The Government of Rwanda sees a free education for all as the single most important element in reducing poverty in Rwanda and elevating the country's economic and social status. Rwanda is now leading the way on education reforms in Africa, offering nine years of free schooling, training teachers in greater numbers and to a higher level than ever before, while also building up partnerships with prestigious institutions around the world. In signing up to the Millennium Development Goals (MDG), the Government of Rwanda committed to creating 'Universal Education for All' and Pillar One of Rwanda's Vision 2020 document emphasises the importance of quality education.

All aspects of Government have put a renewed focus on education since 2003, when MINEDUC devised a national curriculum policy for primary and secondary education, to be implemented in a six-year plan, and stated that primary education should be free and mandatory for all children.

In 2003, universal basic education (primary and secondary) was made a major priority. 2009 saw the introduction of Rwanda's radical Nine Year Basic Education Programme (9YBE), which offers six years of primary and three years of secondary education to all Rwandan children free of charge. As well as promoting universal primary education, the programme hopes to reduce the numbers of pupils having to repeat years, and the numbers of those who drop out. Rwanda is close to reaching universal education; today primary school enrolment stands at 97 per cent for boys and 98 per cent for girls - some of the

⁹ ILO-FAO in the Declaration to Eliminate child labor in agriculture, 2007

¹⁰ ILO-IPEC <http://www.ilo.org/ipec/areas/Agriculture/lang--en/index.htm>

highest enrolment rates in the region according to the United Nations' Educational Scientific and Cultural Organisation (UNESCO).

The nine years programme gained momentum following a recent schools construction campaign which saw thousands of new classrooms built across the country. Nearly all of the new classrooms were built voluntarily by parents, students, security forces, and government officials.

Amid reforms to the delivery of education, the Government of Rwanda has also prioritised a previously unrecognized educational option; vocational and technical education. Keen to link training programmes with actual work, the Government approved an integrated Technical and Vocational Education and Training (TVET) Policy in 2008. In 2009, the Government established the Workforce Development Authority (WDA) to oversee the implementation of TVET policy.

The approach of the REACH project is integrated with the priorities of Rwanda's 2020 Vision and education policy that promote science and technology in the Education Strategic Plan 2006-2010. It also includes an analysis of child labor in agriculture and the educational alternatives offered for that sector. In priority economic sectors such as tourism, mining, Information, Communication and Technology (ICT) services, food processing, coffee, tea, alternative technologies, and handcraft, the Ministry of Education's Technical and Vocational Education and Training (TVET) program is partly missing these and is not always related to sector tendencies. Lack of clear and well articulated policies that can guide the development, provision and management of TVET programs add to the problems in Rwanda (EDPRS: Economic Development and Poverty Reduction Strategy, 2006).

1.2. Geographical information

The baseline assessment was conducted in all the seven districts of REACH intervention zones. Before the real baseline, a rapid preliminary data collection was organized to assess sectors with high incidence of child labor or at risk of such phenomenon. This preliminary information was provided by district staff, mainly through meetings organized at each district with Vice Mayors, district labor inspectors (DLI) in charge of children, Executive secretaries of districts, and those from selected sectors. It is worth noting that all contacted local leaders and staff revealed the absence of quantitative estimates but provided names of sectors with high incidence of child labor and types of child labor. The district and sector authorities selected 24 sectors in which the baseline was to be conducted. The major risk criterion was a high incidence of agricultural child labor in the sector. The participants in the above described meetings identified in each district, sectors with:

- Sugar cane plantations and/or factories
- Coffee plantations and/or factories
- Tea plantations and/or factories
- Rice plantations and/or factories
- Herding/Cattle keeping
- Any other activity that requires intense child work

The table below illustrates the number and names of districts, sectors, and cells visited. It is interesting to note that 97.3% of planned households were interviewed, meaning 1,168 out of 1,200 expected. The 2.7% others also include badly-filled questionnaires.

Table I Sectors with high incidence of child labor in the seven districts

Province	District	Total Sectors	Sectors with high incidence of CL selected for the Baseline	Cells covered by the Baseline	Number of households to visit	Number of households visited	
West	Nyamashenge	15	5	Kagano, Bushekeri; Mahembe kanjongo, Ruharambuga	Ninzi, Shara, Rwesero, Ntendezi, Kanazi, Save, Buvungira, Mpumbu, Ngoma, Kagarama, . Nyakavumu, Kibogora, Raro, Kigoya, Kigarama, Nyarusange, Kigoya	250	246
	Rubavu	12	4	Gisenyi, Cyanzarwe Nyamyumba, Kanama	Rusongati, Yungwe, Nkomane, Karambo, Kinigi, Rubona, Kiraga, Busoro, Busigari, Kinyanzovu, Rwangara, Ryabizige, Byahi, Mbugangari, Bugoyi, Kivumu, Rukoko	200	198
East	Nyagatare	14	4	Karangazi, Mimuri, Matimba Nyagatare	Nyamirama, Ndama, Rugali, Gakoma, Bibare Cyabayaga, Nyagatare, Barija, Kagitumba, Matimba, MAHORO	200	192
	Kayanza	12	3	Ruramira, Rukara, Nyamirama	Rukara, Kawangire, Rwimishinya, Shyogo, Gikaya, Rurambi, Musumba, Ruyonza, Nkamba, Umubuga, Bugambira	150	154
North	Gicumbi	21	3	Mukarange, Shangasha, Kaniga	Mutarama, Rusambya, Rugerero, Nyabubare , Shangasha , Bushara Bugomba, Mulindi, Nyarwambu	150	142
Kigali city	Nyarugenge	10	2	Mageragere, Kigali	Nyaruyenzi, Ntungamo, Mwendo, Rwesero, Ruriba, Kankuba, Kavumu, Nyarufunzo	100	95
South	Nyaruguru	14	3	Mata, ruramba, Busanze,	Ramba, Nyamyumba, Murambi Rugogwe, Gabiro, Giseke kirarangombe, Nkanda, Shororo, Gorwa, Gisenyi, Rwamiko	150	141
TOTAL		98	24		85	1200	1168

1.3. Objectives of the baseline survey

The baseline assessment for the REACH project has been designed to provide the information required to meet the project objectives and ensure the greatest and most effective project impact.

The baseline's aims are:

- To obtain information on the status, characteristics and causes and consequences of child labor in the targeted Districts : working and living conditions; and suitability and willingness to be in formal or vocational education.
- To examine education situation and learning conditions of child laborers
- To gather data on children's involvement in exploitive labor: number of children and status, type of labor and sector; hours worked per day and reason(s) for work;

- To assess the impact of children's labor on health, safety and education
- To provide information on which to base the evaluation and selection of direct beneficiaries for REACH.
- To provide information that helps to refine the project log frame and inform the Performance Management Plan (PMP).
- To gather data on the attitudes of various key informants toward child labor.

The assessment provides both quantitative and qualitative information about the situation of child labor in the intervention districts.

CHAPTER TWO: METHODOLOGY

This chapter covers the survey's general approach, ethical considerations and consent procedure, selection method of study area, sampling, research participants, and field staffing.

2.1. General approach

A cross sectional baseline assessment was conducted in the seven districts, meaning, Nyagatare, Nyamasheke, Gicumbi, Rubavu, Nyarugenge, Nyaruguru and Kayonza to collect both primary and secondary data and information using quantitative and qualitative methods. It is important to note that this baseline covers only seven districts involved in the REACH project. Findings would not therefore be generalized to the entire country. This seems to be the main limitation of this study.

The survey used a triangulation of research techniques to minimize bias and maximize validity and fidelity of the findings. A more quantitative questionnaire was administered to children aged between five to 17 years old at household level, while qualitative interviews data were conducted with parents, local leaders, schools teachers & headmasters, and other key informants. Those include NGOs & human rights organizations, employers, and government ministries. Secondary data and information was collected from institutions by reviewing documents and talking to key informants at the Ministry of Public Service and Labor (MIFOTRA), Ministry of Education (MINEDUC), Ministry of Youth (MINIYOUTH), and Ministry of Gender and Family Promotion (MIGEPROF), Ministry of Local Government (MINALOC), Ministry of Agriculture (MINAGRI), and District Authorities.

The data collection tools were adapted from the DOL/Winrock/TEACH baseline survey done in Tanzania (2007) and ILO/IPEC data collection tools on child labor.

2.2. Ethical considerations and consent procedure

This baseline survey was conducted by respecting ethical issues. This was considered during identification of potential participants and during the data collection itself.

During the identification process, prior to the data collection, the research team informed the targeted participants that discussions will be centered mainly on child labor of children between five to 17 years old, and that their participation is voluntary. Targeted participants were explained that some could be uncomfortable while talking on that subject. During this step, parents/guardians were asked if they feel comfortable to discuss and/or give their opinions and attitudes on child labor, and if they think the psychological wellbeing of their children between five to 17 years old would not be affected negatively if the latter were interviewed on their experience on child labor. Only those who fulfill these two conditions were invited. Those who did not accept were replaced.

During the data collection, before starting any interview, the research assistants explained in details to the participants the purpose and importance of the survey and then let them know their rights to participate

or not, to respond or not to all questions or some. They verified with the participants if everybody accepted to discuss child labor issues. Participants were told that they had the right to end the interview at any time if they felt uncomfortable with the topics covered. Ending the interview would not have any impact on their relationship with local authorities and/or stakeholders.

Research assistants started the interview only if the invited participants had agreed to participate. The interview was conducted in a quiet place to make sure participants felt at ease and comfortable. All was done to keep information confidential. The report does not mention respondents' names, but their ideas and some socio-demographics. This was also revealed to the research participants.

Consent forms were read to the parents/guardians, before starting the real interview. Those who accepted signed those consent forms and copies are kept at the REACH project office.

2.3. About the sampling and the selection of study areas

The seven districts to be covered by the Baseline Assessment were identified during the design of the REACH project based on the aforementioned initial image of exploitive child labor in agricultural sectors of coffee, tea, sugar, and animal herding. From each of the seven districts, all sectors with high incidence of agricultural child labor were identified during consultative meetings between project staff and District officials, mainly District labor inspectors.

The primary sampling unit (PSU) of this assessment is a cell.¹¹ From the prioritized sectors, there was a list of all cells with high incidence of child labor. This was decided during sector and cell leaders meeting with the presence of the research assistant in each sector. In each cell, a certain number of households were determined based on the number of households to be visited by district and by category of children.

During the REACH planning meeting in earlier December 2009, it was agreed between associate partners (Winrock, SNV and FAWE) that the majority of respondents to the baseline assessment could be children aged between 5 to 17 years old, who will provide information about their situations. This is justified by the fact children are the direct beneficiaries of the REACH project.

At the time the baseline was conducted, quantitative figures on child labor in the seven districts were non-existent. The national survey on child labor conducted by MIFOTRA, RNIS, and funded by ILO/IPEC/UNICEF, has yielded findings that shown national and provincial pictures, not the district situation. The lack of such data made difficult to determine the random sampling size and specific areas (district, sectors, cells, villages, sites). Hence, this led the REACH project to an intentional sampling in regards to children and their locations.

The selection criteria and number of different types of respondents to be covered by this assessment are described below.

¹¹ A cell is a government administrative classification comprised more or less 1,000 households

The first step was to determine the sampling size of the research participants. The data collection designated for them was more quantitative. The sampling was based on two major factors:

- Areas with perceived high incidence of child labor in each district. This was achieved during the consultative meeting between district authorities and executive secretaries of all sectors in each district. Those meetings identified sectors (administrative units) with high incidence of child labor. Those vary from two (2) to five (5) among the seven REACH districts. The table 1 on previous page totalizes 24 sectors in total.
- Existing resources. Based on budget and time constraints, it was decided to select 50 households to visit by sector. Those make 1,200 expected households in 24 sectors.

In order to make a more objective selection of 50 households by sector, data collectors started by meeting authorities (executive secretaries) from all cells to identify the child laborers in their respective areas. This refers mainly to children aged between 5 to 17 years old, out of school, or very often absent from school, and/or children of that age range known as employees in agriculture business.

From a quasi exhaustive list of potential respondents, a random sampling was done to select 50 respondents. From a list of all households having child laborers by sector, the data collector picked numbers randomly until they reached 50.

Local authorities at the cell level¹² participated also in helping data collectors to reach the households identified and/or child labor sites.

2.4. Research participants

The research participants were for the most part children between 5 -17 years old from the seven districts of the REACH project intervention. Most of them were met at their home sites, but others were met at their working sites.

Children responded to a household questionnaire of seven sections, but the first two sections regarding identification and socio economic characteristics of the household were responded by parents/guardians. Children under 18 years old heads of households, responded to the first two sections as head of household but also to all other sections related to under 18 years.

2.4.1. In and out of school children (5 - 17 years old)

Data from households showed different categories of children, including in-school children and out-of-school children of different ages.

It is important to note that with the double shift school system, many children are easily both going to school and work. This means that one child should perform acceptable work or exploitive child labor in the morning and then attends the school in afternoon, or vice versa.

¹² Cells are administrative units within the Rwandan government.

The following categories of research participants were met in individual interviews:

2.4.2. Parents/guardians

As for other key informants, parents responded to a semi structured interview questionnaire, specific to them. The administration of the questionnaire was done to a sample of parents, not necessarily the ones of the sampled children. However, it is important to recall that in all visited households, parents/guardians provided information and data on the first two sections of the household questionnaire destined for children.

2.4.3. Employers: agriculturists, cooperatives, business community

This category of respondents refers to employers of child labor, but also to the potential opportunities of stakeholders with whom REACH could work to integrate children into acceptable work. There were interviews with all people in this category operating in the same cell or closest cell with interviewed children and parents. In addition, all big enterprises and employers in the district were interviewed. If there were many, five were selected by sector based on their potential relationship with child labor.

2.4.4. District officials and local authorities (village, cell and sector leaders)

Village, cell, sector leaders, and district authorities and staff in the communities covered by the baseline assessment were interviewed. These were selected from among:

- Vice mayor in charge of social affairs,
- District inspectors of labor,
- District director of education,
- District Agricultural Officer,
- Sector Executive Secretary,
- Sector in charge of social affairs,
- Cell Executive Secretary,
- Village Chairperson,
- Village in charge of social affairs,
- village in charge of information,

2.4.5. NGO leaders, civil society and opinion leaders

Religious Leaders, Projects, NGOs (international and local) and other civil society active members were interviewed to get their assessment on child labor issues and to explore the possibilities of working together in the prevention and withdrawal of children from child labor. Emphasis was put on those based in the same or close geographical area with the interviewed children.

2.4.6. Teachers and head teachers

All headmasters of primary schools in the sectors visited were targeted as well as the teachers of interviewed children. In cases where there were many, we ensured that at least every level of nine year basic education was represented.

Table II. Number of Key informants by district and categories

District	Parents	Teachers & headmasters	Districts and local authorities	Employers	NGOs & CSO, Religious leaders...	KII at central level	Sub total
Nyamasheke	25	28	24	10	7	0	94
Rubavu	9	9	10	9	3	0	40
Nyagatare	19	19	20	8	5	0	71
Kayonza	12	10	18	9	5	0	54
Gicumbi	3	3	3	2	5	0	16
Nyarugenge	15	7	7	1	2	5	37
Nyaruguru	15	15	14	10	5	0	59
Total	98	91	96	49	32	5	371

By considering the total number of children interviewed as presented in Table I (2,866), it is visible that the total number of the research participants for this baseline is 3,237, including adults and children.

2.5 Field work human resources and training

Human resources for this baseline comprised two main categories: existing REACH staff and hired temporary staff, including consultants and volunteers. The Winrock M&E Senior Advisor coordinated the whole research as the principal investigator (PI).

To facilitate the assessment, seven research teams were formed, each covering one district. Each team comprised a REACH Project staff (District Coordinator and/or District Mobilizer), and volunteer research assistants recruited from sector residents fulfilling the criteria. All volunteer research assistants were at least high school diploma holders and capable of conducting quantitative research,. They were selected in close collaboration with district and sector authorities. In total, 24 volunteers were recruited, one by sector.

All REACH project staff and volunteers were trained at Kigali by the REACH core team. The training lasted four days, from 3rd to 6th May 2010. It comprised among others, concepts on qualitative & quantitative research, interview techniques, data collection tools, and ethical considerations. In addition, the team was familiarized with the tools and there was time for role plays and tools review.

At the end of the training, there was a pretesting conducted in Mageragere sector of Nyarugenge District which allowed the research team to practice learnt skills and try the tools.. After that, there were

discussions and feedback on the exercise. This helped in reviewing some items of the questionnaires and interview guides.

2.6 Data handling and analysis

2.6.1 Data collection and supervision

The data collection process took place between 10th and 22nd May 2010. Before going to the field, the district team leader (REACH district coordinator or Mobilizer) made preliminary contacts with district and sector officials to inform the population of the upcoming data collection at the household level.

The volunteer research assistants administered the household questionnaire, which targeted mainly children between five to 17 years old. The REACH district staff coordinated the volunteer research assistants in their respective sectors, while conducting interviews with other respondents: parents, teachers, district and local leaders, NGOS and employers. They reported on a daily basis to the REACH core team.

The data collection was done under direct supervision of REACH senior staff: the Project Director, the Field Coordinator and the Monitoring and Evaluation (M&E) Senior Advisor, who was also the Principal Investigator. Each of the three supervised two or three districts. Their role consisted of providing appropriate advice and guidelines to the data collectors, checking how the questionnaires are filled, and ensuring materials, logistics and funds are given to the team at due time.

Some key district and sectors' staff were given communication fees to help the research team in establishing link with local leaders at cell and village levels. They also participated as part time supervisors, and were briefed on the progress of the baseline by the REACH district staff.

2.6.2 Information management and analysis software

Volunteer research assistants who were familiar with computers were hired as data entry clerks, to join other experienced typists, to make a total of 12 data entry clerks. An experienced consultant in database management was recruited to train the team and to supervise all the data entry process accordingly. He was in charge of all data management, clean up, and generating tables.

After data collection, quantitative data was processed using Excel and SQL (Structured Query Language). All the interview notes were counted, coded, and summarized in appropriate templates. They generated qualitative data that was exploited and analyzed based on the analysis plan.

All qualitative data was transcribed verbatim in Kinyarwanda and then summarized into thematic tables. This took place before instruments were shipped to the database expert where quantitative data capture took place.

All data was entered by a trained team under supervision of the database manager and the principal investigator. Hard copies are stored at the Kigali REACH project office in locked boxes.

2.6.3 Data analysis and report writing

An acquainted consultant was hired to prepare the first draft of the baseline report. He compiled qualitative and quantitative data. He worked closely with the database manager consultant under the direct supervision of the principal investigator. He provided a draft and received feedback from the whole REACH core team. The final draft was vetted and cleaned by the PI with immense input from Winrock Home Office Coordinator.

A validation workshop was organized in September 2010, and gathered together stakeholders in child labor related issues. The participants came from line ministries, UNICEF, ILO/IPEC, international and national NGOs; they provided important feedback, which allowed the PI and home office coordinator to finalize and invite a wider public for dissemination. It comprised participants, including some children recently selected to participate in model farm school (MFS) as a way of withdrawing them from exploitive child labor.

CHAPTER THREE: CHARACTERISTICS OF HOUSEHOLDS, HOUSING, AND SOCIAL ECONOMIC STATUS

3.1 Introduction

This chapter presents information on the characteristics of the socio-economic themes of the surveyed household samples in the districts. This survey in child labor collected information on personal characteristics of household members including information on age, sex, relationship to the household head, and marital status among others. The survey established characteristics of dwellings (such as dwelling type, number of rooms, facilities, occupancy tenure and so on). The household characteristics covered are related to ownership, facilities, size of property, livestock, sources of energy and water, and income and expenditure. Information on property owned by the family was also established.

3.2 Head of homes

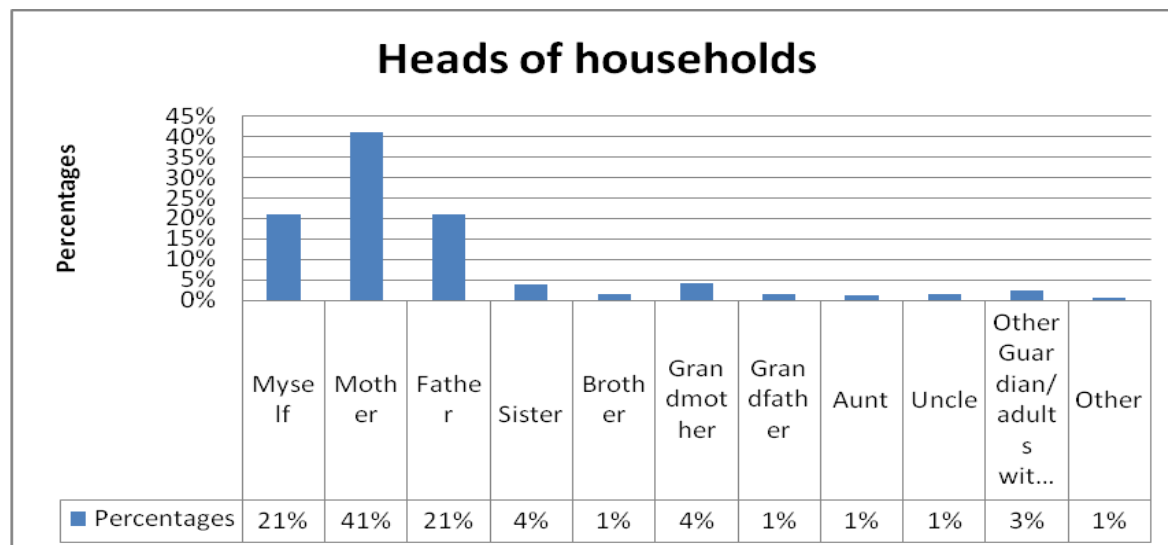
The head of the house would usually determine whether the children in the household are involved in work activities or not. This question was responded by children.

Table II Distribution of persons who look after the homes

Responses/ Districts	Gicumbi	Kayonza	Nyagatare	Nyamashek	Nyarugenge	Nyaruguru	Rubavu	Total
Mother	26%	40%	42%	40%	53%	51%	43%	42%
Myself (interviewed child)	38%	12%	20%	13%	15%	23%	26%	21%
Father	23%	23%	21%	28%	16%	22%	12%	21%
Sister	4%	7%	2%	6%	4%	0%	3%	4%
Grandmother	4%	6%	5%	5%	3%	1%	3%	4%
Other Guardian/ adults without relationship	1%	4%	4%	4%	1%	0%	3%	2%
Brother	0%	1%	1%	2%	3%	0%	3%	1%
Grandfather	1%	1%	2%	2%	1%	0%	2%	1%
Aunt	0%	2%	1%	1%	2%	1%	2%	1%
Uncle	1%	2%	1%	1%	0%	1%	3%	1%
Other	2%	2%	0%	0%	0%	0%	0%	1%
Total frequencies	272	242	278	375	144	222	299	100%

From table above, we see that most of the households are headed by either the mother or the father, with the exception of Gicumbi, where 38% of the households are headed by the children themselves. From Figure below, most of the households (41%) in all the districts are headed by mother, followed by fathers (21%) then children themselves, (21%). Sisters and grandmothers head 4% of households overall.

Figure I. Distribution of heads of homes



3.3. Bread winners

The person who feeds the family in a household also may determine the extent of involvement of children in the home in work activities. Table III shows the results.

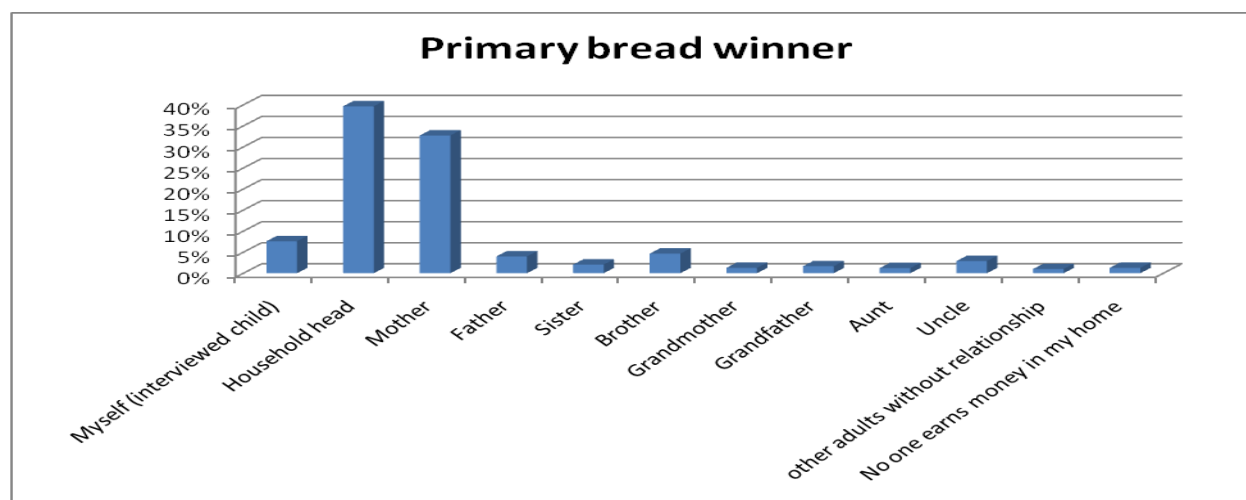
Table III Percentage distribution of bread winners

Responses/ District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Household head	27%	39%	37%	38%	56%	43%	45%	41%
Mother	41%	29%	33%	35%	23%	42%	22%	32%
Myself	13%	4%	9%	5%	7%	9%	9%	8%
Brother	4%	7%	6%	6%	5%	2%	2%	5%
Father	6%	6%	2%	7%	1%	1%	3%	4%
Uncle	1%	6%	4%	3%	0%	0%	4%	3%
Sister	0%	2%	1%	2%	5%	0%	6%	2%
Grandfather	1%	2%	1%	1%	2%	2%	3%	2%
Grandmother	1%	1%	2%	2%	1%	0%	1%	1%
Aunt	1%	0%	0%	1%	1%	1%	3%	1%
Other guardians/ adults without relationship	0%	0%	4%	1%	0%	0%	1%	1%
No one earning money in my home	3%	4%	0%	1%	1%	0%	1%	1%
Total Frequency	268	246	268	373	133	223	297	100%

From the table above, in most homes, the bread winners are the households heads, followed by mothers. Children respondents head 13% of the households in Gicumbi, 4% in Kayonza, 9% in Nyagatare, 5% in

Nyamasheke, 7% in Nyarugenge, 9% in Nyaruguru and 9% in Rubavu. Figure II shows the overall distribution of breadwinners in all the districts.

Figure II Percentage distribution of breadwinners in all the districts



From the figure above, it can be noted that in all districts combined, household heads are mostly the bread winners 38%, followed by mothers 31%, and children respondents 8%.

3.4. Distribution of population by district and sex

Table IV below presents the population of respondents aged between five to 17 years old. The respondents are categorized according to their sex and district : there were 2,866 respondents, of which 1,541 were male and 1,325 were female. These figures represent 56% and 46% of males and females respectively.

Table IV Distribution of children interviewed by district and sex

District	Male	Female	Total respondents	
Nyamasheke	316	303	619	22%
Rubavu	263	230	493	17%
Nyagatare	253	221	474	17%
Nyaruguru	220	185	405	14%
Kayonza	190	148	338	12%
Gicumbi	173	149	322	11%
Nyarugenge	126	89	215	8%
Grand Total (7 Districts)	1541	1325	2866	100%
	54%	46%	100%	

It is important to note that some research participants did not respond to all the questionnaire's items. In some cases, this is related to the nature of responses given to the previous items (skipping), in other cases, it is just a non-response. This leads to a situation where the respondents' frequencies from all seven districts or one district vary sometimes from one item (therefore one table) to another.

3.5 Characteristics of dwelling units

The survey defined a dwelling as a building or a group of buildings in which a household lives. A dwelling could be a single house, a group of houses, an apartment, a tent and others.

3.5.1 Types of dwelling units

Members of households were visited at their dwellings. The survey established the type of dwellings the interviewed households lived in. Table V below presents the findings.

Table V Types of dwelling units

District/	Gicum bi	Nyamashe ke	Nyarugu ru	Nyarugen ge	Rubav u	Kayonz a	Nyagata re	Tota l	Average Total
Private House	87%	83%	83%	81%	80%	79%	73%	944	80.80%
Shanty	4%	6%	14%	5%	7%	8%	11%	91	7.80%
Part of a Private House	3%	4%	1%	2%	9%	2%	8%	51	4.40%
Apartment/Flat	4%	2%	1%	1%	3%	2%	4%	30	2.60%
Other	0%	2%	1%	0%	1%	9%	3%	26	2.20%
Shelter Not Meant For Living Purposes	1%	3%	0%	11%	1%	0%	1%	21	1.80%
Mobile House e.g. Tent	1%	0%	0%	0%	0%	0%	1%	5	0.40%
Total Respondents	142	247	140	95	198	154	192	1168	100%

From the results in table III above, in the entire seven districts, the dominant feature is that most of the dwelling units from all the districts are private houses, 80.8% on average. A small but significant number that follows is shanty dwellings that in total constitute 7.8 %.

Shanty dwellings are mostly in Nyaruguru, 14% and Nyagatare, 11%. Shelter not meant for living are dominant in Nyarugenge at 11%. A shanty¹³ is ramshackle hut or crude dwelling or a very small house built from grass from wall to top. Shelters not meant for living comprise all dwellings in which the primary purpose was something else or than being habited by people. These two cover 1.8% and 2.8% respectively of all respondents' households. Mobile dwellings were the lowest response, 0.4%.

3.5.2 Ownership of dwelling units

The survey established the types of ownership of the dwelling in all the districts. Table VII below reveals that most of the households are actually privately owned or owned by a family member, 98.4%, or co-owned 10.7%. Looking at the districts, except for Gicumbi where a household is co-owned at 58%, the rest have approximately 80% of the households owned by a household member. These results show that a

¹³ There is currently a strong political will to eradicate shanty in the country by the end of 2010.

majority of the children would arguably have a dwelling in which to live, that is owned or co-owned by a family member, with the rest either given for free, subsidized, or rented, 5.2%, 0.6% and 4.8% respectively.

Table VI: Distribution of ownership of dwellings

District\ Responses	Owned By Any House Hold Member	Co-Owned	Provided Free	Subsidized By Employer (Lodging)	Rented	Other	Total Respondents
Kayonza	93%	3%	1%	1%	3%	0%	154
Nyagatare	87%	3%	1%	0%	9%	0%	188
Nyamasheke	86%	4%	5%	0%	4%	0%	246
Nyarugenge	81%	5%	3%	0%	11%	0%	95
Nyaruguru	80%	4%	15%	1%	0%	0%	141
Rubavu	79%	5%	6%	2%	7%	2%	197
Gicumbi	34%	58%	8%	0%	1%	0%	142
Total freq	912	124	60	7	56	4	1163
Total	78.40%	10.70%	5.20%	0.60%	4.80%	0.30%	100%

3.5.3 Rooms inside dwellings

The number of bed rooms in each dwelling was established. Most of the households have 2-5 rooms, accounting to 12.7%, 22.9%, 35.7% and 22% respectively. There are no households with 8-9 rooms in any of the districts. There are a large number of households with dwellings that have only one bed room, with a greater percentage in Nyagatare 25% and Nyarugenge 17%, as in table below.

Table VII: Number of rooms in a dwelling

District	`1	`2	`3	`4	`5	`6	`8	`9	Total
Nyamasheke	5%	14%	32%	38%	8%	2%	0%	0%	233
Rubavu	11%	22%	28%	28%	8%	3%	0%	0%	186
Nyagatare	25%	35%	31%	8%	1%	0%	0%	0%	178
Kayonza	16%	19%	38%	21%	4%	1%	0%	0%	145
Gicumbi	6%	20%	55%	15%	2%	1%	0%	0%	124
Nyaruguru	12%	21%	36%	23%	6%	1%	0%	0%	124
Nyarugenge	17%	37%	40%	4%	1%	0%	0%	0%	93
Total	137	248	387	238	53	14	1	1	1083
Total %	12.7%	22.9%	35.7%	22.0%	4.9%	1.3%	0.1%	0.1%	100%

3.5.4. Size of dwelling owned by households

This survey evaluated the size of dwelling owned by a household. A range of sizes were provided for the respondents to choose from, as in Table below.

On average, the great number (43.8%) of the houses are have 20-39 m² and less than 20 m² (38.6%). Gicumbi, Nyarugenge and Nyaruguru have no household that owns a house above 70 m². Only Nyagatare

has 2% of the households larger than 100 m². The table VIII below shows the distribution of sizes of land in the seven districts.

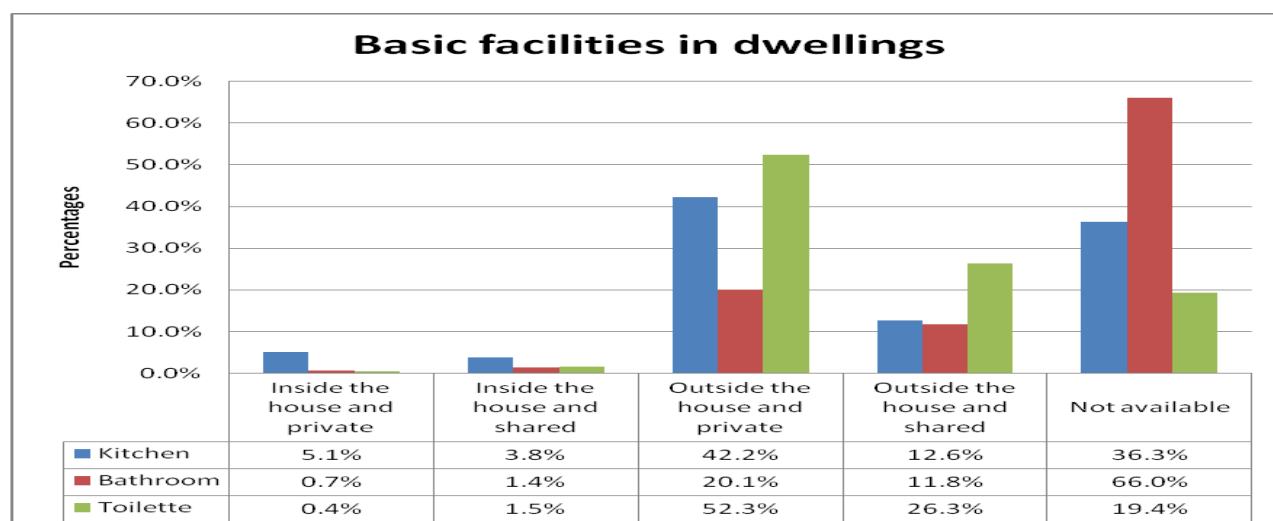
Table VIII: Sizes of dwelling in the district

District	Less Than 20m ²	20-39 m ²	40-69 m ²	70-99 m ²	100 m ² and more	Total
Nyagatare	67%	25%	6%	0%	2%	181
Rubavu	47%	46%	7%	1%	0%	196
Kayonza	44%	32%	23%	1%	0%	154
Nyarugenge	34%	57%	10%	0%	0%	92
Nyaruguru	33%	40%	28%	0%	0%	141
Gicumbi	26%	70%	4%	0%	0%	142
Nyamasheke	20%	46%	32%	2%	0%	241
Total	443	502	191	7	4	1147
%	38.6%	43.8%	16.7%	0.6%	0.3%	100%

3.6. Basic facilities in the households

The survey established the availability and location of basic facilities in the dwellings: kitchen, toilet and bathroom. The alarming percentages were of cases where these facilities are absent entirely. Very few of these households have the facilities inside the house.

Figure III Facilities in the dwellings



3.6.1 Kitchen

The responses in Figure III above indicate that a big number of 42.2% of the households, have a private kitchen outside the house. A significant number, 36.3% of households, have no kitchen at all.

Table IX Distribution of kitchen locations in the districts

District	Inside the house and private	Inside the house and shared	Outside the house and private	Outside the house and shared	Not available	Total
Gicumbi	5%	10%	52%	4%	29%	142
Kayonza	1%	0%	59%	2%	38%	154
Nyagatare	1%	2%	20%	37%	41%	189
Nyamasheke	1%	1%	63%	9%	26%	247
Nyarugenge	1%	0%	18%	28%	53%	94
Nyaruguru	27%	0%	39%	1%	32%	140
Rubavu	4%	13%	31%	9%	43%	198

The table above shows that the locations of kitchen in the districts are predominantly outside the house and private. There are a smaller percentage (4%) of households with kitchen inside the house, with a large percentage of households without kitchen completely with highs of 53% in Nyarugenge, 41% in Nyagatare and 38% in Kayonza

3.6.2 Bathroom

The survey established the locations of bathrooms in the households. A bathroom is an enclosed area for bathing. From Figure I above, a majority of the households 66.0% do not have a bathroom, followed by 20.1% outside and private. The number of households having a bathroom inside is the lowest, with inside the house and private, inside the house and shared, and outside the house and shared accounting for 0.7%, 1.4% and 11.8% respectively.

Table X Percentage distribution of bathrooms locations in the districts

District\Answer	Inside the house and private	Inside the house and shared	Outside the house and private	Outside the house and shared	Not available	Total
Gicumbi	2%	0%	27%	11%	59%	142
Kayonza	0%	1%	22%	5%	72%	154
Nyagatare	1%	5%	17%	34%	43%	189
Nyamasheke	0%	2%	36%	6%	56%	247
Nyarugenge	1%	0%	5%	10%	84%	92
Nyaruguru	1%	0%	15%	3%	81%	137
Rubavu	1%	1%	5%	10%	83%	183

The highest District with bathrooms inside the house and shared is Nyagatare 5% while that with the highest number outside and private is Nyamasheke 36% followed by Gicumbi 27%. There is a high proportion (34%) of shared bathrooms outside the house in the district of Nyagatare. There are an enormous numbers of households lacking bathrooms, especially in Nyarugenge, Nyaruguru and Rubavu, at 84%, 81% and 83% respectively.

3.6.3 Toilet

Responses in Figure III above demonstrate that most of the households have private toilets outside the households (52.3%) and shared toilets outside the house 19,4%. Very few households have private toilets inside the house (0.4%), or inside the house and shared, 1.5%.

Table XI Distribution of toilet locations in the districts

District	Inside the house and private	Inside the house and shared	Outside the house and private	Outside the house and shared	Not available	Total Frequency
Gicumbi	0%	0%	59%	23%	18%	142
Kayonza	1%	5%	64%	3%	29%	154
Nyagatare	1%	1%	21%	62%	15%	188
Nyamasheke	0%	1%	76%	13%	10%	246
Nyarugenge	0%	0%	21%	32%	47%	94
Nyaruguru	1%	1%	76%	4%	17%	140
Rubavu	0%	2%	37%	43%	18%	198

Table XI demonstrates that the percentage distribution of toilets inside the house is very small. Nyaruguru and Nyamasheke lead the districts in the percentage distribution of private toilets outside the house each at 76%. The results also demonstrate high percentages in private toilets outside at Gicumbi 59% and Kayonza 64%. Nyagatare has the highest distribution of shared toilets outside the house at 63% followed by Nyarugenge with 32%. There is a significant number of households without toilets entirely. Kayonza has 29% of households without toilets, with Nyarugenge 47%.

3.7. Sources of energy

Sources of energy are a great determinant of child labor especially with regard to fetching firewood and selling charcoal. The location of kitchens in the dwellings would also be better appreciated if the sources of energy and use are analyzed. Table XII below provides a summary of the distribution of energy sources and uses for households.

Table XIII Distribution of sources and uses of energy

Usage/ Frequency	Cooking		Heating		Lighting		Overall	
	Total	%	Total	%	Total	%	Overall Frequency	Overall Percentage
Wood	1113	97,50%	376	50,50%	66	5,90%	1555	51.8%
Kerosene	4	0,40%	73	9,80%	658	59,00%	735	24.5%
Coal	19	1,70%	54	7,30%	318	28,50%	391	13.0%
Other	1	0,10%	164	22,00%	37	3,30%	202	6.7%
Gas	2	0,20%	58	7,80%	23	2,10%	83	2.8%
Solar	0	0,00%	14	1,90%	4	0,40%	18	0.6%
Electricity	2	0,20%	5	0,70%	10	0,90%	17	0.6%
TOTAL	1141	100,00%	744	100,00%	1116	100,00%	3001	100%

Table XII above shows that 97.5 % of the household in all the districts use wood for cooking followed only by 1.7% who use charcoal.

On heating, the main source of energy from all the districts is wood, accounting for 50.5% of all the energy sources.

The source of energy for lighting is predominantly kerosene, accounting for 58% of the energy sources. A significant percentage, 28.5% use coal, and 5.9% use wood.

Wood is the most utilized source of energy accounting for 52% of all the energy utilized in the household. Kerosene is significantly used too at 13%.

3.7.1. Distribution of energy sources for cooking in the districts

The survey established the percentage distribution of household use of different energy sources for cooking in each district.

Table XIII Percentage distribution of energy sources for cooking

District\Sources	Wood	Coal	Kerosene	Gas	Electricity	Solar	Other	Total
Gicumbi	91%	8%	1%	1%	0%	0%	0%	137
Kayonza	99%	0%	0%	0%	1%	0%	0%	154
Nyagatare	99%	1%	0%	0%	0%	0%	0%	175
Nyamasheke	99%	0%	0%	0%	0%	0%	0%	244
Nyarugenge	100%	0%	0%	0%	0%	0%	0%	94
Nyaruguru	98%	1%	0%	1%	0%	0%	0%	139
Rubavu	96%	2%	2%	0%	1%	0%	0%	198

Table XIII above shows that most of the districts use wood for cooking, with Nyarugenge having 100% of the respondents using firewood.

3.7.2. Distribution of energy sources for heating in the districts

The survey established the percentage distribution household use of different energy sources for heating in each district.

Table XIV Percentage distribution of energy sources for heating

District\Answer	Wood	Coal	Kerosene	Gas	Electricity	Solar	Other	Total
Gicumbi	4%	7%	68%	9%	5%	1%	6%	137
Kayonza	3%	36%	59%	2%	0%	0%	1%	151
Nyagatare	5%	33%	58%	1%	0%	0%	3%	170
Nyamasheke	4%	26%	66%	0%	0%	0%	4%	240
Nyarugenge	2%	43%	55%	0%	0%	0%	0%	94
Nyaruguru	24%	5%	62%	1%	0%	1%	8%	136
Rubavu	2%	48%	45%	3%	1%	1%	2%	188

The survey established the percentage distribution household use of different energy sources of energy for lighting in each district.

Table XV Percentage distribution of energy sources for lighting

District\Sources	Wood	Coal	Kerosene	Gas	Electricity	Solar	Other	Total
Gicumbi	32%	6%	14%	9%	1%	8%	29%	99
Kayonza	51%	6%	15%	21%	0%	1%	6%	97
Nyagatare	78%	7%	5%	0%	0%	0%	10%	114
Nyamasheke	22%	11%	10%	3%	0%	3%	51%	170
Nyarugenge	69%	5%	2%	0%	0%	0%	24%	58
Nyaruguru	84%	6%	3%	1%	0%	0%	6%	88
Rubavu	46%	6%	14%	19%	3%	0%	11%	118

Table XV demonstrates that wood is the main source for heating in Kayonza, taking 78%, Nyarugenge 69%, and Nyaruguru 84%. Coal is considerably used in Nyamasheke accounting for 11%. Electricity and solar are the least used sources of energy. Electricity is mostly used in Rubavu accounting for 3%, and solar 8% in Gicumbi.

3.8 Sources of water

Children may be involved in fetching water for the family without pay as part of acceptable domestic chores, but sometimes this may involve long distances and carrying heavy loads. The survey established the location of water sources for each household. In general, most of households fetch water from pipe out of their homes (42%), followed by river/stream (27%). Only 0.4% of visited households in Nyagatare and Rubavu have got pipe-borne inside their homes.

Table XVI: Sources of water in the districts

Responses	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	%
Pipe elsewhere	29%	9%	15%	60%	38%	33%	67%	42%
River/stream	33%	66%	44%	7%	18%	9%	6%	27%
Dug out/Pond	13%	3%	4%	14%	16%	36%	10%	14.10%
Bore-hole/tube well	9%	5%	8%	0%	10%	12%	0%	5.80%
Pipe-borne outside the house	3%	0%	6%	6%	4%	1%	8%	5%
Tanker service	4%	12%	5%	2%	7%	1%	1%	4.50%
Rain water	4%	0%	1%	0%	0%	1%	0%	1%
Pipe-borne inside the house	0%	0%	1%	0%	0%	0%	1%	0.40%
Other	0%	0%	0%	0%	0%	1%	0%	0.20%
Well	4%	5%	15%	9%	7%	7%	7%	0%
Total	135	152	179	243	89	138	195	100%

Gicumbi

In Gicumbi district, most of the households obtain their water from a pipe elsewhere (not inside the house) at 29% and river or stream at 33%. This has possibilities of involving long distance especially in Rwanda, with its hilly countryside. There is no one with a water pipe-born inside the house, while piped water outside the house only account for 4% of the households.

Kayonza

In the district of Kayonza, there is no household that has water piped inside or outside the house. 66% of the households get their water from rivers/streams, and 9% use piped water located elsewhere. Potentially, this involves walking some distance to get water for domestic use.

Nyagatare

Nyagatare too has most of the households, 44 % getting their water from rivers/streams, 15 % from pipes elsewhere, and another 15% from wells. Only 1% has piped water in the house, and 9% outside the house. This will provide a possibility for children being involved in long distances to fetch water.

Nyamasheke

Most of the households in Nyamasheke use piped water, but away from the households, 60%. Nine percent use a well and 14% use a pond. There is no household using piped water or borehole water.

Nyarugenge

Nyarugenge also has a majority getting water from a pipe but away from the house, 38%. Sixteen percent have water from ponds and 18% from river/stream. It is important to recall that visited sectors in Nyarugenge district were purely rural.

Nyaruguru

In Nyaruguru, 33% of the respondents get piped water, but away from the households, while 36% get their water from ponds and 12% from streams/rivers. None of the respondents get piped water inside the house.

Rubavu

In Rubavu, most of the respondents' households, 67% get piped water away from their houses and 10% from ponds. A very small number of respondents get their get water piped into their houses.

3.9. Change in place of residence

This child labor survey established the distribution of households that changed residence, and established reasons for the change.

3.9.1 Households that changed place of residence

The survey looked at households that had changed place of residence. As seen in Table XVII below, only 6.5% changed place of residence, while the rest 93.9% have not.

Table XVII Distribution of Households that has changed place of residence

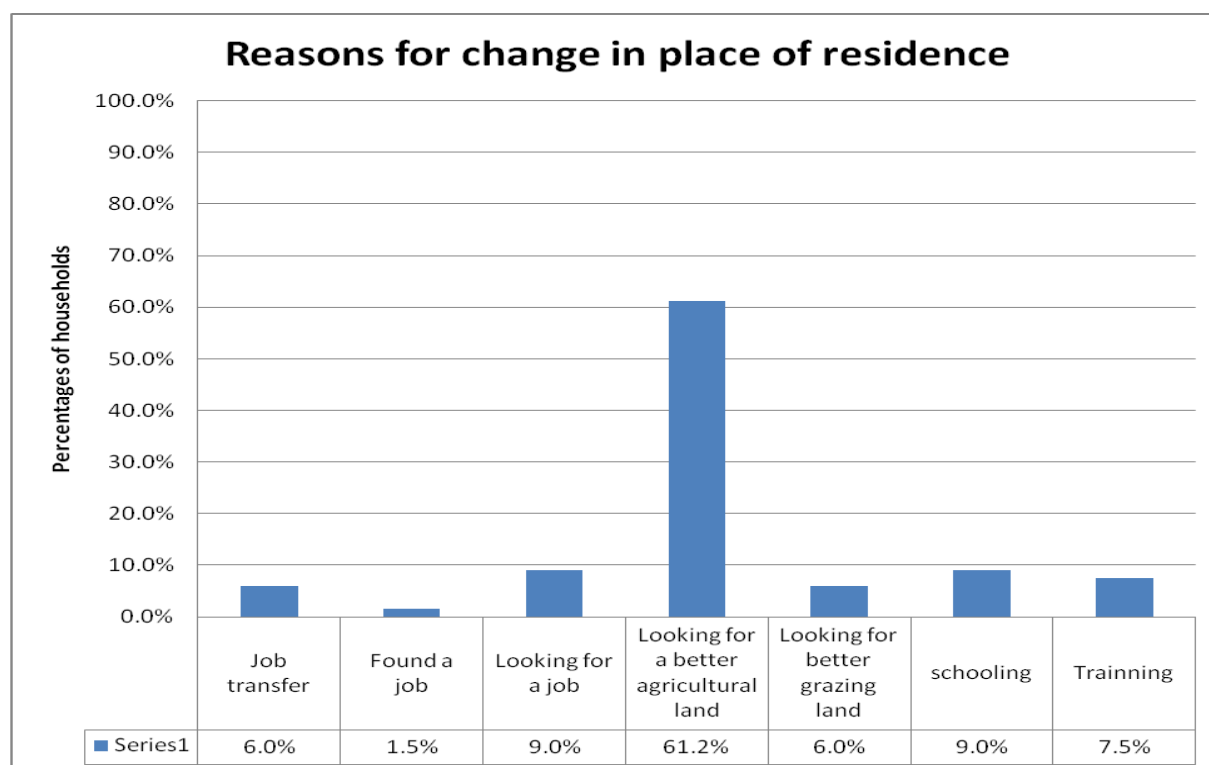
District\Responses	Yes	No	Total Frequencies
Nyagatare	15,8%	84,2%	184
Nyamasheke	7,1%	92,9%	241
Total	6,5%	93,5%	1120
Gicumbi	6,1%	93,9%	132
Nyarugenge	4,7%	95,3%	86
Kayonza	4,5%	95,5%	154
Rubavu	2,6%	97,4%	191
Nyaruguru	2,3%	97,7%	132

The highest number of households that changed place of residence is found in Nyagatare which accounts for 15.8% of the total respondents in that district, followed by Nyamasheke that has 7.1%. The least percentage distribution is in Nyaruguru at 2.6%.

3.9.2. Reasons for changing places of residence

The households that changed places of residence were asked to provide reasons that led to the change.

Figure IV Reasons for changing place of residence



According to Figure IV above, the most dominant reason was search for better agricultural land. Other factors were looking for a job 9.0%, schooling 9.0% and job transfer 6.0%.

Table XVIII Frequency distribution of reasons for changing place of residence

District\Answer	Job transfer	Found a job	Looking for a job	Looking for better agricultural land	Looking for better grazing land	schooling	Training	Total Frequencies
Gicumbi	0	0	1	0	0	1	0	2
Kayonza	0	0	1	3	0	1	0	5
Nyagatare	1	0	1	29	3	2	0	36
Nyamasheke	1	1	1	5	1	1	5	15
Nyarugenge	0	0	1	2	0	1	0	4
Nyaruguru	0	0	0	1	0	0	0	1
Rubavu	2	0	1	1	0	0	0	4
Total	4	1	6	41	4	6	5	67

From the results on Table XVIII, two out of four households in Rubavu changed place of residence as a result of job transfer. Only one moved from Nyamasheke after finding a job. For six districts except Nyaruguru, one household in each moved looking for a new job. Forty-one households moved in search of better agricultural land, with the highest number in Nyagatare (29).

3.10. Family possession

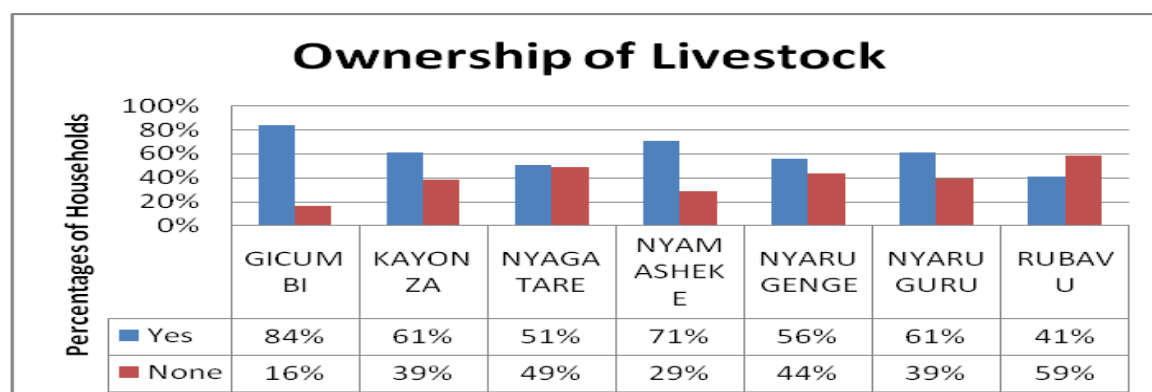
Property can be used to establish susceptibility of a household to have their children engaged in child labor. The less a family owns can be attributed to poverty and child labor is more in places where poverty is prevalent. In terms of property owned by families, most families are in possession of radios, mobile phones and bicycles which have the highest ownership, 51.6%, 24.8% and 8.4 % respectively. Motorbikes, televisions, VCD players and irons have between 1% and 5% ownership.

3.10.1. About livestock

3.10.1.1. Ownership of livestock

The survey's definition of livestock includes all domestic animals such as goats, sheep, poultry, and cows, as illustrated by Figure V.

Figure V Household ownership of livestock



The Figure III above shows that in each district, with the exception of Rubavu, there are more households owning livestock than the ones not owning livestock. The highest number of households owning livestock is in Gicumbi, 84%, followed by Nyamasheke 71%. The least number is in Nyagatare, at 51%.

3.10.1.2 Number of livestock per household

To understand livestock ownership, the survey looked at the number of particular animals per household.

Table XIX Average number of animals per household

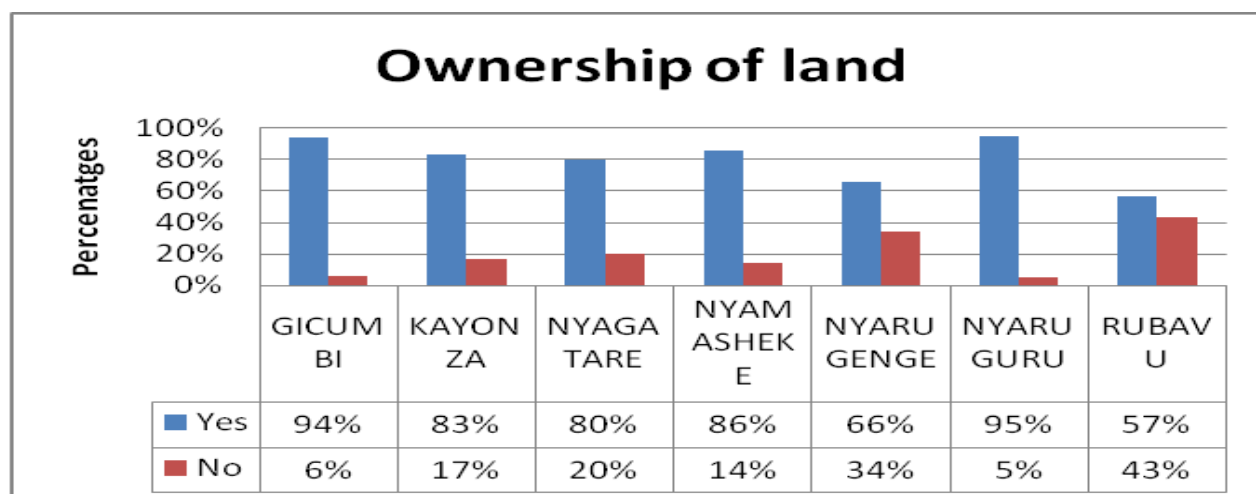
District\Answer	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Total	Average /Household
Sheep	2.41	1.85	1.85	1.07	1.5	0.7	1.49	10.87	1.55
Cow	2.95	0.84	2.66	0.84	0.52	0.82	1.08	9.71	1.39
Poultry	2.81	1.04	1.28	1.3	0.87	0.14	0.68	8.11	1.16
Rabbit	1.32	0.31	0.1	0.78	0.39	0.03	0.2	3.12	0.45
Goat	0.6	0.07	0.12	0.33	0.17	0.18	0.26	1.74	0.25
Pig	0.11	0.32	0.19	0.53	0.11	0.24	0.22	1.71	0.24
Other	0	0.07	0.05	0.19	0	0	0.12	0.44	0.06

From Table XIX above, sheep have greater ownership in terms of average per household in most of the districts. It can be observed that Gicumbi, Nyagatare and Rubavu having the highest number of cows at 2.95, 2.66, and 1.08 cows respectively per household.

3.10.2. Ownership of land

The survey established the number of households that owned a piece of land from the total respondents. From Figure VI below, it is observed that in Gicumbi, Kayonza, Nyagatare, Nyamasheke, and Nyaruguru, over 80% of the households have land. A low but significant percentage in Nyarugenge and Rubavu accounting for 66% and 57% respectively do not own land.

Figure VI Ownership of land by households



The survey established average number of hectares per family. The responses in Table XXI show that Gicumbi, Kayonza and Nyagatare have the highest number of hectares per household, at 3.23, 5.58, and 7.80 hectares per household.

Table XX Distribution of hectares per household by district

District	Total number of hectares for all respondents	Number of Households visited	Average hectares per household
Nyagatare	1154.5	148	7.80
Kayonza	601	103	5.83
Gicumbi	416.5	129	3.23
Nyarugenge	58	62	0.94
Nyamasheke	72.5	208	0.35
Rubavu	8	116	0.07
Nyaruguru	8	138	0.06

The rest of the districts have lower than a hectare per household, with Nyaruguru having 0.06 hectare (60 m²) lowest number of hectares per family.

3.11. Access to the radio

All respondents (children and key informants) were asked their best times for listening to the radio. While many listen to radios at different times, a large percentage of children rarely or do not listen to radios at all. This accounts to about 20% in all districts on average. Most of the children and adults respondents would prefer to listen to the radio in the evening between 6 pm-10 pm, even though the afternoon (between 2 pm and 6 pm) got also considerable preferences.

Children were asked what radio station messages on child labor could be heard. With 50% average from all districts, children preferred Radio Rwanda. Radio Salus has also good listening especially in Gicumbi, Nyagatare, Nyarugenge and Nyaruguru.

Responses from key informants have shown almost the same tendencies, with a high preference of Radio Rwanda. Other radios were chosen according to their location, such as Izuba by Kayonza respondents, Salus by Nyaruguru, Rubavu Community radio by Rubavu informants.

3.12. Information micro lending institutions

A majority of the child respondents (83%) did not know any existing micro lending programs through banks or micro finance institutions that could be used by small-scale income earners to boost their income. Nyaruguru children were more informed with 33%, followed by Nyamasheke (27%), Nyarugenge (22%), Rubavu (17%), Gicumbi (12%), Nyagatare (9%), and last 2% in Kayonza.

CHAPTER FOUR: EDUCATION

4.1 Introduction

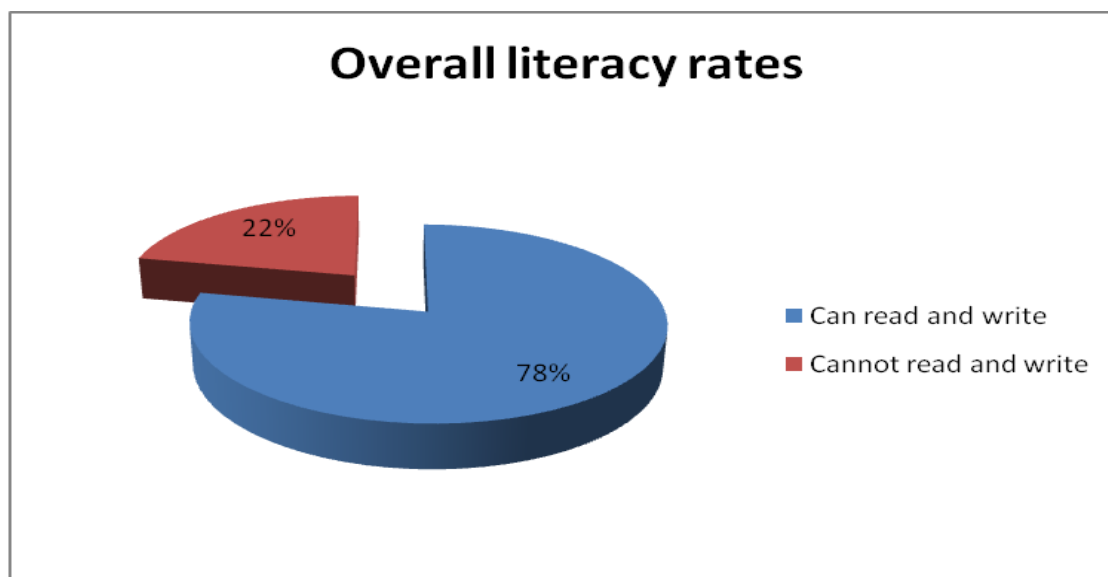
Rwanda aims at being a knowledge-based economy and therefore education is one of the key sectors maintain and sustain a high level of skilled manpower. Education is critical in bridging the skills gap in the country, promoting innovation, encouraging use of information technology, and reducing ignorance. In addition, education enables the people to adapt and employ improved technologies.

This chapter presents a detailed analysis on the education characteristics of the children. The broad picture on school enrolment, literacy, highest education attainment, and main reasons why children do not attend school regularly, among others, have been listed. This chapter focuses on children between the age of 5 and 17 years old.

4.2 Literacy rates

A total of 1,704 in and out of school children between the age of 5 and 17 responded to this section of questions. From the total respondents, 1332 could read and write, while 372 could not. Figure VII below presents the percentages.

Figure VII Distribution on literacy levels for all districts combined



In all the districts, 78% of the children between the age of 5 and 17 can read and write while 22% cannot.

Table XXI Percentage distribution of literacy levels in the districts

Districts	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		Total
Response	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Yes	66%	65%	76%	84%	77%	82%	79%	85%	85%	93%	84%	93%	69%	69%	78%
No	34%	35%	24%	16%	23%	18%	21%	15%	15%	7%	16%	7%	31%	31%	22%
Total Frequency	125	91	124	98	151	121	194	182	78	45	104	102	149	140	100%

Table XXI shows that overall, the number of girls who can read and write is higher than the number of boys who can do the same in the districts, except for Gicumbi.

Figure VIII Distribution of children who can read and write

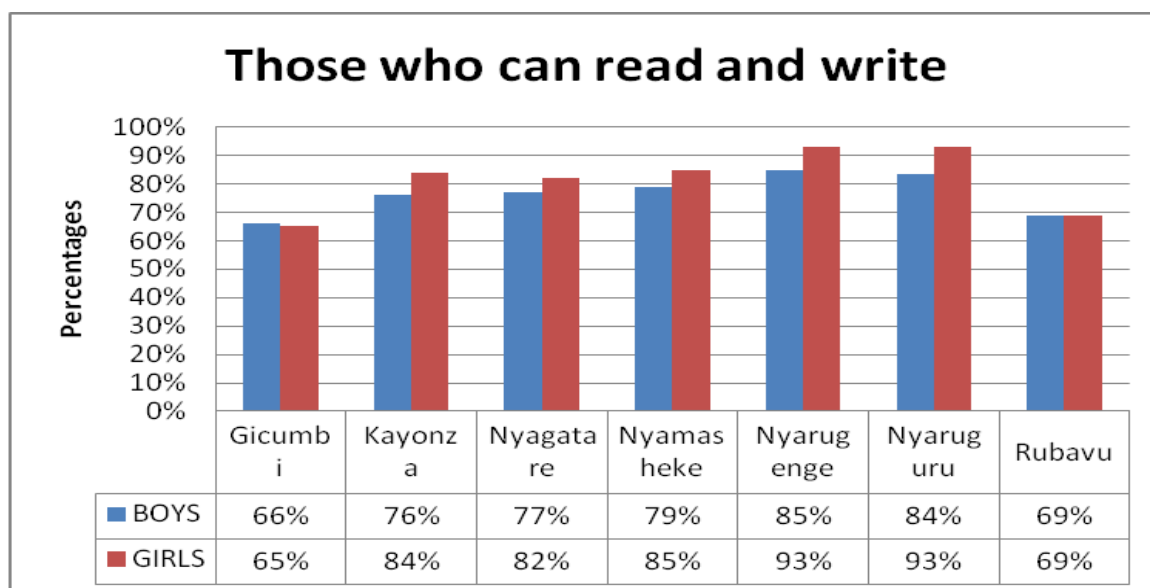
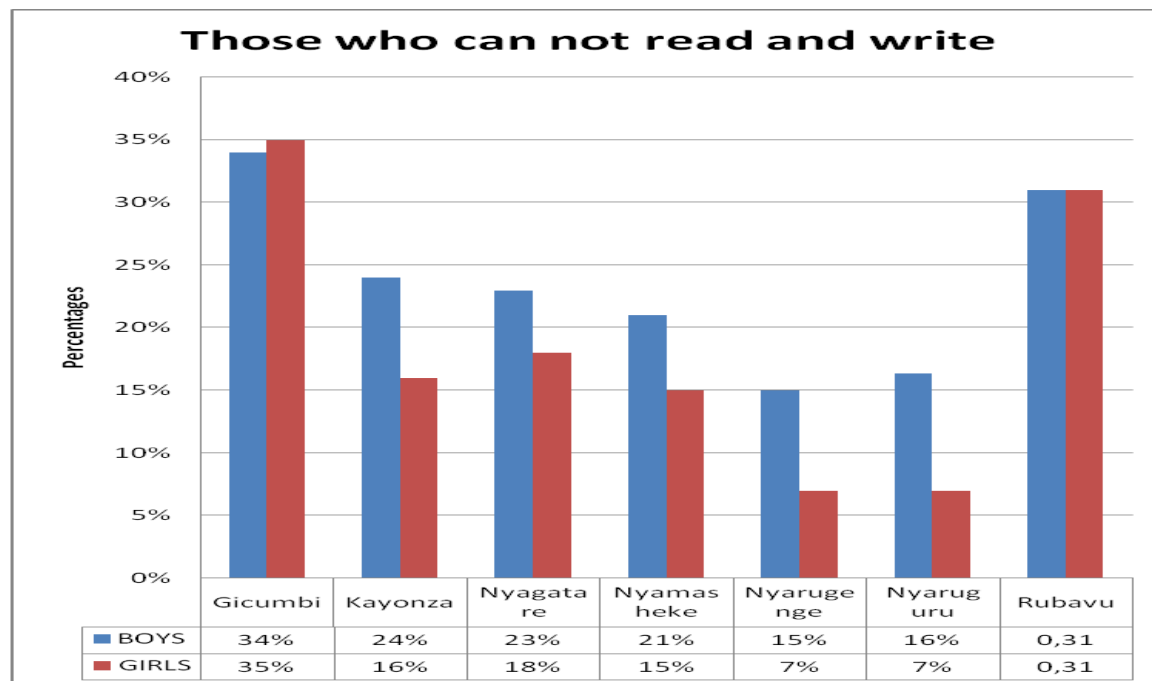


Figure VIII shows the percentage distribution of those who can read. It is demonstrated that the highest literacy rates for both boys and girls are in Nyarugenge with 85% and 93% respectively. It can also be seen that the district of Gicumbi has the lowest percentages of boys and girls who can read and write, 65%, compared to majority others who are above 75%. In the other districts, the literacy rates are between 82% to 93% for girls and 76% and 84% respectively.

Figure IX Distribution of children who cannot read and write



Apart from Rubavu where the numbers are tied at 31%, and Gicumbi which has the highest illiteracy rate (34% and 35% boys and girls) in all the other districts, there are more boys who can not read and write than girls. The lowest percentage of those who can read and write is in Nyarugenge.

4.3 Students characteristics

The survey established the type of school, grades and other pupils' characteristics.

4.3.1 School type and grade

School types are categorized as pre-school 1, pre-school 2, pre-school 3, primary school 1-6, tronc commun¹⁴ 1-3, high school, and non standard curriculum. The categorization is based on the outgoing schooling structure, as currently, 9 years primary basic education is being implemented.

Table XXII Distribution of type of school and grade

Response	Female	Male	Total	Female	Male	Total
Pre-school 1	4	2	6	0.7%	0.4%	0.5%
Pre-school 2	22	24	46	4.1%	4.2%	4.1%
Pre-school 3	4	6	10	0.7%	1.1%	0.9%
Primary 1	44	40	84	8.1%	7.0%	7.6%
Primary 2	75	70	145	13.9%	12.3%	13.1%
Primary 3	79	95	174	14.6%	16.7%	15.7%
Primary 4	97	107	204	17.9%	18.8%	18.4%

¹⁴ In the current nine years basic education system, tronc commun 1-3, is diminishing in most secondary schools and remain in very few selected model ones. They tend to be replaced by the extension of primary school, hence primary 7-9 respectively. Currently in the nine years basic education piloting, there is only up to P8.

Response	Female	Male	Total	Female	Male	Total
Primary 5	85	91	176	15.7%	16.0%	15.9%
Primary 6	64	53	117	11.8%	9.3%	10.5%
Tronc commun 1	27	40	67	5.0%	7.0%	6.0%
Tronc commun 2	16	19	35	3.0%	3.3%	3.2%
Tronc commun 3	7	9	16	1.3%	1.6%	1.4%
Secondary 4	0	2	2	0.0%	0.4%	0.2%
Secondary 5	1	1	2	0.2%	0.2%	0.2%
Secondary 6	1	1	2	0.2%	0.2%	0.2%
High school 1	1	0	1	0.2%	0.0%	0.1%
Non standard curriculum	14	9	23	2.6%	1.6%	2.1%
	541	569	1,110	48.7%	51.3%	100.0%

This table above comprises in schoolchildren. The majority of the students of both genders in school are in the six years of primary school. Primary 3, 4 and 5 have the highest percentage distribution. Secondary year 4-6 has a very low distribution.

4.3.2 Age of school enrollment

In Rwanda, the official age of starting primary one is 7 years. Pre primary school are not yet generalized in the whole country, but recognized. Almost all of them are initiated under private initiatives. Table XXIII shows the age at which children start school.

Table XXIII Distribution of the age of starting school

Years	Female		Male	
	Frequencies	Percentages	Frequencies	Percentages
2	1	0%	1	0%
3	2	1%	1	0%
4	4	1%	1	0%
5	12	3%	13	3%
6	33	9%	22	5%
7	238	65%	278	68%
8	34	9%	44	11%
9	15	4%	22	5%
10	15	4%	16	4%
11	2	1%	4	1%
12	7	2%	0	0%
13	1	0%	2	0%
14	0	0%	1	0%
15	0	0%	1	0%
17	0	0%	2	0%
Total	364	100%	408	100%

The results show that 65% of females start school at the age of seven, and 68% for boys. There is also a large number of students at the age of 6 and 8 joining school. At age 10, there are only 4% of girls and 4 %

of boys who start school. At age 11, only 1% of each sex starts school. From age 12-17, there are an insignificant number of boys or girls beginning school.

4.3.3. Highest level of education attained

The survey established the highest level of education attained by respondents as shown by Table XXIV.

Table XXIV Distribution of highest level of education attained by respondents

Responses	Total Frequency	Percentage
Pre-school 1	2	0%
Pre-school 2	55	6%
Pre-school 3	5	1%
Primary 1	71	7%
Primary 2	136	14%
Primary 3	153	16%
Primary 4	216	23%
Primary 5	128	13%
Primary 6	107	11%
Tronc commun 1	31	3%
Tronc commun 2	21	2%
Tronc commun 3	15	2%
Secondary 4	4	0%
Secondary 5	3	0%
Secondary 6	4	0%
Non standard curriculum	0	0%
Total	951	100%

The table shows that most of the respondents' level of education is primary school. Only 7% are in secondary school and 8 % in pre-school.

4.3.4. Year of starting school

When looking at children involvement in work activities, year of starting school is important. Table XXV shows percentage distribution on ages at which children have started their schooling in each district.

Table XXV Percentage distribution of age of starting school

Years/ District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
2	0%	1%	0%	0%	0%	1%	0%	0%
3	0%	2%	5%	0%	0%	1%	0%	1%
4	0%	3%	4%	0%	3%	0%	0%	1%
5	2%	3%	10%	1%	11%	1%	2%	4%
6	9%	10%	9%	9%	6%	11%	4%	8%
7	59%	71%	53%	70%	37%	63%	57%	61%
8	17%	5%	9%	11%	14%	13%	19%	12%
9	7%	3%	5%	2%	20%	3%	5%	4%
10	3%	1%	3%	4%	6%	3%	8%	4%
11	1%	0%	1%	1%	3%	3%	3%	1%
12	1%	2%	0%	1%	0%	0%	1%	1%
13	0%	0%	0%	1%	0%	0%	0%	0%
14	1%	0%	0%	0%	0%	1%	1%	0%
15	1%	0%	0%	0%	0%	0%	0%	0%
17	0%	0%	0%	0%	0%	0%	0%	0%
Frequency	115	120	223	300	35	94	166	100%

From the table above, it is seen that at the age of seven, 61% of the respondents started school. This is followed by a significant 12% at the age of eight. By the age of 12, there are no children beginning school, and at two, no one starts school. At age three and four, 1% began school in each year.

4.3.5. Age of leaving school

The respondents disclosed ages at which they have left school.

Table XXVI Distribution of ages when children left school

District	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		TOTAL	
2	0	0%	0	0%	1	1%	0	0%	1	4%	0	0%	0	0%	2	0.3%
4	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%	0	0%	2	0.3%
5	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	1	0.2%
6	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.2%
7	1	1%	1	1%	6	4%	1	1%	1	4%	1	2%	0	0%	11	1.8%
8	3	3%	2	3%	3	2%	1	1%	0	0%	4	9%	1	1%	14	2.3%
9	3	3%	4	6%	13	8%	2	2%	0	0%	3	7%	6	5%	31	5.1%
10	4	4%	3	4%	25	16%	8	8%	3	13%	2	4%	8	6%	53	8.8%
11	5	5%	3	4%	17	11%	9	9%	1	4%	2	4%	4	3%	41	6.8%
12	13	14%	11	16%	16	10%	13	13%	4	17%	2	4%	24	19%	83	13.7%
13	17	18%	9	13%	12	8%	14	14%	0	0%	5	11%	27	22%	84	13.9%
14	24	26%	17	25%	17	11%	20	20%	6	26%	5	11%	34	27%	123	20.3%

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

District	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		TOTAL	
15	17	18%	10	15%	22	14%	21	21%	2	9%	11	24%	17	14%	100	16.5%
16	4	4%	7	10%	19	12%	9	9%	5	22%	9	20%	2	2%	55	9.1%
17	0	0%	0	0%	0	0%	2	2%	0	0%	1	2%	1	1%	4	0.7%
TOTAL	92		67		154		100		23		45		124		605	100.0%

From Table XXVI above, it can be observed that there is no particular year that can be associated with leaving school, but from the age of 12, a significant number of respondents had begun leaving school. Between ages two and six, very few left school. The highest percentage is at age 14 where 20.3% on average left school.

4.3.6. Reasons for leaving school

There are many reasons children leave school. Table XXVII presents results on why respondents had left school.

Table XXVII Distribution on reasons for leaving school

Reasons for leaving school		Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		TOTAL	
1	Help in family farm without pay	25	29%	10	16%	68	48%	17	19%	6	21%	9	26%	11	11%	146	27%
2	Help at home with household chores	6	7%	6	10%	10	7%	14	16%	9	31%	6	17%	15	14%	66	12%
3	Poor in studies/ not interested in school	12	14%	3	5%	4	3%	9	10%	0	0%	2	6%	28	27%	58	11%
4	Others	2	2%	18	29%	5	3%	5	6%	0	0%	4	11%	10	10%	44	8%
5	Family did not allow schooling	10	11%	3	5%	7	5%	5	6%	0	0%	0	0%	11	11%	36	7%
6	To work for pay as employee or in family business or farm	1	1%	4	6%	5	3%	10	11%	0	0%	0	0%	6	6%	26	5%
7	Work in tea plantations	17	20%	0	0%	0	0%	1	1%	0	0%	3	9%	3	3%	24	4%
8	Work in rice plantations	0	0%	0	0%	17	12%	3	3%	2	7%	0	0%	0	0%	22	4%
9	Disabled/ illness	3	3%	4	6%	3	2%	2	2%	0	0%	5	14%	5	5%	22	4%
10	Cannot afford schooling	1	1%	0	0%	5	3%	2	2%	7	24%	0	0%	2	2%	17	3%
11	Education not considered valuable	2	2%	2	3%	0	0%	4	5%	0	0%	0	0%	7	7%	15	3%
12	School not safe	4	5%	1	2%	1	1%	5	6%	0	0%	2	6%	0	0%	13	2%
13	Help in family farm with salary or pay	0	0%	2	3%	3	2%	5	6%	0	0%	1	3%	1	1%	12	2%
14	Work in sugarcane	4	5%	0	0%	6	4%	0	0%	1	3%	0	0%	1	1%	12	2%

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

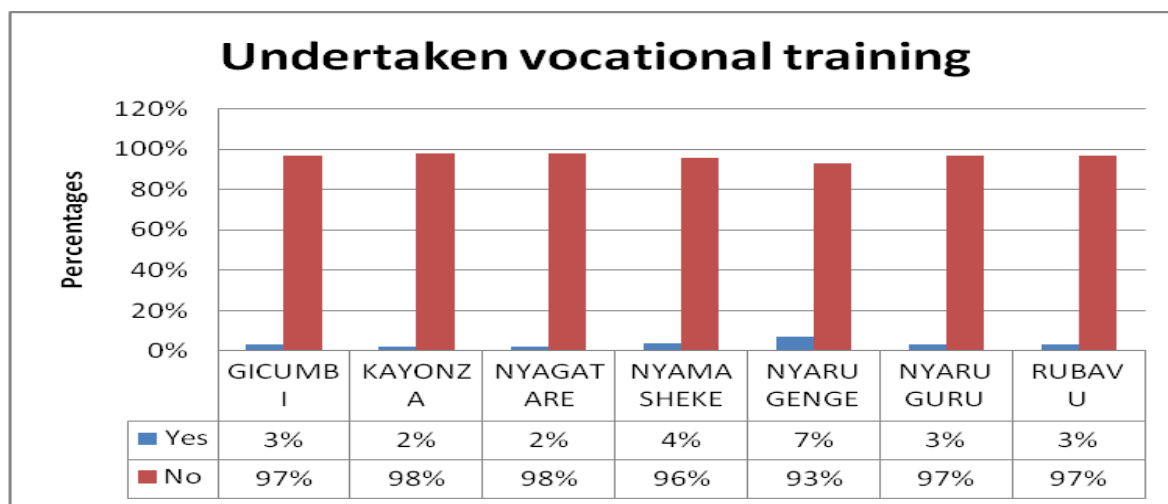
Reasons for leaving school	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	TOTAL
plantations								
15 Fishing	0 0%	2 3%	7 5%	3 3%	0 0%	0 0%	0 0%	12 2%
16 School too far	0 0%	2 3%	1 1%	0 0%	2 7%	0 0%	1 1%	6 1%
17 To learn a job	0 0%	2 3%	1 1%	1 1%	0 0%	1 3%	1 1%	6 1%
18 Too old for school	0 0%	2 3%	0 0%	0 0%	2 7%	0 0%	1 1%	5 1%
19 Work in coffee plantations	0 0%	2 3%	0 0%	2 2%	0 0%	0 0%	0 0%	4 1%
20 Mining activities	0 0%	0 0%	0 0%	0 0%	0 0%	2 6%	1 1%	3 1%
TOTAL	87 16%	63 11%	143 26%	88 16%	29 5%	35 6%	104 19%	549 100%

From Table XXVII above, the greatest reason children left school is to help in family farm without pay, as disclosed by 27% of interviewed children, followed by household chores (12%). Mining affected school drop out of only three children, including two from Nyarugenge and one from Rubavu, while working in coffee plantations has dropped out four children, two from Kayonza and two from Rubavu.

4.3.7. About vocational training

Basic skills are important if anyone is to engage in any work activities. The survey established whether any of the children interviewed had received vocational training. Figure XIX shows the results.

Figure X Percentage distribution on those who have received vocational training



From Figure X above, it is observed that virtually very few children have received vocational training. Small percentages in Nyamasheke, Nyarugenge, Nyaruguru and Rubavu taking 4%, 7%, 3% and 3% respectively received vocational training.

Key informants who comprised teachers, head teachers, and local leaders suggested a wide range of vocational training programs that could be offered to children so that in event they complete school, they could use the skills to improve their livelihoods.

In the district of Nyagatare, key informants suggested crop farming, animal husbandry, small scale businesses, mechanics, carpentry, wood work, and tailoring.

In Nyaruguru district, Key informants proposed skills in: crop farming and animal husbandry, small-scale businesses, mechanics, carpentry and woodwork, and tailoring.

Key informants in the district of Nyarugenge suggested skills in small-scale business, mechanics, carpentry and woodwork, and tailoring.

In Rubavu district, Key informants suggested crop farming and animal husbandry, small-scale businesses, mechanics, constructions, carpentry and woodwork and tailoring.

In the district of Nyamasheke, the key informants suggested that children acquire skills in crop farming and animal husbandry, mechanics, construction, carpentry and woodwork and tailoring.

The teachers, head teachers, and local leaders in the district of Gicumbi proposed skill in crop farming and animal husbandry, small scale business skills, mechanics, construction, and tailoring.

Availability of vocational training

Teacher and head teachers were asked to provide the number of institutions that provide vocational training programs to children who did not have a chance to go to primary school. In the district of Kayonza there is 1, Nyaruguru 1, Nyarugenge 1, Rubavu 1, Nyamasheke 1, Gicumbi none, and Kayonza 1.

In the districts of Nyaruguru and Kayonza local leaders expressed that the vocational training facilities were in very bad condition, while in the districts of Rubavu, Nyagatare, and Nyamasheke said that the facility is moderate in condition. Nyarugenge leaders indicated that their facilities are good.

4.3.8 Distance to school

The survey established the distance children commute to school, all levels of schooling.

Table XXVIII Distances to school

Distance to school	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		Total	
Less than 1 km	67	41.9%	87	58.4%	26	24.5%	97	38.8%	12	15.6%	71	42.8%	113	67.7%	473	44.0%
2. 1-3 km	45	28.1%	59	39.6%	47	44.3%	129	51.6%	23	29.9%	84	50.6%	48	28.7%	435	40.5%
3-5 km	47	29.4%	3	2.0%	23	21.7%	17	6.8%	23	29.9%	10	6.0%	4	2.4%	127	11.8%
6-10 km	1	0.6%	0	0.0%	6	5.7%	6	2.4%	10	13.0%	1	0.6%	1	0.6%	25	2.3%
More than 10 km	0	0.0%	0	0.0%	4	3.8%	1	0.4%	9	11.7%	0	0.0%	1	0.6%	15	1.4%
TOTAL	160		149		106		250		77		166		167		1075	

Schools (all levels) are generally less than a kilometer away in most districts. Rubavu district has 68% of students living close to school (less than 1 km) as compared to Nyarugenge district where over half of the students (55%) go to schools that are over 3 km away. Generally, school is 3-5 km away in all the districts.

4.3.9 Means of getting to school

It can be observed that most schools are less than a kilometer away from homes. Table XXVI shows how these children get to school.

Table XXIX Means of getting to school

Response	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu
Walking	95%	100%	97%	97%	95%	99%	98%
Bicycle	3%	0%	1%	2%	3%	1%	1%
Motorbike	1%	0%	1%	0%	3%	0%	1%
Bus/car	1%	0%	1%	0%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%
Total frequencies	161	152	104	252	77	165	165

From the table above, over 95% in each district walk to school. Only 3 % uses bicycle in Gicumbi, 1% in Nyagatare, 1% in Nyaruguru, and 1% in Rubavu. Motorbikes are used by 1% in Gicumbi, 3% in Nyarugenge and 1% in Rubavu. Only two districts had respondents using car/bus, 1% in Gicumbi and 1% in Rubavu.

4.3.10 Why children like and dislike school

The survey established the motivation for going to school for the children respondents who attend school.

Table XXX Distribution of preferences in school

Response	Female		Male		TOTAL	
	Frequencies	Percentage	Frequencies	Percentage		
Learning lessons	421	39.6%	424	36.5%	845	38.0%
Knowledgeable teachers	209	19.7%	199	17.1%	408	18.3%
Friendly teachers	109	10.3%	109	9.4%	218	9.8%
Organized sports available	70	6.6%	112	9.6%	182	8.2%
Availability of play time	54	5.1%	95	8.2%	149	6.7%
Availability of books	52	4.9%	66	5.7%	118	5.3%
Moderate peer pressure	51	4.8%	45	3.9%	96	4.3%
Has good friends	44	4.1%	49	4.2%	93	4.2%
Adequate homework	28	2.6%	33	2.8%	61	2.7%
Working in the garden	24	2.3%	31	2.7%	55	2.5%
TOTAL	1062	100.0%	1163	100.0%	2225	100.0%

From Table XXX, most students (38% of both male and female) like learning lessons most in schools, 39.6% and 36.5% for females and males respectively. A significant number likes having knowledgeable teachers, at 18.3% while working in garden is the least like by only 2.5% of interviewed children.

The following table shows reasons children dislike school. On average, there were no extremes in dislikes. The highest percentage was that teachers are not knowledgeable, 18% females and 16% males. 12% of

girls and 13% of boys mentioned unfriendly teachers, while 14% of girls and 15% of boys mentioned non availability of books.

Table XXXI Distribution of dislikes at schools

Reasons of disliking school	Female		Male		TOTAL	
Teachers not knowledgeable	211	18.2%	189	16.1%	400	17.2%
Non-availability of books	164	14.2%	175	14.9%	339	14.5%
Unfriendly teachers	143	12.3%	158	13.5%	301	12.9%
Violence from teachers at school	102	8.8%	110	9.4%	212	9.1%
Too much work in the garden	108	9.3%	92	7.8%	200	8.6%
No time to learn lessons	65	5.6%	84	7.2%	149	6.4%
Play time is not enough	71	6.1%	77	6.6%	148	6.3%
Too much peer pressure	77	6.6%	70	6.0%	147	6.3%
Violence from children at school	79	6.8%	66	5.6%	145	6.2%
No organized sports	59	5.1%	75	6.4%	134	5.7%
Too much homework	38	3.3%	41	3.5%	79	3.4%
No good friends	41	3.5%	37	3.2%	78	3.3%
TOTAL	1158	100.0%	1174	100.0%	2332	100.0%

In general, reasons related to teachers that make children disliking school totalize 39.2%. Those are :“teachers not knowledgeable (17.2%), unfriendly teachers (12.9%) and violence from teachers (9.1%). Many other reasons are related to school environment, such as non-availability of books (14.5%) or too much work in the garden (8.6%). There isn’t significant difference between percentages of girls and that of boys in the responses.

4.3.11. Extra Lessons children need

Beside the regular lessons, participants were asked to identify extra lessons they would like to have. Table XXXII shows the types of lessons children would like to have. The table presents frequencies and the corresponding distribution of males and females. On average, girls and boys have varying preferences in terms of what extra lessons they would like to study. Each district also was unique in terms of what the children want to learn as extra time.

Table XXXII Distribution on types of extra lessons respondents would wish

Extra lessons support needed	Small Business Skills	Mechanic	Sewing / Tailoring	Animal Husbandry skills	Agricultural skills	Masonry	Woodworks/Carpentry	Fishing	other	TOTAL
GICUMBI	87	28	17	75	95	18	18	11	1	350
	24.9%	8.0%	4.9%	21.4%	27.1%	5.1%	5.1%	3.1%	0.3%	
KAYONZA	27	61	60	13	11	33	30	29	1	265
	10.2%	23.0%	22.6%	4.9%	4.2%	12.5%	11.3%	10.9%	0.4%	
NYAGATARE	12	16	13	72	24	25	2	6	1	171
	7.0%	9.4%	7.6%	42.1%	14.0%	14.6%	1.2%	3.5%	0.6%	
NYAMASHEKE	107	85	88	77	63	75	33	29	6	563

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Extra lessons support needed	Small Business Skills	Mechanic	Sewing / Tailoring	Animal Husbandry skills	Agricultural skills	Masonry	Woodworks/Carpentry	Fishing	other	TOTAL
	19.0%	15.1%	15.6%	13.7%	11.2%	13.3%	5.9%	5.2%	1.1%	
NYARUGENGE	25	12	6	3	1	7	4	4	0	62
	40.3%	19.4%	9.7%	4.8%	1.6%	11.3%	6.5%	6.5%	0.0%	
NYARUGURU	64	56	63	8	13	9	13	14	1	241
	26.6%	23.2%	26.1%	3.3%	5.4%	3.7%	5.4%	5.8%	0.4%	
RUBAVU	46	33	30	29	30	7	11	6	2	194
	23.7%	17.0%	15.5%	14.9%	15.5%	3.6%	5.7%	3.1%	1.0%	
Female	193	85	186	143	129	59	35	66	3	899
	21.5%	9.5%	20.7%	15.9%	14.3%	6.6%	3.9%	7.3%	0.3%	48.7%
Male	175	206	91	134	108	115	76	33	9	947
	18.5%	21.8%	9.6%	14.1%	11.4%	12.1%	8.0%	3.5%	1.0%	51.3%
TOTAL	368	291	277	277	237	174	111	99	12	1846
	19.9%	15.8%	15.0%	15.0%	12.8%	9.4%	6.0%	5.4%	0.7%	100.0%

The table above refers to preference of extra lessons based on sex and what district. The results present an average higher preference for small business skills (19.9%). However, there are many girls suggesting small business skills (21.5%) than boys (18.5%), while boys wishing mechanic (21.8%) are more than the double of girls with the same need of extra lesson (9.5%).

In five districts, small business skills is on top of extra lessons wished, except Gicumbi respondents that prefer first agricultural skills (27.1%), Kayonza who prefer mechanic (23%) and Nyagatare whose first preference is animal husbandry skills.

4.4 Learning facilities

Children were asked if there were sufficient learning facilities at their respective schools to facilitate learning. Table XXXIII shows the distribution of available learning facilities.

Table XXXIII Appreciation of sufficient learning facilities

District/Responses	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	total
Books	37%	30%	37%	22%	32%	34%	25%	30%
Desks	16%	29%	21%	24%	23%	24%	18%	22%
Teachers	6%	18%	11%	16%	24%	5%	19%	14%
Teaching Facilities	22%	5%	4%	14%	9%	9%	13%	12%
Learning Materials	6%	4%	2%	17%	6%	10%	19%	10%
Recreational Facilities	8%	11%	6%	2%	4%	5%	3%	6%
Stationery	4%	3%	10%	4%	2%	13%	3%	5%
Recreational Equipment	1%	1%	9%	1%	0%	1%	0%	1%
Total Frequencies	326	359	212	497	164	341	299	2198

From Table XXXIII, it can be seen that overall, the sufficiency of books (30%) occupies the first appreciation by children from all districts. The second position refers to desks (22%) in average, but it varies from one district to another. When key informants were asked about their views on education in their respective localities with regard to classroom facility, scholastic materials, learning materials, and office equipment, most of them reported that in nursery school and secondary school facilities were insufficient.

4.5 Children's aspirations

Having a focus in life is important for the children as this could be a great motivation for staying and succeeding in school.

4.5.1 Aspirations after finishing school

The respondents were asked what they would wish to do after finishing school. Table XXXIV reflects gendered preferences.

Table XXXIV Respondents' aspirations after finishing school

Response	Frequencies		Total Frequencies	Percentages		Total %
	Female	Male		Female	Male	
Proceed to secondary education	399	390	789	80%	74%	77%
Proceed to a vocational school	65	98	163	13%	19%	16%
Go straight to work outside the family	16	24	40	3%	5%	4%
Settle at home and assist with household activities.	19	14	33	4%	3%	3%
Total	499	526	1025	100%	100%	100%

The results demonstrate that most of the females would prefer to proceed to secondary school, 80%, and 13% to vocational school, while most of the boys too, 77% would prefer to proceed with secondary school and 16% with vocational school.

4.5.2 Types of occupation children would prefer

The respondents were asked to identify the types of occupation they would prefer to do after finishing primary school. Table XXXV presents the results.

Table XXXV Occupation preferred by children by district

Response	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Proceed to secondary education	80%	38%	81%	70%	78%	65%	72%	69%
Proceed to a vocational school	7%	13%	7%	13%	5%	12%	18%	11%
Help in the family without pay	1%	7%	4%	1%	3%	3%	4%	3%
Help in the family farm with pay	1%	7%	4%	0%	1%	5%	1%	3%
Tailor/sewing	0%	7%	2%	1%	0%	5%	1%	2%
Small business	0%	1%	0%	3%	8%	2%	1%	2%

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Response	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Work in tea plantations	6%	0%	0%	0%	0%	1%	1%	1%
Work in rice plantations	0%	2%	1%	1%	0%	0%	0%	1%
Fishing	3%	0%	0%	0%	1%	0%	0%	1%
Mining activities	0%	2%	0%	1%	1%	0%	1%	1%
Go to work outside the family	1%	1%	0%	5%	1%	0%	1%	1%
Commercial farming	1%	4%	0%	1%	1%	1%	0%	1%
Carpentry	1%	5%	1%	0%	0%	1%	1%	1%
Masonry	0%	4%	0%	2%	0%	3%	0%	1%
Other semi professional careers	0%	6%	0%	2%	0%	1%	1%	1%
Work in coffee plantations	1%	2%	0%	0%	0%	0%	0%	0%
Work in sugarcane plantations	0%	1%	0%	0%	0%	0%	0%	0%
Total frequencies	160	139	102	248	76	161	156	100%

From the table above, the most of the children from all the districts who were interviewed expressed that their wish is to continue to secondary school. Another response that had many respondents is proceeding to vocational school.

A majority of the children would like to proceed to secondary school (69% for females and 68% for the males). A significant percentage would also proceed to a vocational school, accounting for 11% female and 12% male. The rest of the options did not have great preferences as seen in the frequencies and percentages.

4.6 School attendance

The survey established the proportion of those who go to school everyday versus those who had missed the school at least one day during the previous month.

Table XXXVI Distribution of children's school regular and irregular attendance

District/School attendance	Attend school everyday		Miss school at least one day during the previous month		Total
KAYONZA	82	57%	61	43%	143
NYARUGURU	79	48%	84	52%	163
NYAMASHEKE	94	38%	154	62%	248
GICUMBI	53	34%	105	66%	158
NYAGATARE	33	33%	67	67%	100
RUBAVU	54	33%	109	67%	163
NYARUGENGE	13	17%	64	83%	77
TOTAL	408	39%	644	61%	1052

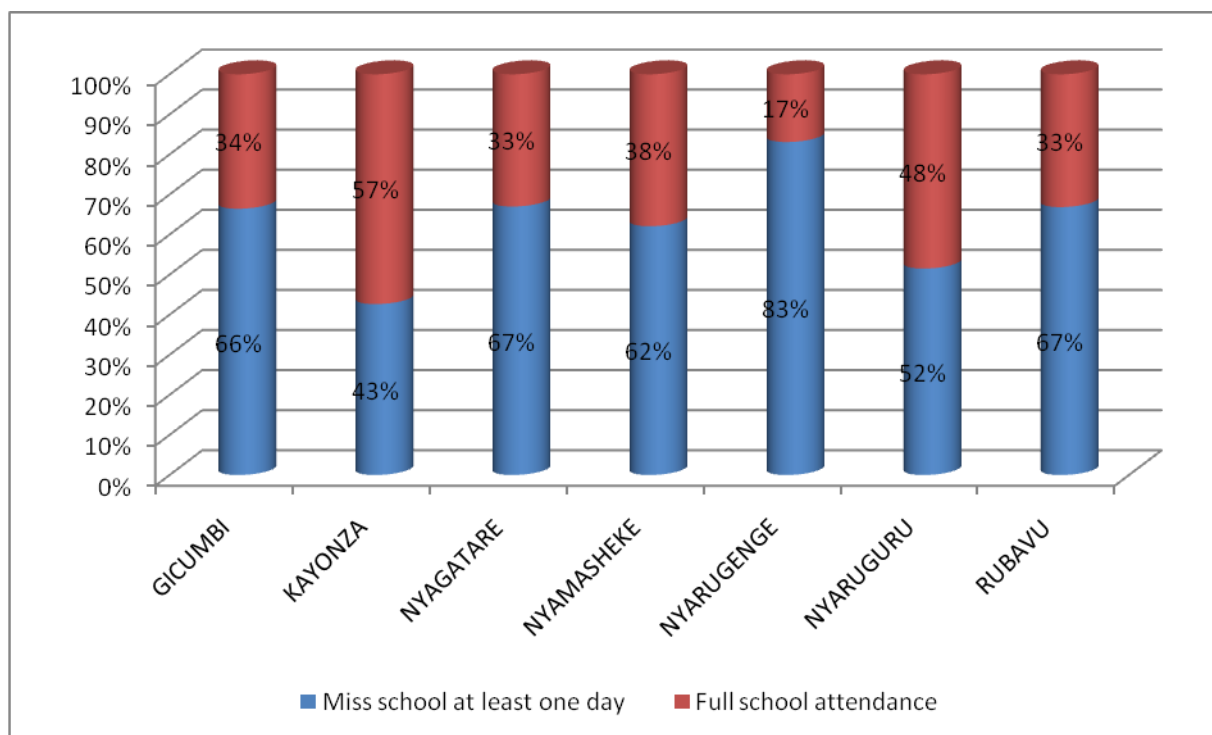
Table XXXVI shows percentages of those who attend school everyday and those who miss school at least one day during the previous month. From the results, there are more children (61%) who miss the school than those (39%) who revealed they have never missed it. Kayonza has the best attendance rate (57%), followed by Nyaruguru (48%) while Nyarugenge recorded the highest percentage of children who miss the school (83%).

The figure XI below shows the number of students who attended and who had missed school in the previous month.

4.6.1 Attendance in the previous month

Figure XI below shows the distribution of children who attended and those who missed at least one day school in the previous month before the data collection date.

Figure XI Distribution of children who missed the school at least one day and those who did not



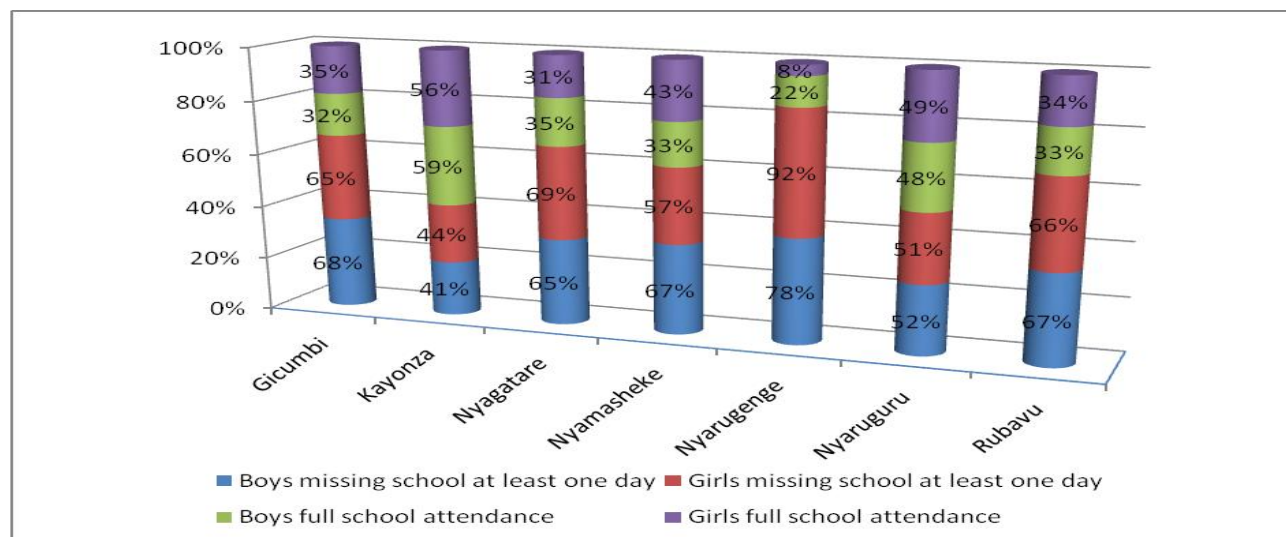
From the figure above, the absenteeism has been higher than the full attendance except for Kayonza District where more respondents had fully attended school (57%) against 43% who missed the school at least one day. Nyarugenge had the highest absenteeism (83%) while Nyaruguru had the lowest 52%.

Disaggregated for sex, there were different responses from each district. In Gicumbi for example, attendance of boys was the same as girls, but more girls 55% missed schools than boys 45%.

4.6.2 Distribution of attendance disaggregated by sex

The established the proportion of boys to girls who attended and who did not attend school in the previous one month.

Figure XII School attendance disaggregated by sex and district



Nyagatare and Nyaruguru districts have about the same proportion of females as males missing school. More females than males proportionately, miss school in Kayonza as opposed to Nyamasheke, Nyarugenge, and Rubavu, where more boys than girls miss school. Nyarugenge has the lowest number (15%) females absenteeism in school.

4.6.3 Number of days respondents missed school the previous month

Table XXXVII show the distribution of absenteeism based on the number of days for each district. From the table, it is realised that majority of absenteeism takes place between one and four days, totalizing 66,8% of all children's absence. Two days of absenteeism capitalizes itself 22 % of all absence. Nyamasheke district has got the highest frequency of children who absented from school for two days (37%), followed by Kayonza (25%) and Rubavu (23%).

Very few children absented from school for many days. Gicumbi and Rubavu have got each one child who was absent the whole previous month (30 days) preceding the survey.

Table XXXVII Distribution of absenteeism in the previous month from each district

Missed school Days	GICUMBI		KAYONZA		NYAGATARE		NYAMASHEKE		NYARUGENGE		NYARUGURU		RUBAVU		TOTAL	
TOTAL	97		51		65		146		58		84		104		605	100.0%
1	14	3%	5	10%	3	5%	34	23%	3	5%	5	6%	19	18%	83	13.7%
2	18	4%	13	25%	5	8%	54	37%	8	14%	11	13%	24	23%	133	22.0%
3	17	4%	2	4%	16	25%	25	17%	8	14%	16	19%	27	26%	111	18.3%
4	9	2%	6	12%	7	11%	16	11%	12	21%	14	17%	13	13%	77	12.7%

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Missed school Days	GICUMBI		KAYONZA		NYAGATARE		NYAMASHEKE		NYARUGENGE		NYARUGURU		RUBAVU		TOTAL	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5	11	3%	7	14%	6	9%	4	3%	6	10%	10	12%	5	5%	49	8.1%
6	7	2%	6	12%	2	3%	2	1%	7	12%	6	7%	3	3%	33	5.5%
7	7	2%	2	4%	16	25%	5	3%	2	3%	5	6%	4	4%	41	6.8%
8	7	2%	3	6%	1	2%	0	0%	1	2%	6	7%	1	1%	19	3.1%
9	0	0%	0	0%	4	6%	0	0%	4	7%	4	5%	0	0%	12	2.0%
10	4	1%	4	8%	0	0%	3	2%	1	2%	4	5%	4	4%	20	3.3%
11	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	1	1%	2	0.3%
12	0	0%	2	4%	0	0%	0	0%	0	0%	1	1%	0	0%	3	0.5%
13	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	1	0.2%
14	1	0%	1	2%	4	6%	0	0%	1	2%	0	0%	1	1%	8	1.3%
15	0	0%	0	0%	0	0%	1	1%	1	2%	1	1%	1	1%	4	0.7%
16	1	0%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	2	0.3%
20	0	0%	0	0%	0	0%	0	0%	1	2%	1	1%	0	0%	2	0.3%
22	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	1	0.2%
24	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%	2	0.3%
30	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	2	0.3%
Average	4.22	1%	2.217	4%	2.826	4%	6.35	4%	2.522	4%	3.652	4%	4.522	4%	26.3	4.3%
Maximum	18	4%	13	25%	16	25%	54	37%	12	21%	16	19%	27	26%	133	22.0%

The survey sought responses from key informants who were local leaders, teachers and head teachers on major causes of children’s problems that hinder them from attending school. From their responses:

- The major challenges in Nyagatare District are lack of scholastic materials, lack of basics of beginning school, extreme poverty at home, and being an orphan.
- In the district of Nyaruguru, the major causes lack of scholastic materials, lack of sufficient basic for schooling, long distance to school, extreme poverty, farming work, and tea plantation work.
- In Nyarugenge Districts, lack of basics for schooling, farm work, sugar cane farming and related works, long distance to school and extreme poverty in the households.
- The key informants of Rubavu highlighted that the major causes are lack of basics for schooling, domestic responsibilities, being an orphan, extreme poverty, grazing and farming work.
- In Nyamasheke district, the major causes highlighted were lack of basics for schooling, extreme poverty at home, long distance to school, grazing, being an orphan, and long distance to school.
- In the district of Gicumbi, the key informants highlighted lack of basic of schooling, extreme poverty, grazing, and farming work as the major cause of the problem.
- In Kayonza District, key informants underscored that the major causes of children’s problems are farming work, looking after young children at home, being an orphan, aged parents/guardians, and fishing work.

4.6.4 Reasons for school absenteeism

Respondents who did not attend school were asked to give reasons they did not for the previous month, as illustrated by Table XXXVIII below.

Table XXXVIII Reasons for not attending school for the previous month

Reasons for absenteeism	Gicumbi	Nyamasheke	Nyarugenge	Nyaruguru	Kayonza	Nyagatare	Rubavu	TOTAL	
My parents/guardians refused me to go to school	26.3%	24.9%	32.8%	10.9%	24.1%	13.6%	22.1%	185	22.7%
Did not have food at home	10.6%	21.8%	8.2%	45.7%	13.3%	7.6%	25.0%	159	19.5%
Other	6.7%	15.0%	32.8%	21.7%	15.7%	57.6%	19.1%	159	19.5%
uniform not clean	12.3%	13.0%	1.6%	12.0%	24.1%	7.6%	24.3%	118	14.4%
Looking after an ill family member	8.9%	10.9%	19.7%	6.5%	15.7%	9.1%	3.7%	80	9.8%
I was going to be late at school	13.4%	6.2%	1.6%	1.1%	3.6%	0.0%	1.5%	43	5.3%
Have not completed my homework	12.8%	2.1%	0.0%	0.0%	0.0%	0.0%	1.5%	29	3.6%
Don't have teachers at school	3.4%	2.6%	0.0%	0.0%	0.0%	1.5%	1.5%	14	1.7%
Afraid of teachers	1.7%	2.6%	0.0%	2.2%	2.4%	1.5%	0.0%	13	1.6%
Distance to school too long	3.4%	0.5%	3.3%	0.0%	0.0%	1.5%	1.5%	12	1.5%
No money for transport	0.6%	0.5%	0.0%	0.0%	1.2%	0.0%	0.0%	3	0.4%
TOTAL	179	193	61	92	83	66	136	816	100%

The main reason for school absenteeism is related to parents/guardians' refusal to let their children to go to school (22.7%), followed by the lack of food at home (19.5%) as well as other undisclosed reasons (19.5%). However, the reasons differ from one district to another: the lack of food at home is the main reason stated by children from Nyaruguru (45.7%) and Rubavu (25.0%)

4.7 Challenges to school going

The survey sought responses from children that could be taken as alternative to pursuing education. The following subsections explore responses to these alternatives.

4.7.1 Domestic work as an obstacle to going to school

Respondents were asked if their domestic work ever stopped them from going to school as shown by the Table below.

Table XXXIX Distribution of children whom domestic work prevented from going to school

Response\ District	Total Frequency	Frequency		Percentage	
		Yes	No	Yes	No
Nyaruguru	158	115	43	73%	27%
Nyarugenge	79	51	28	65%	35%
Nyamasheke	249	146	103	59%	41%
Rubavu	155	90	65	58%	42%
Nyagatare	97	55	42	57%	43%
Gicumbi	152	75	77	49%	51%
Kayonza	136	45	91	33%	67%
Totals/averages	1,026	577	449	56%	44%

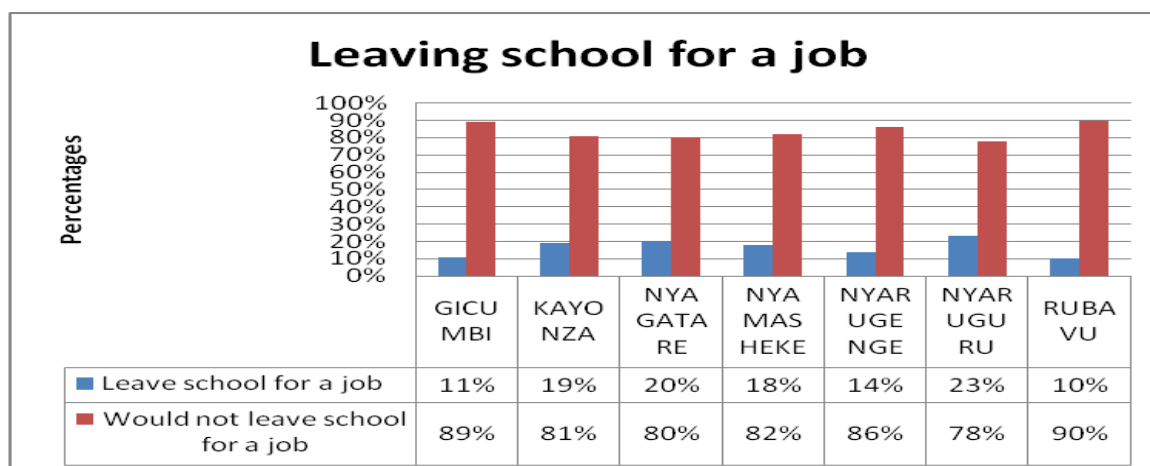
The number of children whose domestic work has prevented them from going to school is considerable. On average, 56% of the children respondents were prevented from attending school as a result of domestic work, while 44% were not.

The highest numbers are in Nyaruguru district at 73% and Nyarugenge at 65%. What would be considered the lowest, yet a significant percentage is from Kayonza 33% and Gicumbi 45%

4.7.2 Possibility of leaving school for a job offer

Respondents were asked if they could leave school upon being offered a job. From the results in figure XIII below, it is demonstrated that an enormous number of children would leave school upon an offer for a job. Over 80% of the respondents in each district would leave school.

Figure XIII Percentage distribution of those who could leave school for a job



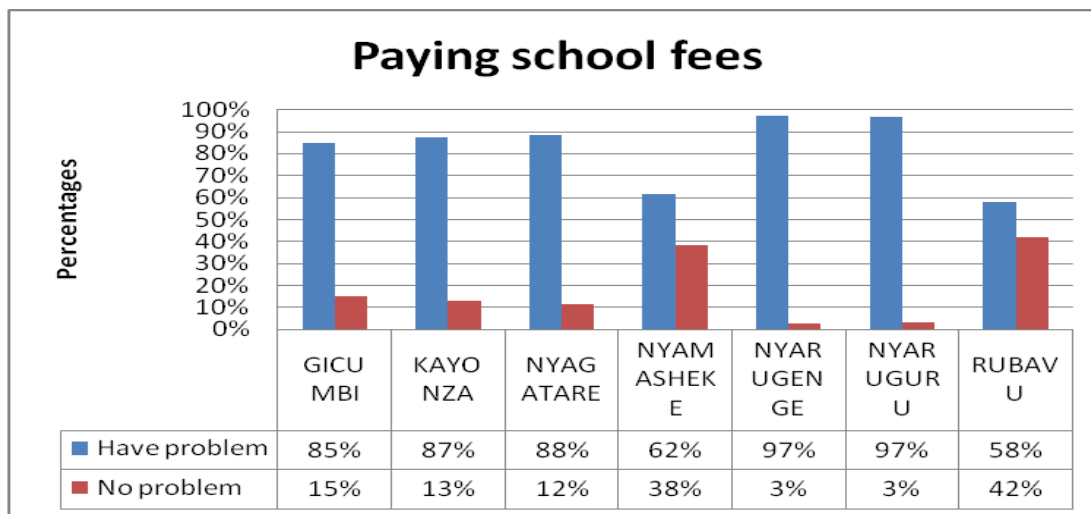
Nyaruguru has the highest proportion of children who would leave school, 23% followed by Nyagatare, 20%. The lowest is Rubavu at 10% and Gicumbi at 11%.

The survey also analyzed the responses based disaggregated by sex. From the result only one district, Kayonza, out of the seven districts, has fewer boys who would leave school for a job that those who would not. With girls, only three out of the seven districts have more girls who would leave school for a job, and these are Kayonza, Nyagatare and Nyarugenge.

4.7.3 Family finding paying school fees a problem

The survey established those whose families find paying school fees a problem¹⁵.

Figure XIV Distribution of children whose families have problems paying school fees.



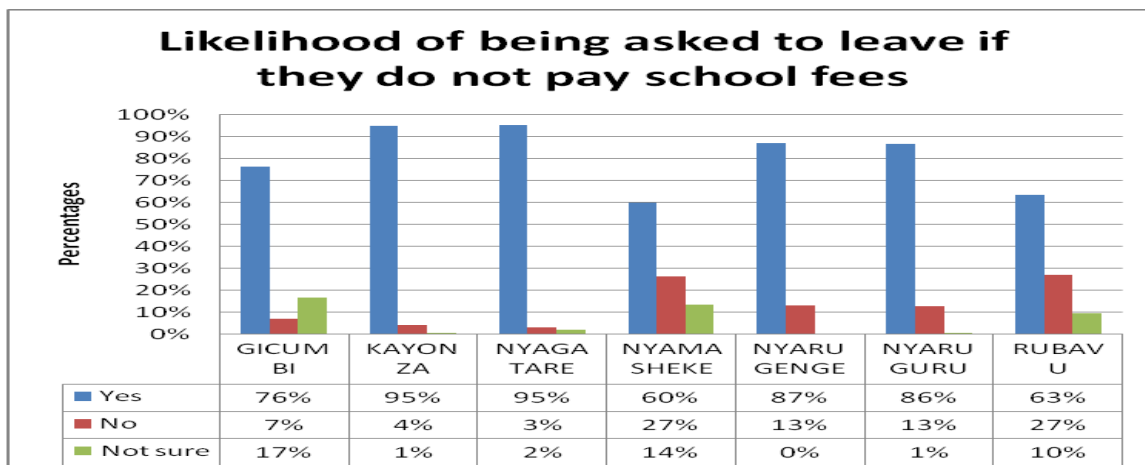
An overwhelming majority of respondents in all districts said paying school fees is a problem for their family, mainly in Nyarugenge and Nyaruguru districts both registering 97% of their respondents. Rubavu had the lowest responses of children whose families have problems with paying their school fees, 58%.

4.7.4 Likelihood of being asked to leave if they do not pay school fees

The survey established those who think they would be asked to leave school if they cannot raise school fees. Figure XV below illustrates well the results.

¹⁵ The Education reform of 2003 abolished mandatory school fees, but within school, parents make contributions for the operations of schools and/or teachers' incentives, and this is referred to as school fees by parents in many instances.

Figure XV. Children with a likelihood of being asked to leave if they do not pay school fees

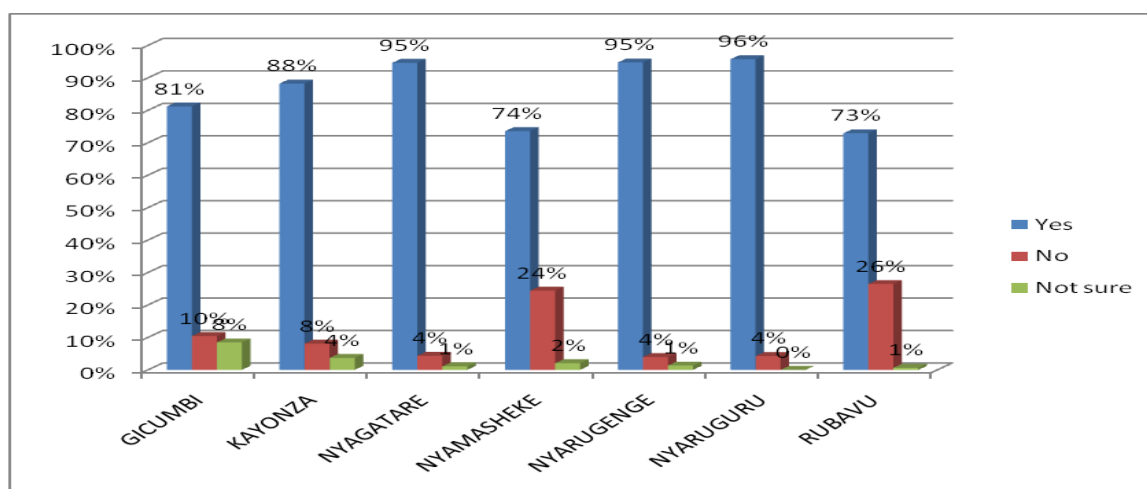


From the table above majority of the respondents, over 60% said that they would be sent home if they do not pay school fees. Those who were not sure were fewer than those who responded no. Kayonza and Nyagatare had the highest percentage; 95% in each district thought they would be sent home. Rubavu and Nyamasheke had the highest number of those who thought they would not be sent away, each having 27% of its respondents.

4.7.5 Ability of the family to buy a uniform¹⁶

Children may be sent home to buy school uniform, or may work to generate money to buy a school uniform. This will expose them to working activities. Children were asked if buying uniform was a problem for their families. Figure XVI shows distribution of children who responded that their families have problem in buying uniform or not.

Figure XVI Children’s responses of families’ problems to buy a school uniform



¹⁶ Though children should not be sent home for lack of school uniform according to the national policy and guidelines, when children are sent home, this is the local arrangement of the school.

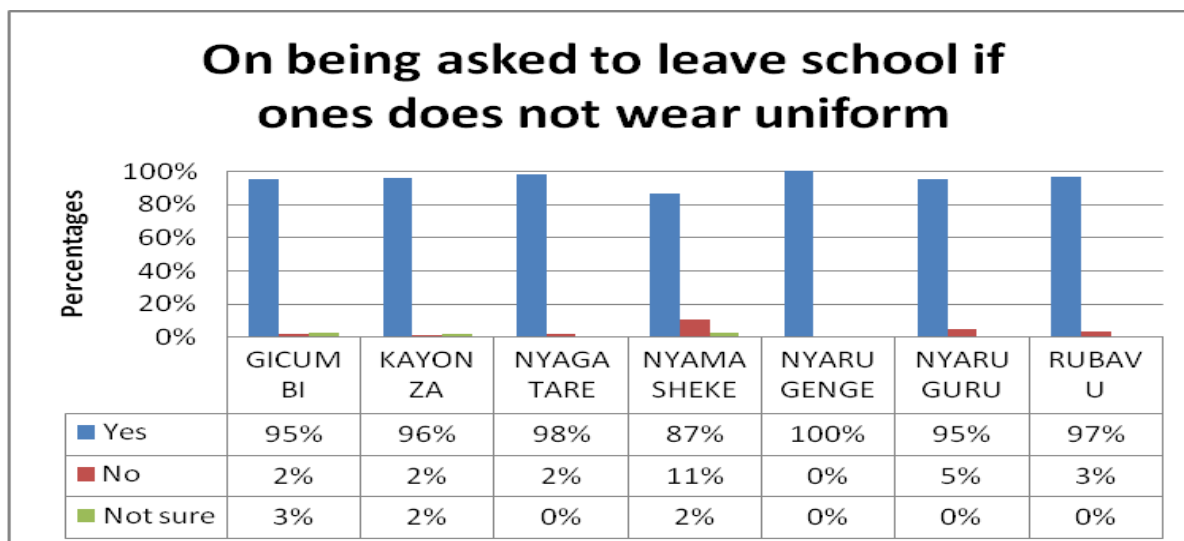
From the results in figure XVI above, over 70% children in each district responded that their families have problems to buy a school uniform for them. The average being 84%. The highest percentages are in Nyagatare, Nyarugenge and Nyaruguru with 95%, 95% and 96% distribution accordingly. Rubavu, Nyamasheke and Gicumbi, have respectively 26%, 24% and 10% families with the ability to buy uniforms for them; the overall average being 14%.

4.7.6 Children who would be asked to leave school if they do not have school uniform

Figure XVI above has shown that most families have not the ability to buy a school uniform for their children. Figure XVII below shows the percentage distribution of children respondents who would be asked to leave school if they do not have a school uniform.

From the figure below, it is evident that the majority of the children would be asked to leave school if they did not have a school uniform, over 85%.

Figure XVII Distribution of respondents who would be asked to leave school if they do not buy a uniform

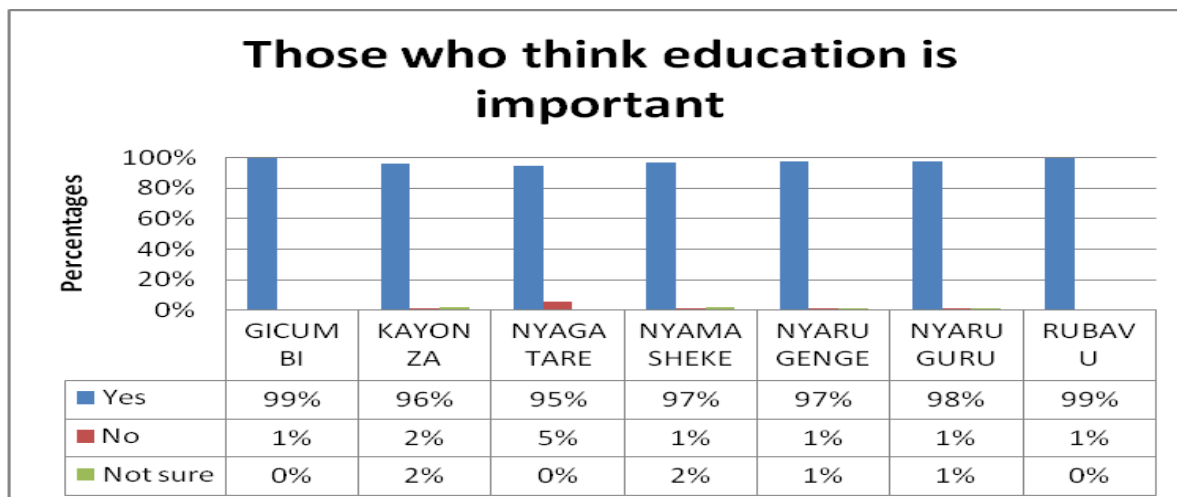


From the respondents in Nyarugenge district, 100% would be sent home and 98% in Nyagatare district would be asked to leave school. Nyamasheke district had the highest percentage distribution of those who thought they would not be asked to leave school, 11% Gicumbi had the highest percentage 3% of those who were not sure.

4.7.7 Children who think education is important

Despite many challenges, the positive attitude towards education is critical. The respondents were asked if they thought education was important. From the results in figure XVIII below, there is an almost unanimous agreement from respondents that education is important. Only very few respondents thought that education is not important: there are 5% in Nyagatare, followed by 2% from Kayonza. In all other districts, only 1% of children thought that education is not important.

Figure XVIII Percentage distribution of those who think education is important



4.8 Source of counsel for respondents

The survey established where children would seek counsel in times of need. Table XL shows the different people children seek counsel and the corresponding percentage distribution.

Table XL Distribution of people where respondents would go for counsel

Response	Total frequency	Overall Percentage
Parents	849	40%
School prefect	246	11%
Teacher	187	9%
Local authority/ Leader	173	8%
Family member	150	7%
Guardian	139	6%
Friends	139	6%
Community Worker	120	6%
Class Monitor	78	4%
Religious leader	35	2%
No- one	27	1%
Other	6	0%

From the results, it can be seen that greatest source of counsel for the children are parents, 40%, of all the respondents identified to be the people they approach when they have problems. Other people children seek help from were school prefects 11%, teachers 9%, local leaders 8% and family members 8%, for advice on a school related problems.

4.9 Ratios on male and female who have not joined school

The survey established the reasons for respondents not joining school as illustrated by the following table.

Table XLI Percentage distribution of reasons for not joining school

Responses/District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
To help at home with household chores	14%	20%	42%	13%	33%	36%	11%	24%
Other	14%	10%	22%	18%	13%	20%	28%	18%
Family did not allow schooling	30%	22%	9%	16%	3%	4%	17%	14%
Cannot afford schooling	8%	10%	0%	5%	21%	4%	7%	8%
Not interested in school	5%	7%	0%	5%	8%	8%	20%	8%
To work for pay as employee or in family business or farm	8%	2%	4%	8%	3%	16%	0%	6%
Too young for school	5%	2%	16%	5%	3%	4%	2%	5%
Disabled/ sickness	8%	12%	0%	13%	3%	0%	0%	5%
School too far	5%	5%	0%	11%	3%	0%	11%	5%
Education not considered valuable	0%	2%	4%	3%	13%	8%	2%	5%
To learn a job	3%	5%	2%	3%	0%	0%	0%	2%
School not safe	0%	2%	0%	0%	0%	0%	2%	1%
Total Frequency	37	41	45	38	39	25	46	100

From the table above, we see the reason with the highest percentage in all the district is to help at home with household chores, 24%, followed by 14% where the family did not allow schooling.

4.10. Children's awareness on HIV and AIDS prevalence

Children were asked whether they were aware of any person in their community who was living with HIV or AIDS. In seven districts, 64% were aware of people living HIV or AIDS in their respective communities. Nyaruguru 97% and Nyamasheke 84%, having more children informed, followed by Kayonza (58%), Gicumbi (55%), Rubavu (48%) and then Nyagatare (45%).

The children respondents were asked if they know any other children living with HIV and AIDS, and who were not going to school as a result of the effects. In general, 30% of interviewed children knew pupils who were missing school due to HIV/AIDS, Nyarugenge children knew more than other districts (53%); followed by Gicumbi 37%, Nyamasheke 34%, Nyagatare 32%, Rubavu 24%, Nyaruguru 22% and Kayonza 17% knew such cases.

Almost in all the districts, over 90% of the children respondents thought that their friend affected by HIV and AIDS need support at school. The lowest response was in Nyarugenge with 83%.

Children were asked what support they could propose to children and people living with HIV and AIDS in their communities. Table XLII provides the responses. The total frequencies are higher than the total number of responses because more than one response was accepted.

Table XLII Support to people living with HIV & AIDS proposed by children

Response/District	GICUMBI		KAYONZA		NYAGATARE		NYAMASHEKE		NYARUGENGE		NYARUGURU		RUBAVU		TOTAL	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fees waiver/assistance	243	25%	163	18%	248	23%	247	18%	101	35%	98	18%	168	24%	1268	22%
Uniform support	158	16%	173	19%	197	18%	254	19%	45	15%	143	26%	159	23%	1129	19%
Food support	185	19%	153	17%	141	13%	241	18%	47	16%	168	30%	104	15%	1039	18%
Emotional support	143	15%	180	20%	181	17%	267	20%	46	16%	84	15%	116	17%	1017	17%
Shelter support	75	8%	114	12%	165	15%	187	14%	20	7%	41	7%	98	14%	700	12%
Exercise books support	162	17%	129	14%	148	14%	157	12%	32	11%	21	4%	49	7%	698	12%
Other	5	1%	9	1%	2	0%	0	0%	1	0%	0	0%	1	0%	18	0%
	971	17%	921	16%	1082	18%	1353	23%	292	5%	555	9%	695	12%	5869	100%

From Table XLII above, we see that the most preferred type of support is school fees waiver/support followed by uniform support and food support with 22%, 19% and 18% average from all districts. Emotional support is also required by a large percentage, 17% on average from all districts.

Key informants indicated there is a relationship between HIV and AIDS and child labor, because it leaves children orphans and vulnerable, reduces their self-confidence, and lack of hope, all of which makes one prone to child labor.

CHAPTER FIVE CHILDREN'S INVOLVEMENT IN WORK AND LABOR

5.0 Introduction

The survey on child labor collected data on the nature and conditions of children's work. This chapter covers both of these types of activities, which are collectively referred to as work activities. Child workers constitute a particular policy concern, as they are most vulnerable to workplace abuses, and most are at risk of work-related ill health or injury.

The notion of working children is based on the concept of economic activity. To be counted as economically active, a child must have worked for at least one hour on any day during a seven-day reference period.

5.1 Children's involvement in domestic work

To understand children's work, the survey assessed the number of hours of work in which the child respondents were engaged in the previous week. Table XLIII below shows the distribution of the number of hours in which children were engaged in the previous one week.

Table XLIII Distribution of number of hours in household chores in a week

Districts	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		average
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Number of hours in unpaid household chores in a week	14	13	8	11	13	9.7	11	12	16	17	20	17	11	12	25.8
TOTAL	27		17		21		23		33		37		23		25.8

From table XLIII above, all children are involved in household chores. Child involvement in household chores refers to the proportion of all children who perform household chores for at least one hour per day in their own homes. From the table above, it is observed that the majority of the children respondents are involved in household chores for more than an hour a day. In Nyaruguru, boys are involved in household chores for an average of 20 hours, and girls 17.3 hours a week, approximately three hours a day. Kayonza has the least number of hours per week, 8 hours for boys and 10.8 for girls.

5.2 Sources for main work for children

The survey assessed where children carried out their main work in the previous month.

Table XLIV Distribution of sources of work for the children for the previous one month

Response /District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
At his/her family dwelling	57%	81%	46%	65%	79%	59%	61%	63%
Plantations/farm/gardens	29%	5%	20%	15%	3%	27%	9%	16%
Employer's house	8%	5%	18%	9%	6%	3%	7%	8%
different places (mobile)	0%	1%	0%	4%	7%	0%	10%	3%
Construction sites	1%	2%	2%	1%	0%	3%	2%	2%
shop/market/kiosk/coffee house	0%	1%	1%	1%	2%	2%	4%	2%
Pond/Lake/river	0%	2%	2%	2%	0%	0%	3%	2%

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

Response /District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Other	0%	1%	8%	1%	1%	0%	3%	2%
Factory/Atelier	3%	0%	0%	2%	1%	1%	1%	1%
Mines or quarrying sites	0%	1%	0%	0%	2%	4%	0%	1%
On the streets (fixed place)	2%	0%	2%	1%	1%	3%	0%	1%
Formal office	0%	0%	1%	0%	0%	1%	0%	0%
Total frequency	240	240	255	359	117	200	284	1695

The Table above shows that main source of work for children in the previous month was working at the family dwelling, 63%, followed by working on farms and plantations, 16%. A significant number worked in employers' houses, 8%.

The survey also separately interviewed key informants who constituted teachers, head teacher, local NGOs staff, local leaders, and parents on the people or institutions that provided work for the children.

In the district of Gicumbi, the main sites of work for children were at the child's family gardens, 57%, and at the plantations/gardens/farms, 29%. Key informants highlighted that the main people who provide jobs to children were parents, small-scale traders, people on monthly salaries, and neighbors.

In the district of Kayonza, the main sites of work for children were at the child's family gardens, 81%, and at the plantations/gardens/farms, 5%. Key informants highlighted that the main people who provide jobs to children were parents, small-scale traders, people on salaries and neighbors.

In the district of Nyagatare, the main sites of work for children were at the child's family gardens, 46%, at the plantations/gardens/farms, 20%, and at employer's house, 18%. Key informants highlighted that the main people who provide jobs to children were parents, small-scale traders, people on monthly salaries, neighbors, and other people on salaries.

In the district of Nyamasheke the main sites of work for children was at the child's family gardens, 69%, and at the plantations/gardens/farms, 19%. Key informants highlighted that the main people who provide jobs to children were parents, neighbors, small-scale traders, people on monthly salaries, and neighbors.

In the district of Nyarugenge, the main sources of work for children were at the child's family gardens, 79%, and other mobile places, 7%. Key informants highlighted that the main people who provide jobs to children were parents, small-scale traders, and people on monthly salaries.

In the district of Nyaruguru the main sources of work for children was at the child's family gardens, 59%, and at the plantations/gardens/farms, 29%. Key informants highlighted that the main people who provide jobs to children were parents, neighbors, small-scale traders, people on monthly salaries, and neighbors.

In the district of Rubavu the main sites of work for children was at the child's family gardens, 61%, different places, 10%, and at the plantations/gardens/farms, 9%. Key informants highlighted that the main people who provide jobs to children were parents, neighbors, traders, factories, wealthy people, and people on monthly salaries.

5.3 Nature of work agreements for the children

Children are mostly involved in the informal sector for work. The survey looked at the nature of agreements in which they are involved in work.

Table XLV Percentage distribution on the nature of children's work

Response/Districts	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Unpaid family worker	61%	62%	19%	54%	32%	11%	47%	41%
Casual employee	24%	17%	34%	34%	24%	33%	22%	27%
Regular employee	13%	5%	45%	10%	23%	20%	21%	20%
Own account worker (one's business without employees)	0%	14%	0%	1%	21%	35%	9%	11%
Member of producers' cooperative	2%	0%	1%	1%	0%	1%	0%	1%
Employer (ones business with employees)	0%	0%	0%	0%	0%	0%	1%	0%
Total	251	229	245	367	179	205	298	1774

From Table XLV, the dominant nature of children's work was working as an unpaid family worker, 41%, from all districts. This was followed by casual employees, 27%. From all the districts, 20% of all employees reported that they were regular employees, while 11% were own account worker.

Gicumbi District has one of the highest rates of unpaid family worker, 61%. 24% are casual employees while 13% are regular employees.

Kayonza District has the highest number of unpaid family worker, 62%. The district has 17% casual employees and 14% children working on their own account.

Nyagatare has the highest number of regular employees, 45% and casual employees, 35%. The number of unpaid family workers is relatively lower, 19%.

Nyamasheke has a fairly high number of unpaid family workers, 54%, with a fairly high percentage of casual employee, 34%. Regular employees are fairly low at 10%.

In Nyaruguru district, most of the children involved in work activities are 20%, regular employees; 33%, casual employees; and, 35 % working on account.

5.4. Non-monetary gains

Besides the money paid for work done, there are other non-monetary gains used to attract and retain children in work. These include weekly rest days, medical expenses, assistance with schooling and so on. Table XLVI shows the distribution of non-monetary gains from involvement in work.

Table XLVI Distribution of other non-monetary benefits from labor

Response/District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Averages
Weekly rest days	11%	7%	28%	19%	33%	18%	20%	19%
Nothing	15%	16%	20%	15%	10%	1%	31%	15%
Medical expenses	18%	5%	21%	22%	15%	4%	15%	14%
Clothing	19%	21%	2%	9%	3%	23%	7%	12%
Food/meal	13%	22%	3%	6%	6%	23%	4%	11%
Paid leave	8%	10%	4%	8%	6%	11%	6%	8%
Transport	7%	9%	1%	7%	3%	11%	3%	6%
Assistance with schooling/vocational training	6%	1%	2%	3%	13%	7%	3%	5%
Other	3%	6%	11%	6%	2%	1%	9%	5%
Free accommodation	1%	3%	8%	6%	8%	1%	3%	4%
Total frequency	262	339	369	623	176	286	455	2510

The overall results in the table above show that the main non-monetary gain from work activities for the respondents is weekly day rests, medical expenses, and nothing, taking on average 19%, 14% and 15% respectively.

In Gicumbi, children mainly benefit from medical expenses, 18%, transport to work, 13%, and paid leave, 19%. In Kayonza, the main non-monetary gains are food/meals, 22%, clothing 21%, and nothing 16%.

For the respondents in Nyagatare, the non-monetary gains from work activities were weekly rests, 28%, medical expenses, 21%, and nothing, 20%.

In Nyamasheke districts, the major non-monetary gains include weekly rests, 19%, medical expenses, 22%, and nothing, 15%.

In the district of Nyarugenge, 33% benefited from weekly rests, 15% from medical expenses, and 15% nothing.

The respondents from Nyaruguru mainly benefit from weekly rest, 18%, food/meals, 23%, and clothing, 23%

The respondents from Rubavu benefit mainly from weekly rest days, 20%, medical expenses, 15%, and nothing, 31%

5.5. Start age of working activities

The survey assessed the age at which children start to work. Table XLVII below shows the distribution of age children begin to work, according to the children themselves. It is important to note that the responses from key informants are far different in matters of age of starting working. This could show a slight confusion between child chore and labor as perceived by adults or children.

Table XLVII Percentage distribution of age of starting to work in each district

Age/ District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Total Frequency	%
3	1%	8%	2%	9%	3%	0%	1%	98	4%
4	12%	12%	30%	16%	6%	17%	18%	392	17%
5	18%	20%	2%	7%	3%	26%	3%	243	11%
6	20%	16%	4%	4%	7%	18%	4%	212	9%
7	14%	19%	5%	8%	9%	11%	11%	240	10%
8	7%	9%	6%	10%	30%	4%	10%	216	9%
9	5%	4%	9%	7%	10%	4%	8%	154	7%
10	8%	3%	15%	17%	18%	12%	25%	334	15%
11	2%	1%	4%	5%	4%	2%	2%	72	3%
12	1%	3%	8%	5%	7%	2%	8%	119	5%
13	3%	2%	6%	8%	1%	1%	4%	102	4%
14	5%	1%	2%	2%	2%	1%	3%	54	2%
15	3%	0%	3%	2%	0%	0%	2%	42	2%
16	3%	0%	1%	0%	0%	0%	1%	17	1%
Total	258	286	325	678	112	269	367	2,295	100%

From Table XLVII above, in the district of Gicumbi, most children begin engagement in work activities at age 4, 5, 6, and 7, taking 12%, 18%, 20%, and 14% respectively, but most teachers and head teachers said that children start work in this district mostly at age 10 and 14. Most parents interviewed also said that children begin to work at the age of 12 and 14 years.

In Kayonza, at the age of 3 years, 8% engage in work activities. However, the majority start at age 4, 5, 6, and 7 years, accounting for 12%, 20%, 16%, and 19%, respectively. Most teachers and head teachers said that children start work in this district mostly at age 14. Most parents interviewed said that children begin to work at the age of 7 years.

In the district of Nyagatare at 4 years of age, 30% started work activities, and at 10 years of age, 15% joined working activities. On the contrary, most teachers and head teachers said that children start work in this district mostly at age 14. Most parents interviewed stated that children began work at age 14 and 16 years.

For the respondents at Nyamasheke District, at age 4, 8, and 10 years, 16%, 10% and 17% respectively of children respondents started work activities, but most teachers and head teachers said that children start work in this district mostly at age 14. Most parents interviewed also said that children begin to work at the age of 15 years.

In the district of Nyarugenge, respondents had begun working activities at 8, 9, and 10, registering 30%, 10% and 18% respectively, but most teachers and head teachers said that children start work in this district mostly at age 15. Most parents interviewed also said that children begin to work at the age of 15 years.

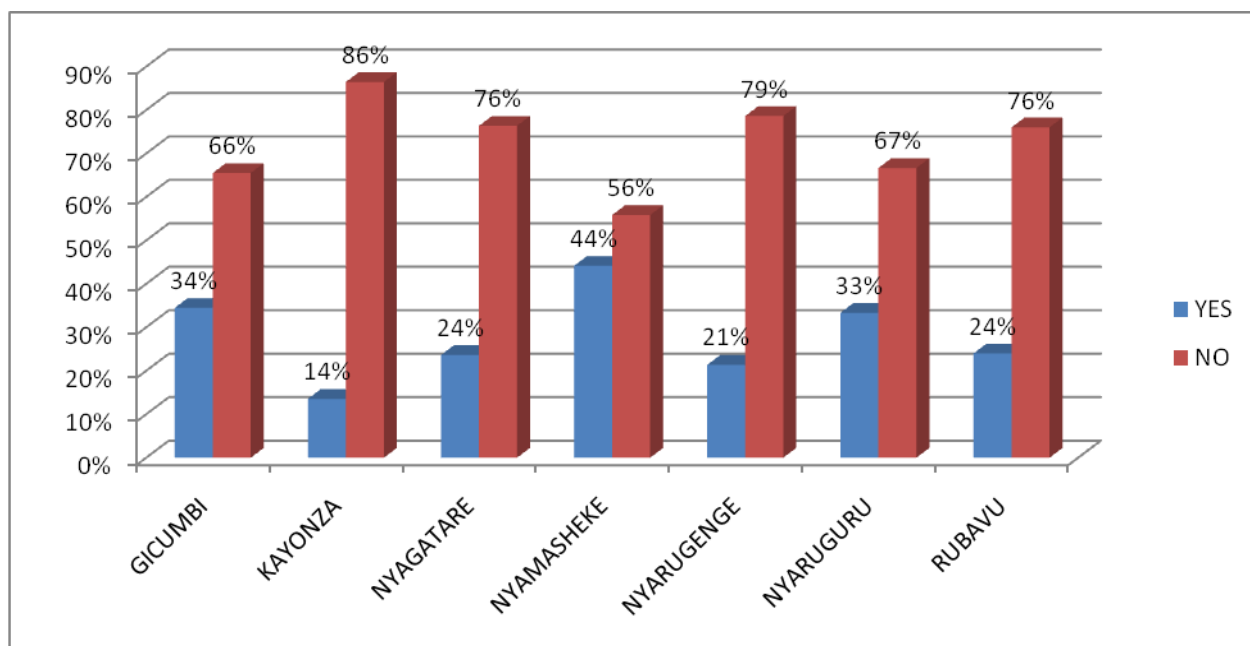
In district of Nyaruguru, at age 4, 5, 6, and 7 years, 17%, 26%, 18% and 11% respectively began work activities. On the contrary, most teachers and head teachers said that children start work in this district mostly at age 10, 12, and 15. Parents said that children begin work at 14 and 16 years.

In Rubavu, children begin work activities at different times, majority started at age 4, 7, 8, and 10, taking 18%, 11%, 10% and 2% respectively, but most teachers and head teachers that children start work in this district mostly at age 12 and 13. Parents interviewed too said that most children begin to work at the age of 12 years.

5.6. Children seeking jobs

The survey established respondents who were searching for jobs in the previous one month.

Figure XIX Percentage distribution of those who were seeking jobs in the previous one month



From the results in Figure XIX above, fewer children searched for a work than those who did not. The district with the highest number of children seeking work was Nyamasheke 44% followed by Gicumbi 34%. Kayonza had the least number of children seeking work, 14%.

5.6.1 Why some children did not search for jobs

The respondents, who expressed that they were not searching for jobs, were asked to identify reasons they did not. The majority of the respondents, 37%, indicated that they did not search for a job because they did not know how to do it. In addition, 24% did not search because they were engaged in household chores, while 15% work seasonally. Only 1% did not search because they were tired of looking for job as they thought suitable work was not available.

They survey also established reasons children did not become involved with work in the last month prior to the data collection. Table XLVIII presents the results.

Table XLVIII Distribution on reasons children did not seek for jobs in the previous month by districts

Response/ Districts	Gicumbi	Kayanza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Female	Male	Average
Student (studying)	62%	38%	28%	30%	10%	40%	44%	42%	33%	37%
Engaged in household chores	9%	27%	32%	21%	37%	26%	24%	23%	26%	24%
Works seasonally	8%	6%	23%	28%	15%	6%	12%	13%	17%	15%
Lack employers' requirement	7%	2%	4%	6%	21%	3%	8%	7%	6%	6%
Does not know where to search for a job	2%	4%	5%	4%	1%	13%	4%	5%	4%	5%
Family/ parents does not allow	8%	5%	2%	3%	2%	1%	3%	3%	4%	4%
Unable to work	0%	11%	1%	2%	3%	4%	1%	3%	3%	3%
Other	1%	3%	2%	3%	0%	2%	3%	2%	3%	2%
Found a job but waiting to start	1%	0%	2%	1%	0%	2%	0%	1%	1%	1%
Tired of looking for work, believes no suitable work is available	1%	1%	1%	2%	3%	3%	0%	1%	2%	1%
no need to work	0%	2%	0%	0%	7%	1%	0%	1%	1%	1%
Total frequencies	169	209	183	271	91	106	212	100%	100%	100%

From the results in the table above, we see that most children who were not involved with work is mostly because they were at school or engaged in household chores.

5.6.2 Duration of time spent out searching for jobs

For those who were seeking jobs, the survey established the length of time they had been doing so.

Table XLIX Distribution on the length of time respondents have been out of and seeking work

Response	Frequency	Frequency	Male	Female	Average
Less than one month	116	95	36%	35%	36%
More than 2 years	114	90	35%	33%	34%
1 to 3 months	52	44	16%	16%	16%
13 to 24 months	22	16	7%	6%	7%
4 to 6 months	12	16	4%	6%	5%
7 to 12 months	9	9	3%	3%	3%
Total	325	270	100%	100%	100%

The table above shows the length of time children had been searching for jobs. From the results, the majority of the respondents had spent less than one month searching for a work to do. Thirty-four percent of the respondents had spent more than 3 years searching for work. The other significant percentage is for those who had been searching for 1 to 3 months, and this accounted for 16% of all the respondents.

From results in the table above, there is not significant differences on the duration either boys or girls had taken searching for jobs.

5.7 Problems associated with work activities on each district

When children are involved in work activities, they face different challenges. The survey established problem that children encounter during work activities.

Table L Percentage distribution of problems associated with work activities on each district.

Response/Districts	Gicumbi	Kayonza	Nyagatare	Nyamashe	Nyarugeng	Nyaruguru	Rubavu	Male	Female	Avg.
Health and safety	61%	68%	65%	68%	66%	39%	36%	57%	50%	54%
Poor schooling	31%	34%	33%	34%	33%	20%	18%	29%	25%	27%
None	7%	9%	5%	10%	4%	8%	33%	9%	13%	11%
Emotional harassment (intimidation, scolding, insulting etc)	3%	2%	4%	9%	2%	2%	3%	4%	3%	4%
No play time	3%	1%	5%	2%	3%	1%	1%	2%	2%	2%
Sexual abuse	1%	0%	1%	0%	1%	0%	0%	1%	0%	1%
Total Frequency	255	226	267	367	141	206	286	100%	100%	1,748

Table L above depicts a common trend in terms of problems children face. In general, health and safety was cited by most of children in seven districts (54%). The Districts of Gicumbi, Kayonza, Nyagatare, and Nyamasheke experience the most problems associated with health and safety such as injuries, extreme fatigue, and physical injuries. This accounts for 61% in Gicumbi, 68% in Kayonza, 65% in Nyagatare and 34% in Nyamasheke.

Poor schooling is a second problem revealed by 27% children. It is also a second issue faced by many children in Kayonza 34%, Nyagatare, 34%, and Nyarugenge 33%.

To supplement the above data, the survey collected qualitative data on who between boys and girls is affected by difficult work offered to children. In the districts of Nyagatare and Nyaruguru, girls were identified to be the most affected. The reasons that were given were poverty, that all domestic work is done well by girls only and that they take care of their siblings. Teachers and head teachers from the district of Nyarugenge, Rubavu, Nyamasheke, Gicumbi, and Kayonza did not see any difference. Those who mentioned boys as the most affected said that it is because boys are in charge of households; they can do many difficult jobs; they have a lot of strength; and poverty in their families.

5.8. Reasons for involvement of children in work activities

The survey established different reasons why children would be engaged in economic activities as illustrated by Table LI below.

Table LI Reasons for involvement in working activities

District/	Gicumbi		Kayonza		Nyagatare		Nyamasheke		Nyarugenge		Nyaruguru		Rubavu		Total	
1. Supplement family income	135	54 %	106	52 %	133	52 %	174	46 %	28	25 %	84	43 %	109	41 %	769	46%
2. Help in household enterprise	42	17 %	31	15 %	14	5%	94	25 %	41	36 %	33	17 %	96	36 %	351	21%
3. Cannot afford school fees	30	12 %	34	17 %	77	30 %	14	4%	28	25 %	32	16 %	10	4%	225	14%
4. Help pay family debt	6	2%	14	7%	11	4%	44	12 %	5	4%	27	14 %	6	2%	113	7%
5. Learn skills	10	4%	4	2%	1	0%	11	3%	4	4%	3	2%	16	6%	49	3%
6. Child not interested in school	11	4%	3	1%	5	2%	5	1%	4	4%	1	1%	12	4%	41	2%
7. Other.	8	3%	2	1%	3	1%	5	1%	0	0%	4	2%	13	5%	35	2%
8. School too far	5	2%	5	2%	7	3%	3	1%	3	3%	5	3%	2	1%	30	2%
9. Prevent from making bad friends and/or being led astray/	0	0%	1	0%	2	1%	16	4%	0	0%	4	2%	1	0%	24	1%
10. Schooling not useful for future	1	0%	3	1%	2	1%	3	1%	1	1%	0	0%	3	1%	13	1%
11. Temporarily replace someone unable to work.	2	1%	0	0%	2	1%	6	2%	0	0%	2	1%	0	0%	12	1%
TOTAL	250		203		257		375		114		195		268		1662	100%

From the results in the table above, most children interviewed (46%) are involved in working to supplement family income. The second reason is somehow linked to the first, to help in household enterprise, revealed by 21% of children. However, in Nyarugenge district, the main reason that pushes children to work is to help in household enterprise (36%).

Key informants interviews provided additional reasons children are involved in hard labor. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, abuse from drunken parents, lack of hope for the future, and sickness or death of parent(s). In the district of Kayonza, children are involved in work activities mostly to support the family, and because they cannot afford school fees, which account for 67% and 17% respectively. Key informants interviews, provided additional reasons children are involved in hard work. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, and sickness or death of parent(s).

The respondents in the district of Nyagatare are involved in work activities mainly to support the family, (57%), and because they cannot afford school fees, (30%).

Key informants interviews provided additional reasons children are involved in hard labor. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, abuse from drunken parents, lack of hope for the future, and sickness or death of parent(s).

In the case of Nyamasheke District, children were involved in child labor to support the family, 71%, and to help in family dept, 12%. Key informants interviews provided additional reasons children are involved in hard work. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, abuse from drunken parents, lack of hope for the future, and sickness or death of parent(s).

The children respondents from Nyarugenge district said that they are involved in work activities mainly to support the family, (61%), and because they cannot afford school fees, (25%). Key informants interviews provided additional reasons children are involved in hard labor. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, and sickness or death of parent(s).

Children in the district of Nyaruguru are involved in work activities to support the family, (61%), and to help pay family debt, and because they cannot afford school fees, (16%). Key informants interviews provided additional reasons children are involved in hard labor. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children's involvement in work, abuse from drunken parents, lack of hope for the future, and sickness or death of parent(s).

In Rubavu district, children are involved in work activities to supplement family income (66%). Key informants provided additional reasons children are involved in hard labor. The reasons that were provided were child abuse from home, poverty, low understanding on the side effects of children involvement in work, old mentalities and ways of doing things, lack of hope for the future, and sickness or death of parent(s).

5.9. Whether it is good to work at home

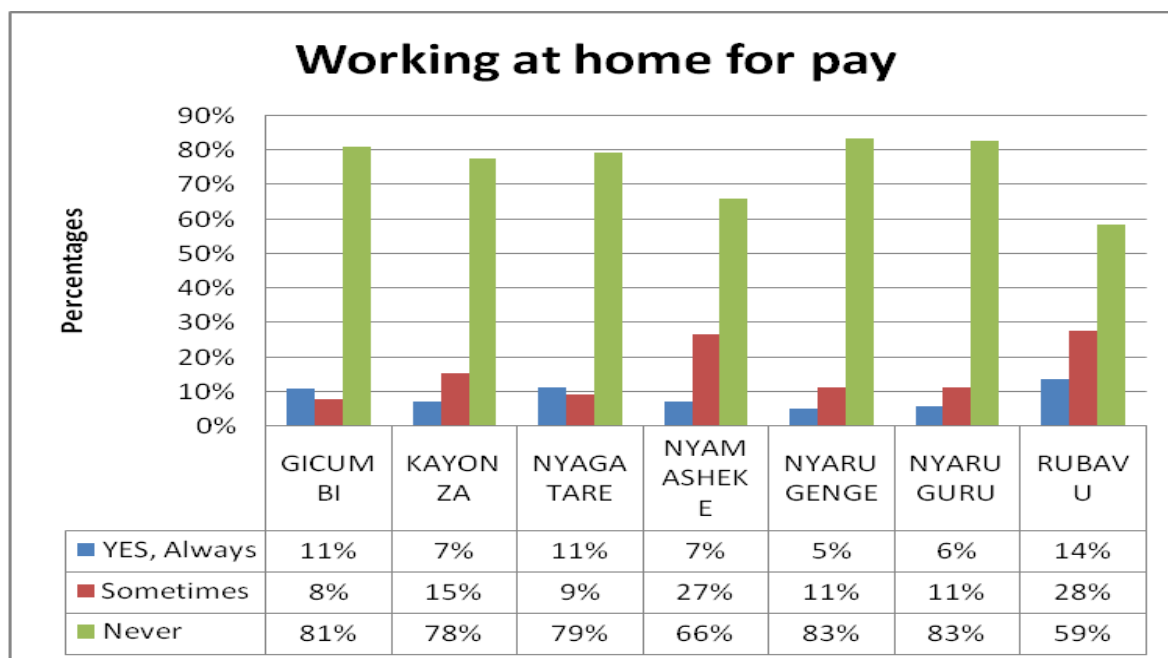
Children were asked to provide reasons as to whether it is good to work at home. From the results, there were more children who thought it is good to work at home than those who said no. In each individual district, over 80% responded that it is good to work at home.

Table LII Responses on whether it is good to work at home

Districts	Total Frequency	Yes %	No %
Kayonza	242	98%	2%
Nyaruguru	202	96%	4%
Nyagatare	278	94%	6%
Rubavu	291	93%	7%
Nyarugenge	136	90%	10%
Gicumbi	265	86%	14%
Nyamasheke	372	82%	18%

The survey further established, among those who work at home, the ones who actually work for payment.

Figure XX Percentages of those who work at home for pay



From Figure XX above, most respondents said that they never work for payment at home. Rubavu had the highest number of respondents who work at home for payment (14%), and those who would be paid sometimes, (28%). Nyarugenge and Nyaruguru have the lowest number of respondents who work at home for payment, 5% and 6% respectively.

5.10. Types of Work

To ascertain the effects of children involvement in work activity, the survey established what type of work in which children are actually involved. This was done by establishing the type of work the children were involved in the previous month.

Table LIII Distribution on the type of work done in the previous month

Activities undertaken last month	Gicum bi	Kayon za	Nyagatare	Nyamashenge	Nyarugenge	Nyaruguru	Rubavu	Total	
Help in a family farm without pay	44%	43%	38%	48%	37%	34%	29%	683	39.5%
Help in a family farm with salary or pay	11%	22%	8%	23%	17%	33%	7%	292	16.9%
Fetching firewood/water	21%	14%	8%	8%	24%	10%	15%	228	13.2%
Cultivate or harvest agricultural products for sale/own consumption	2%	0%	22%	4%	5%	4%	9%	118	6.8%
Work as a domestic servant in someone else`s home	4%	1%	6%	3%	2%	0%	10%	68	3.9%
Work in tea plantations	5%	5%	0%	2%	0%	14%	1%	63	3.6%
Work in coffee plantations	9%	7%	0%	5%	1%	1%	0%	61	3.5%
Transportation of goods to market or for storage	0%	0%	0%	0%	5%	0%	9%	33	1.9%
Any other economic activity (specify)	1%	0%	1%	1%	1%	0%	5%	28	1.6%
Fishing	0%	0%	4%	1%	2%	0%	3%	25	1.4%
Work in sugar canes plantations	0%	0%	3%	1%	2%	0%	2%	22	1.3%
Work in rice plantations	0%	0%	6%	1%	2%	0%	0%	22	1.3%
Sell articles, newspapers, drinks, food or agricultural products.	0%	0%	0%	0%	0%	0%	7%	21	1.2%
Prepare food, clothes or handicrafts for sale	1%	1%	1%	0%	1%	1%	3%	20	1.2%
Construction, maintenance of buildings, homes for someone else.	1%	1%	0%	1%	1%	0%	1%	12	0.7%
Wash, clean clothes for someone else for payment in cash or in-kind.	1%	0%	3%	1%	0%	0%	0%	11	0.6%
Serve food/drinks in eatery/bar	0%	1%	1%	1%	0%	0%	0%	11	0.6%
Mining activities.	0%	0%	0%	0%	2%	1%	0%	6	0.3%
Repair tools or equipment for someone else for payment in cash or in-kind	0%	0%	0%	1%	0%	0%	0%	4	0.2%
TOTAL	257	223	271	363	132	205	277	1728	100%

From Table LIII above, the majority of the children are involved in family farm work without pay (39.5%) from all districts and those who work in the family farm with pay (16.9%) in all districts too. Other works that have a percentage scoring are fetching firewood or water (13.2%) and harvesting of cultivating agricultural products for sale (6.8%).

At district level, Gicumbi, Kayonza and Nyamasheke have the highest percentage on involvement in family farm without pay at 44%, 43% and 48% respectively. Nyaruguru has the highest percentage of working children on a family farm for pay and for work in tea plantations (33%).

Qualitative analysis from key informants reinforced the table above as well as provided new dimensions of work in which children are involved.

In the district of Nyagatare, key informants highlighted fetching water, fetching firewood, grazing, domestic work, washing clothes, garbage handling, and taking care of other children as the main paid work for children.

In the district of Nyaruguru, key informants highlighted that children are involved in farming, fetching water, fetching firewood, domestic chores, grazing, garbage handling, cooking, selling fruits and vegetables, and working in tea farms and factories.

In the district of Nyarugenge, key informants highlighted that children are involved in fetching water, fetching firewood, small-scale business, domestic chores, grazing, and working in sugarcane factories.

In the district of Rubavu, key informants highlighted that children are involved in fetching water, fetching firewood, domestic chores, garbage handling, and hawking.

In the district of Nyamasheke, key informants highlighted that children are involved in domestic chores, rice farms work, fishing, grazing, and fetching firewood.

In the district of Gicumbi key informants highlighted that children are involved in fetching water, fetching firewood, domestic chores, garbage handling, selling fruits and vegetables, taking care of other children and working in tea plantations.

In the district of Kayonza, key informants highlighted that children are involved in fetching water, fetching firewood, domestic chores, grazing, garbage handling, and looking after other younger children.

5.11. On spending their earnings

Respondents were asked to identify ways in which they spent their earnings. Table LIV responses on how children spent their earnings.

Table LIV Distribution on how respondents spend their earnings

Response	Gicum bi	Kayon za	Nyaga tare	Nyam ashek e	Nyarugenge	Nyaruguru	Rubavu	Gicumbi	Frequency		Percentage		Total	
									Male	Female	Male	Female		
Buy things for myself	50%	43%	55%	44%	25%	32%	50%	50%	343	251	45%	45%	594	45.1%
Buy things for household	26%	33%	15%	25%	23%	18%	26%	26%	174	134	23%	24%	308	23.4%
Buy things for school	11%	14%	9%	19%	32%	37%	12%	11%	123	103	16%	18%	226	17.2%
Pay my school fees	8%	7%	9%	4%	11%	8%	1%	8%	48	33	6%	6%	81	6.2%
Save	5%	1%	12%	2%	2%	0%	4%	5%	37	19	5%	3%	56	4.3%
Employer gives all/part money to my parents/ guardians	0%	2%	0%	5%	6%	5%	8%	0%	33	18	4%	3%	51	3.9%
Total									758	558			1316	100.0%

From the responses in Table LIV above, most children spend their earnings buying things for for themselves (45.1%), for household (23.4%) and for their schooling (17.2%). A very small percentage (3.9%) reported that they saved all their money or that their employer gives it all to their parents/guardians.

5.12. Characteristics of the work activities children are engaged in

The survey assessed the nature of work children are engaged in.

5.12.1 Characteristics of children work activities across the districts

Children work under different conditions. Table LV presents the percentage distribution on the characteristics of in which work children are involved. The respondents were asked to identify characteristics of their work.

Table LV Characteristics of child work across the districts

WORK'S HAZARDS	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Total	
I have received no training for the work I do	5.6%	2.6%	48.8%	40.7%	38.1%	1.0%	13.9%	407	27.4%
If I do not do enough work I get into trouble	27.6%	14.9%	19.2%	16.3%	13.1%	49.0%	16.5%	304	20.4%
I am sometimes beaten or abused at work	43.0%	7.9%	4.1%	19.6%	4.8%	8.0%	30.7%	285	19.2%
I do not get paid as much as an adult would get for the work I do	4.2%	18.4%	1.7%	5.9%	10.7%	17.0%	9.1%	109	7.3%
Sometimes people get hurt in the place where I work	6.1%	28.9%	3.1%	5.1%	7.1%	11.0%	4.3%	105	7.1%
I stay at the place where I work	3.3%	6.1%	12.4%	3.3%	7.1%	8.0%	10.0%	102	6.9%
I am sometimes afraid while I am at work	6.5%	4.4%	6.5%	3.7%	7.1%	0.0%	2.2%	66	4.4%
I have received some training for the work that I do	0.9%	2.6%	3.1%	4.2%	7.1%	1.0%	2.6%	46	3.1%

WORK'S HAZARDS	Gicu mbi	Kayo nza	Nyaga tare	Nyamas heke	Nyarug enge	Nyarug uru	Ruba vu	Total	
Other	2.3%	1.8%	0.7%	0.2%	2.4%	0.0%	7.8%	30	2.0%
I work with chemicals/fertilizers/pesticides	0.0%	5.3%	0.3%	0.2%	0.0%	3.0%	2.6%	17	1.1%
I am given protective clothing when I work with chemicals	0.5%	7.0%	0.0%	0.7%	2.4%	2.0%	0.4%	17	1.1%
TOTAL								1488	100.0%

From the results in this table, the feature that is common with the children's work was that if one does not get enough work, s/he gets into trouble (22%). Other two dominant features are that children have received no training for the work they do (22%) and that sometimes they are beaten or abused at work (17%). There are visible differences between districts in terms of children responses.

The survey on child labor assessed the characteristics of the work done by children. Children were asked to identify what is true about their work. Table LVII below shows the results.

5.12.2. Work characteristics disaggregated by sex

This section analyses the responses on the characteristics of work from the perspective of boys and girls.

Table LVI Child work characteristics by sex

WORK'S HAZARDS	M	F	Total	M%	F%	TOTAL
I have received no training for the work I do	226	181	407	27.3%	27.4%	27.4%
If I do not do enough work I get into trouble	163	141	304	19.7%	21.4%	20.4%
I am sometimes beaten or abused at work	142	143	285	17.1%	21.7%	19.2%
I do not get paid as much as an adult would get for the work I do	61	48	109	7.4%	7.3%	7.3%
Sometimes people get hurt in the place where I work	68	37	105	8.2%	5.6%	7.1%
I stay at the place where I work	64	38	102	7.7%	5.8%	6.9%
I am sometimes afraid while I am at work	39	27	66	4.7%	4.1%	4.4%
I have received some training for the work that I do	24	22	46	2.9%	3.3%	3.1%
Other (please specify)	19	11	30	2.3%	1.7%	2.0%
I work with chemicals/fertilizers/pesticides	12	5	17	1.4%	0.8%	1.1%
I am given protective clothing when I work with chemicals	10	7	17	1.2%	1.1%	1.1%
TOTAL	828	660	1488	55.6%	44.4%	100.0%

From the results in Table LVI above, three major characteristics of the work children do is that: children have not received training for the kind of work (27%), if one does not work they get into trouble, 20%, and one is beaten or abused, 19%. The other two significant characteristics is that one stays at the place where they work, 7%, and sometimes people get hurt in places where they work, 7%.

From the perspective of male and female experiences, there is no big difference in the responses that of boys and that of girls.

5.13. Relationship between children and work

5.13.1 Why children like work

Children were asked to identify why they liked to work. Table LVII below presents the results.

Table LVII Reasons for liking to work

Response	Frequencies			Percentages		
	Male	Female	Total	Male	Female	Total
Learning new skills	354	332	686	35%	40%	37%
I like being responsible for myself	283	235	518	28%	28%	28%
I like having money	262	176	438	26%	21%	24%
I like to be independent	126	94	220	12%	11%	12%
Total	1025	837	1862	100%	100%	100%

From the table above, the two key reasons why children like to work is that they want to learn new skills, 37%, and because they like being responsible for themselves, 28%. The other dominant reason is that they like having money. From a gender perspective, more females want to learn new skills compared to boys (40% to 35%), while more boys like to have money compared to girls (26% to 21%).

5.13.2 Why children do not like work

The children respondents also identified reasons they do not like to work, as shown by Table LVIII below.

Table LVIII Reasons for not liking to work

Response	Frequencies			Percentages		
	Male	Female	Total	Male	Female	Total
The pay I get is not adequate to meet my needs	337	282	619	23%	23%	23%
The work I do is dangerous	284	241	525	20%	20%	20%
Makes me miss time to play with my friends	304	234	538	21%	19%	20%
I do not want to work for long hours	179	156	335	12%	13%	13%
I work in a difficult environment (hot, smelly, lonely, etc)	155	125	280	11%	10%	11%
Working makes me miss school	122	119	241	8%	10%	9%
I do not want to be abused (mistreated) or exploited (taken advantage of)	54	49	103	4%	4%	4%
I like working - there is nothing I do not like about the work that I do	5	3	8	0%	0%	0%
Total	1440	1209	2649			100%

From the table above, the most dominant reason children do not like to work is that the pay ones get is not sufficient to meet ones needs, 23%, the work is too dangerous, 20%, and they work makes one miss time to play with friends. Other major responses were that one does not want to work for many hours that the environment is difficult. In short, the work interferes a lot with the social, emotional, and physical development of the children.

There is no great percentage difference between boys and girls on different work characteristics that may make them dislike work.

5.13.3 Working time for children

This survey on child labor established periods when children are engaged in working activities. The respondents were asked to identify times they are involved in work activities. Table LIX below shows the results.

Table LIX Distribution of periods children are involved in work by district

Response	Gicumbi	Kayanza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Before and after school.	36%	47%	2%	40%	19%	44%	17%	29%
During the day (between 6 a.m. and 6 p.m.)	26%	20%	11%	23%	9%	27%	30%	22%
Week-end	6%	11%	5%	5%	19%	8%	15%	9%
sometimes during the day, other times during the evening	13%	3%	4%	12%	5%	3%	10%	8%
Whenever I can	6%	6%	17%	6%	3%	4%	10%	8%
After school	7%	3%	26%	1%	12%	3%	5%	7%
day and evening (all day)	1%	3%	12%	5%	10%	3%	2%	5%
during the evening or night (after 6 pm)	1%	1%	1%	4%	6%	9%	2%	3%
from Monday to Friday)	0%	1%	11%	2%	2%	1%	3%	3%
Only mornings	1%	1%	8%	1%	6%	0%	0%	2%
Week-end	1%	1%	1%	0%	1%	0%	3%	1%
only afternoons	1%	2%	1%	0%	4%	1%	1%	1%
Before school	0%	1%	1%	2%	4%	1%	2%	1%
Total frequencies	392	158	296	550	188	200	383	2167

From the results in the table above, 29% of the children are involved in work before and after school, and 22% between 6.00 am and 6.00 pm. These are the two main periods. A number of respondents also said that they get involved in work sometimes during the day/other times during the evening (8%), whenever they can (8%) and over the weekend, (9%). The table further presents distribution of percentages in the individual districts.

The survey wanted to establish whether boys and girls may be involved at different hours for work. Table LX shows distribution of periods respondents work, based on gender.

Table LX Distribution of times during which respondents work

Response	Frequencies			Percentages		
	Male	Female	Totals	Male	Female	Totals
During the day (between 6 a.m. and 6 p.m.)	229	220	449	21%	22%	22%
Sometimes during the day, other times during the evening	98	76	174	9%	8%	8%
Whenever I can	89	73	162	8%	7%	8%
Day and evening (all day)	53	48	101	5%	5%	5%
During the evening or night (after 6 pm)	35	28	63	3%	3%	3%
Monday to Friday	33	29	62	3%	3%	3%
Only mornings	18	27	45	2%	3%	2%
Week-end	11	10	21	1%	1%	1%
Only afternoons	15	10	25	1%	1%	1%
For students						
Before and after school	307	287	594	28%	29%	29%
Week-end	102	84	186	9%	9%	9%
After school	81	73	154	7%	7%	7%
Before school	12	19	31	1%	2%	1%
Total	1083	984	2067			100%

From the results in the table above, most school children work before and after school (for students), accounting to 29% of all respondents. For the children who do not go to school, they work between 6.00 am and 6.00 pm, accounting for 22%. Other times school children work is during the weekend (9%). The results show that most children would work any moment time and opportunity to work avails itself.

5.14. Kinds of children's household chores

The survey established the kinds of work children do at home. Table LXI shows the different jobs children do. The frequencies may be too higher than the total interviewed children, as it was possible to mention more than one response that applies.

Table LXI Distribution of kinds of children's chores

Responses/Districts	Gicumbi	Kayanza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Collecting water	16%	10%	10%	9%	17%	16%	9%	11%
Collecting firewood	12%	11%	12%	10%	14%	15%	9%	11%
Various domestic chores	12%	9%	11%	11%	16%	7%	14%	11%
Herding livestock	12%	10%	11%	12%	11%	7%	18%	11%
Washing clothes	9%	8%	11%	9%	3%	10%	4%	9%

Responses/Districts	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Cooking	8%	8%	10%	8%	6%	11%	3%	8%
Farming for my family	13%	7%	5%	6%	4%	8%	9%	7%
Doing small business	4%	8%	6%	8%	5%	5%	4%	7%
Commercial farming	3%	8%	6%	5%	9%	3%	6%	6%
Selling vegetables	1%	6%	4%	6%	3%	2%	6%	5%
Selling other goods	2%	5%	3%	5%	6%	3%	8%	5%
Taking care of younger children	1%	4%	4%	4%	3%	4%	5%	4%
Looking after sick adults	2%	3%	3%	4%	1%	6%	3%	3%
Looking after old people	2%	1%	2%	1%	0%	3%	0%	2%
taking care of family members	1%	1%	1%	1%	0%	1%	0%	1%
Other	1%	0%	2%	0%	1%	0%	2%	1%

From the Table LXI above, the most common type of work children are involved in at their respective homes are collecting water, collecting firewood, various domestic chores, herding livestock (each 11%), washing clothes (9%), and cooking 8%. Parents interviewed were asked to identify the worst kind of work activity in which children are involved. The responses from parents are integrated in the results from children respondents on type of work.

In Gicumbi, the common types of work are farming for the family (13%), collecting water (16%), and collecting firewood (12%), domestic chores 12%, herding livestock 12%, and washing dishes 9%. Parents interviewed identified that the worst kind of work children are involved in are being a porter, and looking after children. Local leaders identified working in tea plantations and domestic work as the worst work.

In Kayonza, the most common work activities for children are collecting water (10%), and collecting firewood (11%), domestic chores 9%, herding livestock 10% and washing dishes, and cooking and doing small business, each at 8%. Parents interviewed identified that the worst kind of work children are in are being a porter, farming, and quarrying. Workers interviewed said that the kinds of worst jobs that were available in the district were small-scale businesses, tea picking, farming, being porters, grazing, and working in restaurants. For the local leaders, the worst types of work for children are farming, grazing, domestic works and being a porter.

In Nyagatare, the most common work activities for children are collecting water (10%), and collecting firewood (11%), domestic chores 9%, herding livestock 10%, and washing dishes, cooking and doing small business each at 8%. Workers interviewed said that the kinds of worst jobs that were available in the

district were farming, being porters, and grazing. The local leaders identified keeping birds off in rice fields and farming, grazing and domestic work as the worst jobs.

In Nyamasheke, the most common work activities for children are collecting water (9%), and collecting firewood (10%), domestic chores (11%) herding livestock 9%. Parents interviewed identified that the worst kind of work children are involved in are being farmer, being a porter, night jobs, and working in sugarcane plantations. Workers interviewed said that the kinds of worst jobs that were available in the district were fishing, farming, and being porters. The worst kind of work identified by local leaders was any work where children are abused, any work that interferes with their studies, and fishing.

In the district of Nyarugenge, the most common work activities for children are collecting water (17%), and collecting firewood (14%), domestic chores (16%), and herding livestock 11%. Parents interviewed identified that the worst kind of work children are involved in are being a farmer, being a house help, and working in sugarcane plantations. The worst forms of labor identified by local leaders were working in sugar plantations, domestic work, and grazing.

In the district of Nyaruguru, the most common work activities for children are collecting water (16%), and collecting firewood (15%), washing clothes (10%), cooking 11%. Parents interviewed identified that the worst kind of work children are involved in are being porter, being a house help, stone breaking/crushing, and working in tea plantations. Workers interviewed said that the kinds of worst jobs that were available in the district were packing charcoal, being porters, and tea picking. Local authorities identified being a porter and chasing birds in wheat fields as the worst work.

In the district of Rubavu, the most common work activities for children are collecting water (9%), collecting firewood (9%), washing clothes (14%), and cooking 18%. Parents interviewed identified that the worst kind of work children are involved in are being farmer and small-scale business. Local leaders identified working in restaurant, being a porter and domestic work as the worst work for children.

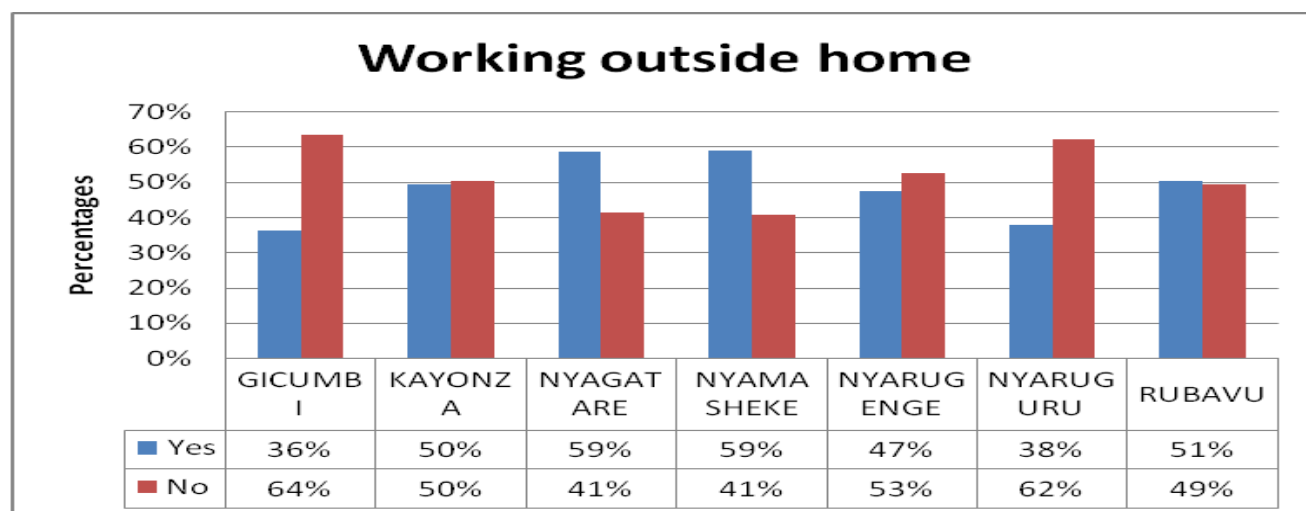
5.15. Working outside the home

Apart from domestic chores, children also work outside the home. The survey established the situation on working outside the home.

5.15.1 Working outside the home

The survey identified those who work outside the home. Figure XXII shows those who work outside the home and those who do not.

Figure XXI Distribution of those who work outside the home



From the figure above, Gicumbi has the lowest number of people working outside the home, 36%. Nyaruguru has the highest number of children working outside the home, followed by Nyagatare and Nyamasheke who have 59% each. Table LXII below presents the frequencies for the above figure for reference.

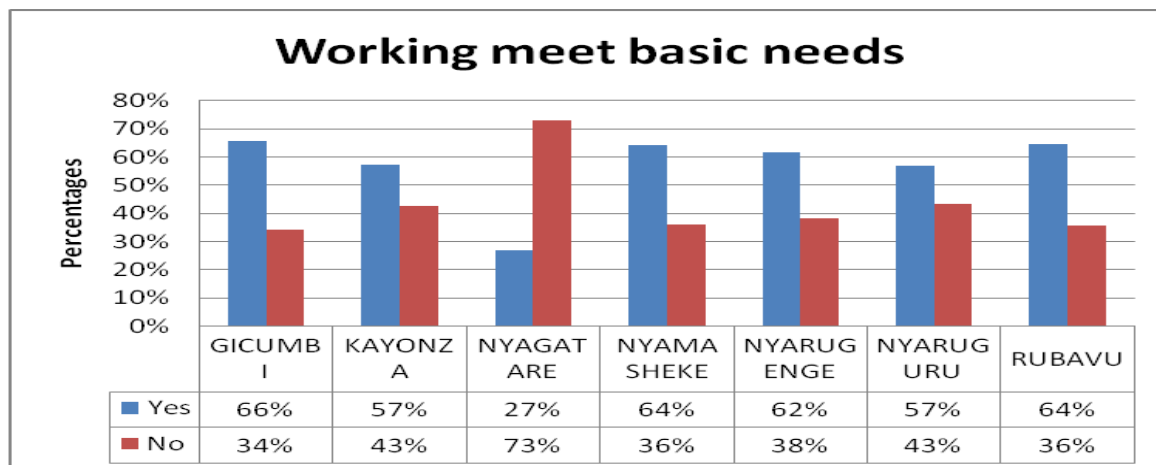
Table LXII Frequency distribution for those working outside the home

District	Frequencies and percentage				
	Yes		No	Total	
Nyamasheke	216	59.2%	149	40.8%	365
Nyagatare	162	58.7%	114	41.3%	276
Rubavu	144	50.5%	141	49.5%	285
Kayonza	116	49.6%	118	50.4%	234
Nyarugenge	65	47.4%	72	52.6%	137
Nyaruguru	78	37.9%	128	62.1%	206
Gicumbi	95	36.4%	166	63.6%	261
TOTAL	876	49.7%	888	50.3%	1764

5.15.2 Work activities meeting children needs

Children were asked if their basic needs (food, clothes, water, shelter, health, education) were being satisfied through the household income. Figure XXII shows the percentage distribution of children whose work meets their basic needs. In general, 57% of interviewed children revealed that their needs are satisfied.

Figure XXII on work for meeting basic needs



From Figure XXII above, it is seen, Gicumbi children are better satisfied (66%), followed by Nyamasheke and Rubavu (64%). Respondents from Nyagatare are the least (27%) to be satisfied by their working.

5.15.3 Receiving assistance from the community

The respondents were asked if they receive any assistance from the community. Figure XXIII shows percentage distribution of those who receive assistance from the community.

Figure XXIII those who get assistance from the community

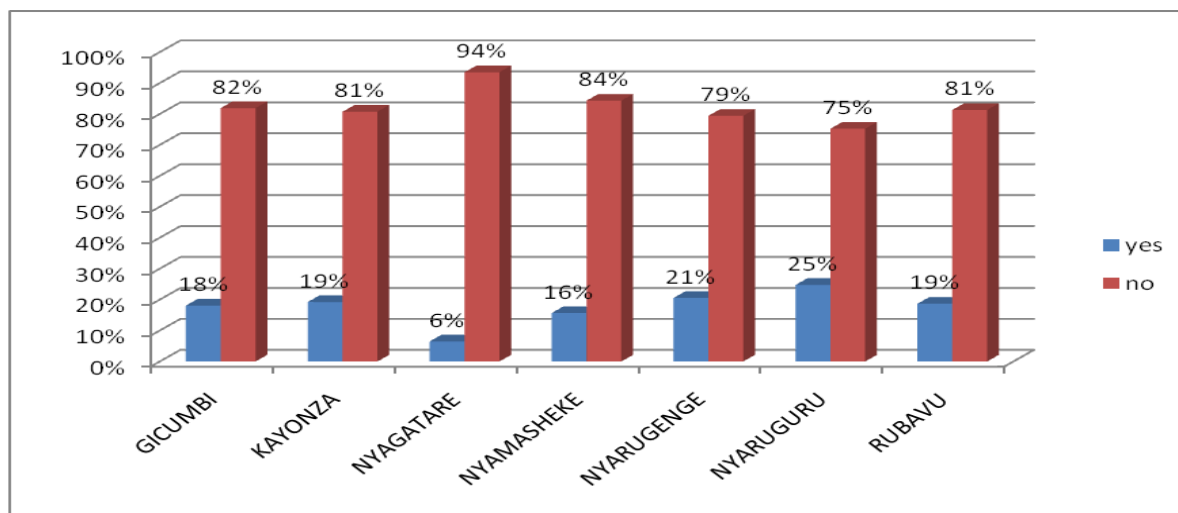
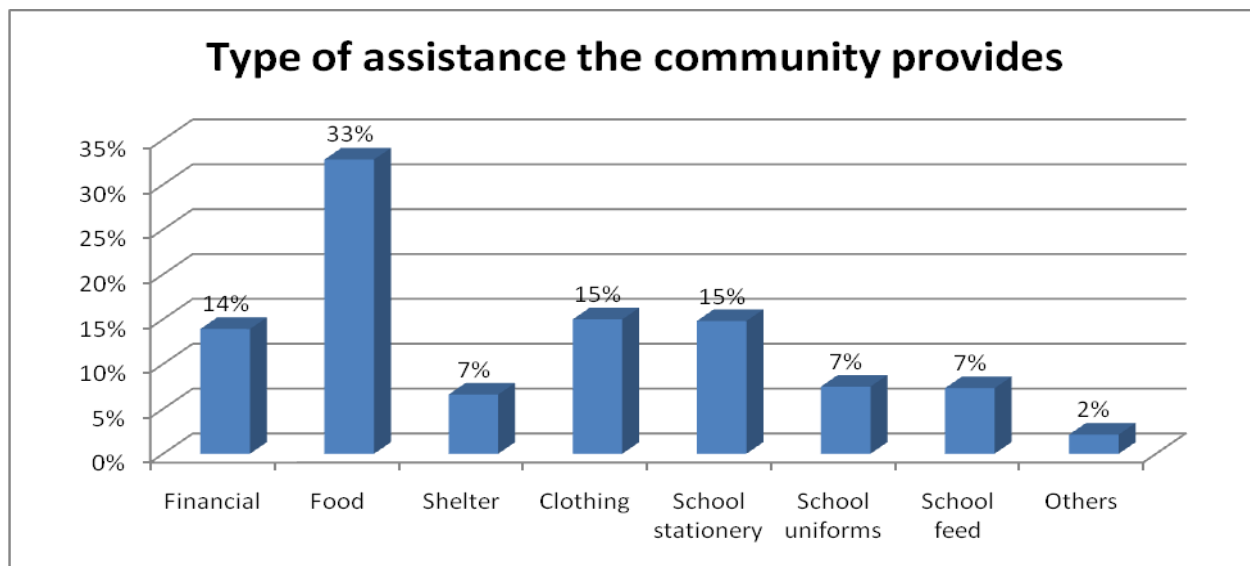


Figure XXIII shows that majority of the children respondents, over 75% in each district do not receive assistance from the community. The lowest percentage was in Nyagatare, only 16% receive support from the community.

Figure XXIV Types of support from the community

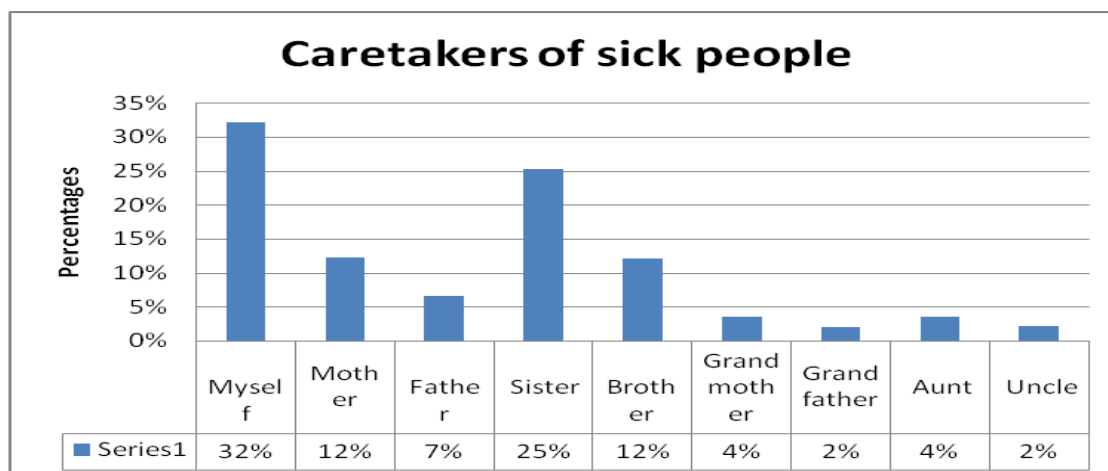


For those who get assistance from the community, figure XXIV shows that the most common type of support was food, 33%, followed by clothing and stationery, 15% each. The least type of community support is school fees, which is reported to be 7%.

5.16. Caretakers of sick people

Taking care of sick people in the families a lot of time is a hindrance to schooling, and eventually becoming some form of work activity. Figure XXV shows distribution of caretakers for the sick in all the districts.

Figure XXV. Distribution of caretakers for sick people



From figure XXV above, caretakers of sick people are mostly the children respondents, taking 32% of all others. This is followed by a sister at 25%, and mother and father at 12% and 7% respectively. Table XXI shows the distribution of children who would take care of the sick people in homes in each district.

Table LXIII Caretakers for the sick in the family

Responses/ District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu
The child	16%	18%	27%	10%	64%	22%	32%
Mother	32%	26%	32%	31%	7%	45%	18%
Father	28%	24%	15%	23%	0%	12%	12%
Sister	17%	4%	17%	9%	7%	15%	15%
Brother	0%	0%	2%	12%	14%	3%	0%
Grandmother	4%	2%	0%	1%	0%	1%	0%
Grandfather	1%	13%	0%	4%	0%	1%	0%
Aunt	1%	7%	2%	6%	7%	1%	18%
Uncle	1%	6%	6%	3%	0%	1%	6%
Total Frequency	197	120	193	291	28	305	34

From the results it is seen that in Nyarugenge and Rubavu, there is a high percentage of children respondents who are the actual caretakers of the sick at home, taking 64% and 32% respectively. In other districts, mothers are the key people who take care of sick ones in the home.

5.17. Child trafficking

The questioned key informants include parents, teachers, NGOs and other key informants at ministerial and Kigali level, on child trafficking. In general, awareness is very low for the great majority of respondents, except for house boys/girls' cases.

While most of informants did not have information on the prevalence of trafficking, the few respondents who were aware of human trafficking provided some examples, most of them related to internal trafficking of house boys/girls to urban settings.

Some local authorities at district and sector level revealed they know some cases of people who participated in recruitment of children to become house boys/girls for their relatives or friends living in urban cities, mainly Kigali. But those are just friends or relatives, not "organized" paid recruiters. Some respondents across all categories in Kigali city disclosed that some house boys/girls are at the limit of involuntary domestic servitude.

Most house boys/girls perform all types of household chores and work many hours a day for little salary. According to some parents and teachers, in rural areas, house boys/girls participate also in cultivating and animal keeping in addition to other households' chores.

Rare cases were also revealed by human right activists and teachers of young girls sent for commercial sexual exploitation in a forced manner. Most of those children are not aware of their fate until they reach their destination.

Cross border trafficking was noted by NGO respondents and district local authorities in Nyagatare and Gicumbi districts, where some children are transported to work as cattle keepers and/or house boys/girls

in Uganda. When asked if parents are involved, it was disclosed by the respondents that some are aware and involved, while other are not and scared of the well being of their offspring.

One case was revealed by a respondent working in education: *“a case of sex trafficking was noted in a secondary school in North Province, the Headmaster alerted the authorities of a presence of a man who was attracting young girls for sex trafficking outside the country. The contacted girls were transferred to another school for their protection”*.

5.18. Community support

To establish who in the community provided support to the children, the survey established the percentage distribution of different person in the community who offered support.

5.18.1 Sources of community support.

The survey identified different sources, where support for children would come from. Table LXIV below provides the different sources of children support from the community.

Table LXIV Distribution on sources of support in community

Response	Frequencies	Percentage
Neighbors	166	21%
Family members in my household	136	18%
Friends	122	16%
Family members who do not live in my household	108	14%
Teachers	62	8%
Organizations providing assistance to orphans and vulnerable children	53	7%
Religious Leader	40	5%
Local authority/ Leader	24	3%
Organizations providing assistance to girls	21	3%
None	21	3%
Community Worker	20	3%

From Table LXIV, it can be observed that the greatest source of support in all the districts combined is neighbors, 21%, followed by family members in the household, 18%. Support also comes from friends, 16%, and from family members who do not live in the household, 14%.

5.18.2. Challenges parents encounter

During the survey, teachers interviewed were asked to identify the challenges parents face with their children.

From all the districts, the dominant problems listed were nurturing, feeding, instructing them on culture and respect, sending them to school, health care and clothing them.

According to the teachers and head teachers of Nyarugenge, Nyaruguru, Nyarugenge, Rubavu, Nyamasheke and Gicumbi with the exception of Kayonza, most parents cannot fulfill these responsibilities.

5.19. Child labor interventions

The survey looked at vulnerable children and different interventions that could be executed.

The survey established the children vulnerable to child labor. Teachers and head teachers were asked to identify categories of children in their districts who were the most susceptible to difficult work activities.

In all the districts, the most susceptible category of children were child headed household leaders, children from very poor families, orphans of one parent or single mother families, children in foster families (with whom they have no relations), refugee children of those deserted, and children in domestic work and street children.

After looking at the prevailing conditions and nature of child labor, it is worth to see what interventions were proposed. Table LXV shows what respondents proposed as interventions on work activities for children.

Table LXV Respondents wishes on child labor interventions

Response	Frequencies	Percentages
Sensitize parents to encourage children to remain in school	950	18.5%
Abolish child labor	922	18.0%
Follow up their children's daily progress at school	871	17.0%
Raise issues of school dropout during community meetings	743	14.5%
Punish individuals contributing to children not going to school	703	13.7%
Communicate with school teachers	516	10.1%
Provide mid day meals at school	425	8.3%
Total	5130	100.0%

From the options provided, the responses with the greatest percentage, 18.5%, were: abolish child labor and sensitize parents to encourage children to remain in school (18%). This is followed by 17% who proposed to follow up on children's daily progress at school. Key informants interviewed during the survey affirmed that education is an effective way to eliminate child labor. A majority of the teachers also affirmed that rural programs for access to clean water, use of biogas, and cleanliness, would help in significantly reducing child labor.

For the interventions to work, the children respondents were asked what type of community support they observed was important. Table LXVI below provides the results.

Table LXVI Support required to help children stay in school

Responses/Districts	Gicum bi	Kayonz a	Nyagata re	Nyamash eke	Nyarugen ge	Nyarugu ru	Ruba vu	Avera ge
Avail scholarships/kits/ school materials/	36%	17%	22%	21%	43%	35%	33%	25,6%

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

Responses/Districts	Gicum bi	Kayonza	Nyagatare	Nyamash eke	Nyarugen ge	Nyarugu ru	Ruba vu	Avera ge
supplies								
Introduce/ reinforce vocational training in schools	16%	16%	16%	18%	10%	7%	17%	15,8%
Avail financial support to families	4%	14%	12%	16%	19%	22%	21%	14,8%
provide mentoring support to primary school pupils	16%	16%	9%	17%	7%	5%	18%	13,7%
Provide midday meals at schools.	19%	10%	9%	11%	8%	24%	4%	11,6%
Avail financial support for primary education	6%	18%	15%	11%	5%	5%	3%	10,7%
Avail financial support for pre primary education	3%	7%	17%	8%	9%	1%	4%	7,9%
Total frequencies	590	887	976	1345	188	409	624	

From the table above, the support to help children stay in school that was proposed the most was availing of scholarships/kits/ school materials/ supplies (25,6%), followed by the introduction of reinforcement of vocational training (15,8%). Key informants from local leaders, NGO staff, teachers, and head teachers were asked what program/activities in their respective localities /district could be put in place to make children to retain at school. These responses were also echoed by parents who were asked the same question in interviews.

In the district of Kayonza, interviewed key informants said that to retain children in school, scholarship and scholastic materials, closely monitoring children in primary school, establishment of sports grounds, and lunch time feeding for pupils and students are important.

In Nyagatare districts, the key informants strongly advocated for financial support in nursery education, school fees and scholastic materials; having someone to closely monitor children in primary school; educating parents; providing school uniforms; and establishing parks or sports grounds.

In the district of Nyaruguru, interviewed key informants, suggested that to retain children in schools, scholarship and scholastic materials, closely monitoring children in primary school and establishment of sports grounds, financial support in primary education and lunch time feeding for pupils and students are critical. In the district of Nyarugenge, they suggested scholarship and scholastic materials, educating parents on child education, provide school uniforms, lunchtime feeding for pupils and students, and vocational training.

In the district of Rubavu, key informants suggested that to retain children in school, scholarship and scholastic materials, lunch time feeding for pupils and students, education parents on child education, providing school fees, pay school fees, establishment of sports grounds and vocational training will be needed. In the district of Nyamasheke as well interviewed key informants scholarship and scholastic materials financial support in families, providing school uniforms, pay school fees, educating parents on child education, provide health insurance to sick children, school fees and scholastic materials, and vocational training.

In the district of Gicumbi, interviewed key informants proposed: retain children in schools, suggested strongly help through school fees and scholastic materials, lunch time feeding for pupils and students, establishment of sports grounds.

Parental responsibilities in education

The teachers and head teachers in all the districts agreed that parents have a role to play in retaining children in school. Parents as well identified actions that could be taken to ensure children stay in school. The two sets of respondents underscored that the following actions could be taken if parents do not take their children to school

- Sensitizing children on the importance of education
- Sensitizing parents to take their children to school
- Law enforcement by local authorities
- Education-based counseling to children and parents
- Punish/denounce parents who have children who dropped out of school
- Parent must summon or ask children why they do not go to school
- Follow up on children who have dropped out of school

According to staff interviewed, in all the districts, results show that women are more involved/active in fighting work activities for children than men, and that both must be involved in the fight against it.

Other actions on child labor

Key informants who were interviewed proposed a number of actions that could be effected to reduce children's involvement in strenuous and hazardous work activities.

- Build schools closer to children
- Education system that is linked to work market
- Support in all schooling requirements
- Care of children by parents
- Counseling to parents
- Fighting poverty
- Sensitizing parents to take children to school
- Establish punishment for involving children in labor
- Support to orphans and vulnerable children and send them to school
- Educating parents on HIV and AIDS prevention and care
- Improving household livelihoods using biogas and make water available at shorter distances
- Better technologies for farmers/fertilizers

CHAPTER SIX: IMPACT OF CHILDREN’S LABOR ON HEALTH, SAFETY AND EDUCATION

6.1 Background

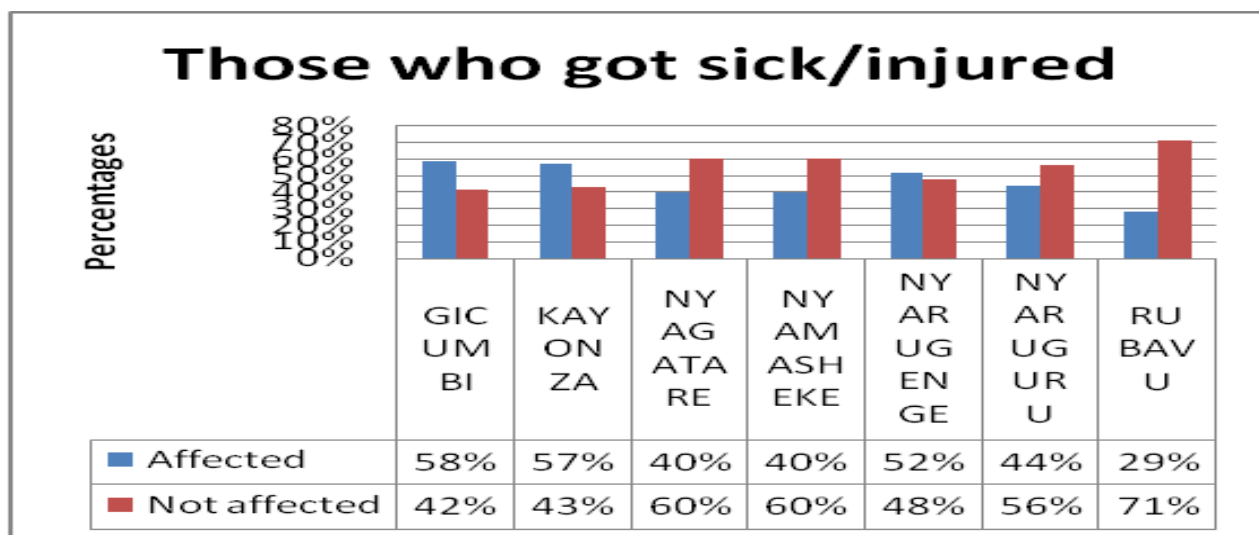
The Child Labor Baseline Survey collected data on occupational health and safety among children aged 5-17 years who were either currently or usually engaged in an economic activity. In addition information was collected on the consequences of the injury/ illness on education.

This chapter examines the health and safety aspects of the workplace where children work. In addition the impact of children’s work on education and health is also analyzed.

6.2 The magnitude of the problem

The survey established the percentage distribution of the children who fell ill or injured in the course of working activities. Figure XXVI and Table LXVII below shows the proportion of those who were injured to those who were not.

Figure XXVI Proportion of those affected versus those who were not



From Figure XXVI above, it is seen that in Gicumbi and Kayonza (58% and 57%), more children were injured or got sick as a result of work activities than those who were not. The percentage of those who were injured/got sick was the lowest in Rubavu, 29% followed by Nyagatare 43%, yet still a large percentage.

6.3 Types of injuries/sickness faced by children

The survey established the types of injuries or sicknesses children are or have been exposed to. Table LXVII shows the distribution of injuries and sickness that children were affected with in the previous year.

Table LXVII Distribution of Injuries and illness related to work in the previous year by districts

Response/District	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Average
Extreme Fatigue	24%	18%	23%	22%	44%	27%	20%	23%
Headache	14%	21%	24%	15%	20%	26%	28%	21%
Back/ muscle pains	15%	8%	16%	20%	8%	19%	14%	15%
Fever	8%	17%	15%	10%	1%	12%	7%	12%
Wounds/ deep cuts	21%	17%	4%	7%	16%	8%	16%	11%
Skin Problems	8%	5%	4%	5%	3%	3%	4%	5%
Breathing problems	2%	7%	3%	7%	3%	3%	3%	4%
Eye problems	3%	3%	5%	5%	2%	2%	3%	4%
stomach problems	3%	3%	6%	7%	1%	1%	2%	4%
Other	2%	1%	0%	1%	2%	0%	1%	1%
Total Frequencies	594	719	856	1.003	168	529	380	4.249

From the results in the table above, each district had a set of common illnesses /injuries associated with it. The most common injuries/sickness is back/muscle pains (15%), headache (21%), wounds/deep cuts 11%, fever (21%) and extreme fatigue (21%) in all the districts.

In the District of Gicumbi, the common injuries/sicknesses were back/muscle pains (15%), headache (14%), wounds/deep cuts (21%), and extreme fatigue (21%).

In Kayonza district, the most common sicknesses/injuries were headaches (14%), wounds/deep cuts (14%), fever (17%) and extreme fatigue (18%).

In the District of Nyagatare, the common injuries/sicknesses were back/muscle pains (16%), headache (24%), fever (15%) and extreme fatigue (23%).

In the District of Nyamasheke, the common injuries/sicknesses were back/muscle pains (20%), headache (15%), fever (10%), and extreme fatigue (22%).

In the District of Nyarugenge, the common injuries/sicknesses were headache (20%), wounds/deep cuts (16%), and extreme fatigue (44%).

In the District of Nyaruguru, the common injuries/sicknesses were back/muscle pains (14%), headache (28%), wounds/deep cuts (26%), fever (12%) and extreme fatigue (27%).

In the District of Rubavu, the common injuries/sicknesses were back/muscle pains (14%), headache (28%), wounds/deep cuts (16%), and extreme fatigue (20%).

The survey also established where some injuries/sicknesses were more associated with a particular sex than another, as shown by the table below.

Table LXVIII. Distribution of injuries/sicknesses according to sex

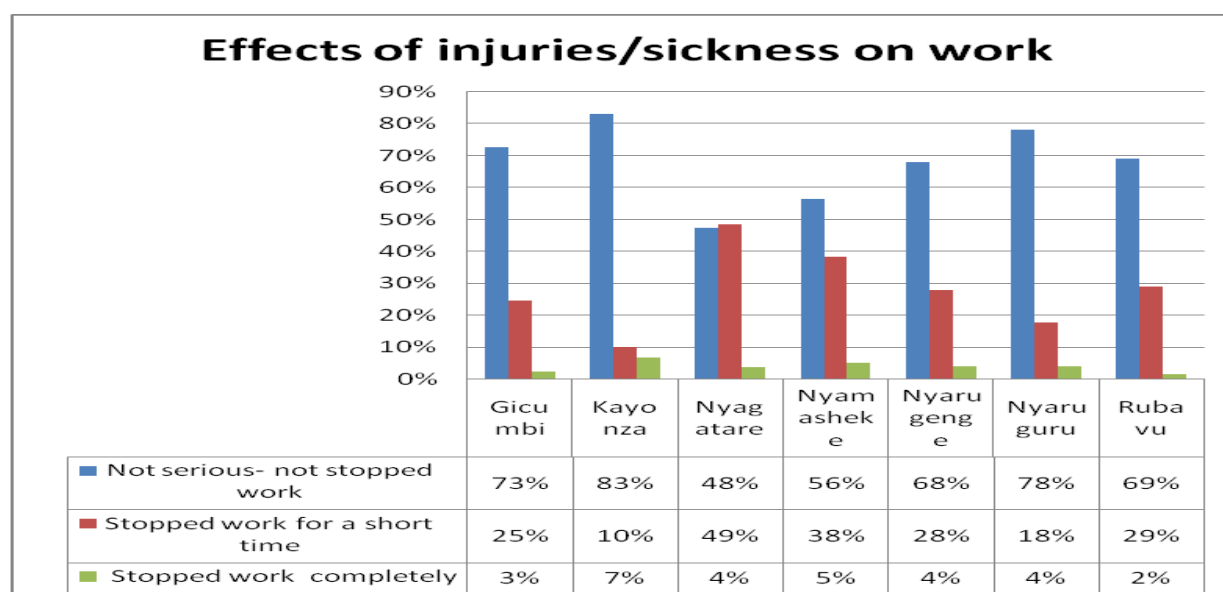
Responses	Male	Female
Extreme Fatigue	23%	23%
Headache	20%	21%
Back/ muscle pains	15%	15%
Fever	12%	12%
Wounds/ deep cuts	12%	11%
Skin Problems	5%	5%
stomach problems	3%	5%
Breathing problems	5%	4%
Eye problems	3%	4%
Other	1%	1%
Total Frequencies	2297	1952

From the result in the table above, most of the injuries /sickness have no particular sex associated with them. In headache for example, 20% were males: 21% females; wounds/deep cuts 12% males: 11% females; breathing problems 5% male: 4% females; eye problems 3% males: 4% females, and stomach problems 3% males: 4% females.

6.4 Effects of work injuries on work

The survey looked at the effect of work related injuries and sickness on work for children. Three types of effects were analyzed: not serious-not stop work; stopped work for a short time; and stopped work completely. Figure XXVII presents the results.

Figure XXVII Percentage distribution of effects work injuries/sickness on work



From the results in the figure above, most of the injuries/illness were not serious and did not stop work from going on. Some districts also had large percentages of those who were injured and

stopped work for a short time. The high incidents of injuries that stopped work for a short time were high in Nyagatare, Nyamasheke, Rubavu and Nyarugenge, each accounting for 49%, 38%, 29% and 28% respectively. The highest incidents where work stopped completely with 7% of the respondents were in Kayonza 7%, followed by Nyamasheke, 5%.

Table LXIX provides an analysis from a male and female perspective on the effect of work injuries/illnesses on work. From the results in the table, on average, in all the three levels of effects of injuries, male (boys) are more affected by females (girls) with the exception of Nyaruguru where 35% boys, against 65% girls had effects that stopped work for a short time, in Rubavu where 33% of the boys against 67% of the girls stopped work completely, and in Kayonza where 47 boys against 53% girls stopped work completely as a result of injuries/illnesses.

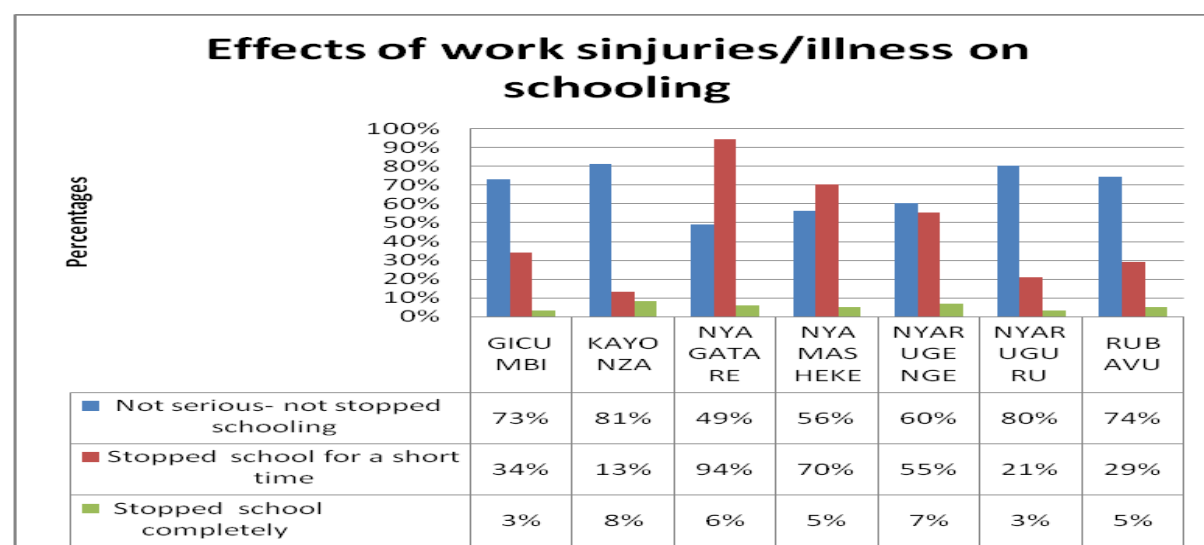
Table LXIX Effect of work injuries/illnesses on work by sex and district

District	Not serious- not stopped work			Stopped work for a short time			Stopped work completely		
	Frequency	M	F	Frequency	M	F	Frequency	M	F
Gicumbi	168	51%	49%	57	58%	42%	6	83%	17%
Kayonza	182	53%	47%	22	73%	27%	15	47%	53%
Nyagatare	125	55%	45%	128	52%	48%	10	60%	40%
Nyamasheke	171	51%	49%	116	59%	41%	16	56%	44%
Nyarugenge	68	59%	41%	28	68%	32%	4	50%	50%
Nyaruguru	136	54%	46%	31	35%	65%	7	57%	43%
Rubavu	126	52%	48%	53	58%	42%	3	33%	67%

6.5 Effects of work injuries/illnesses on schooling

The survey assessed the effect of work injuries/illnesses on schooling as illustrated by the figure below.

Figure XXVIII Percentage distribution on effects of injuries/illnesses on schooling



From the result in Figure XXVIII above, children had injuries that were not serious, and hence school never stopped. This is was the highest for the cases of Kayonza and Nyaruguru with 81% and 80% respectively. Gicumbi and Rubavu were also considerably high with 73% and 75% respectively.

Two districts, Nyagatare and Nyamasheke had the injuries that stopped school for a short time, than other districts, at 46% and 39% respectively. Nyarugenge also had a high percentage at 33%.

The districts of Kayonza, Nyarugenge and Nyagatare had the highest incidents of injuries that stopped school completely at 8%, 7% and 6% respectively. Nyaruguru and Rubavu had the lowest at 3% each.

The survey assessed the distribution of the different effects of injuries between boys and girls. Table LXX shows the percentage distribution of effects between boys and girls.

From the results above, overall, more boys than girls had injuries that were not serious, and never stopped schooling, with the exception of Gicumbi, where there were more incidents amongst girls than boys at 49% and 51%, respectively.

Table LXX Effect of Injury/Illness from work on schooling

District	Frequency	Not serious- not stopped schooling		Frequency	Stopped school for a short time		Frequency	Stopped school completely	
		M	F		M	F		M	F
Rubavu	80	54%	46%	23	61%	39%	3	100%	0%
Nyagatare	100	56%	44%	94	45%	55%	12	75%	25%
Gicumbi	136	49%	51%	46	54%	46%	5	60%	40%
Nyamasheke	142	54%	46%	99	56%	44%	14	50%	50%
Nyaruguru	127	54%	46%	27	33%	67%	4	50%	50%
Kayonza	177	54%	46%	23	74%	26%	18	44%	56%
Nyarugenge	56	63%	38%	31	65%	35%	7	29%	71%

As well, with the exception of Nyaruguru where 33% boys against 67% girls were stopped school for a short time as a result of work injuries /sickness, overall, there is a high percentage distribution of boys who were involved than girls.

Even for the case of those who were injured/became sick, and as a result they stopped school completely, there were more boys than girls, with the exception of Kayonza and Nyarugenge.

6.6 Work hazards

In the course of being involved in work activities, children are exposed to hazards that are risky to their lives. The survey looked at some of the hazards that they are exposed to.

6.6.1 Carrying heavy loads

Carrying heavy loads has negative impacts to the physical growth of a child, as well as health. The Table LXXI presents the results.

Table LXXI Percentage distribution of those carrying heavy weights

Response\ District	Frequencies			Percentages	
	yes	No	Total	Yes	No
Nyaruguru	121	39	160	76%	24%
Nyarugenge	38	17	55	69%	31%
Nyamasheke	112	62	174	64%	36%
Kayonza	118	96	214	55%	45%
Gicumbi	103	108	211	49%	51%
Nyagatare	41	74	115	36%	64%
Rubavu	40	113	153	26%	74%
TOTAL	573	509	1082	53%	47%

The table above shows that except for Gicumbi, Nyagatare and Rubavu, the other districts had more respondents who reported to be carrying heavy loads. The highest number is in Nyaruguru, where 76% reported to be carrying loads, followed by Nyarugenge 69%. The district with least number of respondents who reported to be carrying loads was Rubavu, 26% followed by Nyagatare.

6.6.2 Children operating heavy machines

Operating heavy machines have negative effects on the physical wellbeing and health of a child. Table LXXII below shows the distribution per districts of percentages of children operating heavy machinery.

Table LXXII Percentage distribution of those operating heavy machines by district

Frequencies/ District	Frequencies		Total Frequencies	Percentages	
	Yes	No		Yes	No
Gicumbi	17	187	204	9%	92%
Kayonza	5	169	174	3%	97%
Nyagatare	7	95	102	7%	93%
Nyamasheke	9	132	141	7%	94%
Nyarugenge	13	38	51	34%	75%
Nyaruguru	5	140	145	4%	97%
Rubavu	15	128	143	12%	90%
Total	71	889	960	7%	93%

From the results in the table above, 93% of respondents children revealed that they don't operate heavy machine. It is only in Nyarugenge and Rubavu where the operation of heavy machines takes place, at 34% and 12% respectively, as illustrated by Table LXXIII.

Table LXXIII Distribution of those who operate heavy machines by sex

Frequencies/ District	YES		NO		TOTAL	YES		NO	
	M	F	M	F		M	F	M	F
Gicumbi	14	3	104	83	204	82.4%	17.6%	55.6%	44.4%
Kayonza	4	1	88	81	174	80.0%	20.0%	52.1%	47.9%
Nyarugenge	9	4	16	22	51	69.2%	30.8%	42.1%	57.9%
Nyaruguru	3	2	75	65	145	60.0%	40.0%	53.6%	46.4%
Nyagatare	4	3	48	47	102	57.1%	42.9%	50.5%	49.5%
Rubavu	6	9	73	55	143	40.0%	60.0%	57.0%	43.0%
Nyamasheke	3	6	69	63	141	33.3%	66.7%	52.3%	47.7%
	43	28	473	416	960	60.6%	39.4%	53.2%	46.8%

Considering only 71 children who disclosed to operate heavy machines, the table above shows that there is generally more operation of machines in all districts by boys, with the exception of Rubavu and Nyamasheke. Boys from Gicumbi and Kayonza represent respectively 82.4% and 80%.

6.6.3 Children exposure to health hazards

Children may not make informed decisions on action to be taken when exposed to risks. Table LXXIV provides a range of hazards which child respondents identified in their work activities.

Table LXXIV Distribution of respondents exposed to health hazards

Response	Gicumbi	Kayonza	Nyagatare	Nyamasheke	Nyarugenge	Nyaruguru	Rubavu	Avg.
Dust, fumes	34%	22%	51%	29%	59%	39%	57%	34%
Extreme cold or heat	31%	16%	36%	25%	21%	39%	24%	27%
Fire, Gas, flames	12%	16%	4%	13%	2%	1%	5%	10%
loud noise or vibration	3%	15%	6%	12%	0%	1%	3%	8%
Dangerous tools (knives etc)	7%	10%	2%	7%	5%	13%	0%	8%
Work in water/ pond/ lake/ river	5%	4%	0%	2%	0%	3%	1%	3%
Work underground	1%	4%	0%	2%	3%	0%	2%	2%
Work in a place too dark or confined	0%	2%	0%	3%	6%	1%	2%	2%
Insufficient ventilation	2%	3%	0%	2%	3%	1%	1%	2%
Work at heights	2%	1%	0%	1%	0%	0%	0%	1%
Chemicals (pesticides, glues)	1%	1%	0%	1%	0%	0%	0%	1%
Explosives	0%	4%	0%	0%	0%	1%	0%	1%
Other things, process or conditions bad for your health or safety	1%	1%	0%	2%	2%	1%	5%	1%
Total	431	620	181	417	63	332	141	2185

From the results in the table above, it is demonstrated that the hazards that children are widely exposed to are: dust and fumes, 34%, and extreme cold or heat, 27%. As well, fire/gas/flames 10% and loud noise or vibrations 8% and dangerous tools are other hazards that are widely distributed. Each district has its dominant health hazards that children are exposed to.

CHAPTER SEVEN: DISCUSSIONS

7.0 Introduction

The minimum age for admission to any type of employment or work, according to ILO minimum age convention, which by its nature or the circumstances the work carried out is likely to jeopardize the health, safety or morals of young person, shall not be less than 18 years. This is also stated in the Rwanda laws, even though a child may work at the age of 16 with parental approval.

According to Article 1 on ILO minimum age on agriculture, children under the age of fourteen years may not be employed or work in any public or private agricultural undertaking, or in any branch thereof, save outside the hours fixed for school attendance. If they are employed outside the hours of school attendance, the employment shall not be such as to prejudice their attendance at school.

The situation is particularly alarming in Sub-Saharan Africa, where one in four children aged 5-17 are child laborers, compared to one in eight in Asia-Pacific and one in ten in Latin America and the Caribbean.¹⁷ Most child laborers continue to work in agriculture (60%). Only one in five working children is in paid employment. The overwhelming majority are unpaid family workers.¹⁸¹⁹

According to the article 4 of the law n° 13/2009 of 27/05/2009 regulating labor in RWANDA, it is prohibited to employ a child in any company, even as 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. The article 5 states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours

7.1 Education and child labor

The most recent data from the Education for All (EFA) Global Monitoring Report indicates that there are all over the world 75 million children not enrolled in primary school. At the secondary level, less than half the world's children are able to obtain junior secondary level education.

Rwanda makes nine years basic education compulsory; that is beyond the Millennium Development Goal 2 that targets that by 2015 all boys and girls will be able to complete a full course of primary schooling of six years. If Rwanda is going to fully succeed in this program, the high incidence of child labor must be addressed, as it constitutes a major barrier to education. The survey has demonstrated that child labor in Rwanda is a barrier to entry to education, and increases the risk of early school dropout. By extending opportunities for access to education, Rwanda has made important policy

¹⁷ ILO, Facts on Child Labor 2010

¹⁸ Ibid

¹⁹ ILO, Facts on Child Labor 2010

¹⁹ Ibid

initiatives that should lead to significant enrolment increases through abolition of school fees. Continued child labor is reducing the efficacy of this policy effort.

7.2 Working and living conditions of child labor

Child domestic labor

Domestic work is one of the most common forms of child labor in the seven districts, and this includes unpaid work at home or working in third party houses. Third party form of child labor is sometimes linked to trafficking and bonded labor. Nevertheless, trafficking and bonded labor is highly localized and subtle, where children may be taken from their district of origin to work in other districts, or where children work to pay family debt. Child domestic labor often constrains the child in the premises of the employer and presents a range of physical, social and psychological hazards.

Agriculture

All over the world, 70% of working children are in agriculture - over 132 million girls and boys aged 5-14 years old.²⁰ Not all work that children undertake in agriculture however is bad for them or would qualify as work to be eliminated under the ILO Minimum Age Convention No. 138 or the Worst Forms of Child Labor Convention No. 182.²¹

Most agricultural work at home however involves lower risk, does not present demand extensive labor, does not interfere with a child's schooling and leisure time as such, and culturally it is a normal part of growing up in a rural environment. Indeed, there have not been any law establishing age and numbers of hours for unpaid domestic child chores and related tasks in Rwanda. This makes very difficult to separate acceptable child work as part of socialization and domestic chores and exploitive child labor made at one's family.

In agriculture, however, children are often exposed to chemicals, carry heavy loads, and work in paddies. Many children miss the chance of education, or proper education. It therefore can become one of the the dangerous sectors in which to work at any age. The hazards and levels of risk to children's bodies and minds that are still growing and developing can be more devastating and long lasting for them, resulting in lifelong disabilities.

Livestock keeping

The survey's definition of livestock includes all domestic animals such as goats, sheep, poultry, and cows. According to the Rwanda current policy, most animals are also reared through zero grazing, meaning feeding and looking after the animals is part of domestic work, and hence this aspect of child labor did not feature prominently. With the double shift school system, many school children are very busy with feeding domestic animals at home while attending school regularly. This type of

²⁰ IPEC 2002: An overview of Child Labor

²¹ Ibid

farming/domestic work is hardly to qualify or not as child labor, but it is recognized that in some circumstances, this type of chore is very tiring beyond the physical capability of the child.

7.4 Extent of child labor

It is evident that many children in all the seven districts are involved in child labor at different levels. In order to establish the district that has the highest instances of child labor, and hence, enable the REACH Project to make appropriate decisions in prioritizing districts and type interventions on this subject, a criteria based on ranking various characteristics of three major themes of children involvement in child labor was used:

- A. Children prone/vulnerable to child labor
- B. Children involved in child labor
- C. Children affected by child labor

By ranking individual districts based on the three parameters, and making an overall ranking based on the averages of the three parameters, the REACH project will have been guided objectively.

The ranking has a rating scale of 1-7, ascending in rate of severity in the items or category rated.

7.4.1 Likelihood of children being engaged in child labor

Table LXXV below presents a summary of items that were used to establish a likelihood of a child being involved in child labor. The items were picked from responses of children in various themes discussed in the research report, as responded to by children. The rating 1-7 used presents the level of likelihood of children getting involved in child labor in ascending order. 1 means the district with less risks of being engaged into child labor, based on evaluated criteria, while 7 means the district with high risk.

Table LXXV Likelihood/causal factors of children involvement in child labor

Causal factors/Criteria	Nyaruge nge	Rubavu	Nyagatare	Nyaruguru	Gicumbi	Nyamasheke	Kayonza
Lack of dwelling owned in whole or part by family	4	6	2	5	7	3	1
Size of space occupied by dwelling, less than 20 m ²	4	6	7	3	2	1	5
Ownership of Land	6	7	5	1	2	3	4
The average size of Land per household	4	6	1	7	3	5	2
Percentage of those who cannot read and write	1	6	5	2	7	3	4
Percentages of those who do not go to school	7	6	5	2	4	3	1
Those who walk the furthest to school, above 5 KM	7	4	6	2	2	5	1
Those who missed school more than 7 days in the previous month	6	2	3	5	7	1	5
Where domestic work is a hindrance to school	6	4	3	7	2	5	1
Where children would leave school for a job	3	1	6	7	2	4	5
Household where school fees paying is a problem	6	1	5	6	3	2	4
Household that are unable to buy school uniform	2	7	2	1	5	6	4
Households where the child cares after the sick	7	6	5	4	2	1	3
Total	63	62	55	52	48	42	40

The table above presents districts prone to child labor on level of severity. From the results, the district with the highest risk of children to engage into child labor is Nyarugenge (63) followed by Rubavu (62), then Nyagatare (55).. It is important to note that according to this ranking, Kayonza children have the lowest risks (40) of engaging in labor.

7.4.2 Children involved in child labor

Table LXXVI below presents a summary of items that were used to establish a level/intensity of children involved in child labor. The items were picked from responses of children in various themes discussed in the research report, as responded to by children. The rating 1-7 used presents the level of intensity of children getting involved in child labor in ascending order. 1 means the district with less involvement into child labor, based on evaluated criteria, while 7 means the district with high involvement.

Table LXXVI Children involved in child labor

CRITERIA	Nyamasheke	Nyaruguru	Nyarugenge	Gicumbi	Nyagatare	Kayonza	Rubavu
Most number of hours in domestic chores	3	7	6	5	2	1	3
Children seeking work	7	5	2	6	4	1	3
Work to pay family debt	6	7	4	2	3	5	1
Working all day and night	5	3	6	1	7	3	2
Involved in work outside home	7	2	3	1	6	4	5
Those involved in unpaid work in family farm	7	2	3	6	4	5	1

CRITERIA	Nyama sheke	Nyaru guru	Nyarug enge	Gicu mbi	Nyag atare	Kayo nza	Rub avu
Where work has effects on children's poor schooling	7	2	5	3	4	6	1
Those who domestic chores prevent them from going to school	3	6	4	5	1	2	7
Those whom school inaccessibility (fees) leads to involvement in child labor	5	7	6	2	3	1	4
Unpaid family worker	5	1	3	6	2	7	4
Total	55	42	42	37	36	35	31

The table LXXVI above presents districts prone to child labor on level of severity. From the results, the district with the highest level of severity child labor involvement is Nyamasheke (55), followed by Nyaruguru (42) then Nyarugenge (42). Rubavu (31) has the lowest level of child labor involvement.

7.4.3 Children adversely affected by child labor

Table LXXVII below presents a summary of items that were used to establish a level/intensity of a child being affected by child labor. The items were picked from responses of children in various themes discussed in the research report, as responded to by children. The rating 1-7 used presents the level of intensity of children affected by being involved in child labor in ascending order. 1 means the district less affected by child labor, based on evaluated criteria, while 7 means the district more affected.

Table LXXVII Children adversely affected by child labor

CRITERIA	Nyarug enge	Nyaru guru	Gicu mbi	Nyama sheke	Kayo nza	Nyag atare	Rub avu
Children who got sick or injured at work	5	4	6	3	7	3	1
Injuries with most effect on education	5	2	4	6	1	7	3
Where children's health affected mentally and physically	5	2	3	7	6	4	1
Sometimes beaten/ abused at work	2	4	7	5	3	1	6
The child does not get paid as much as an adult would get for the same work	5	6	3	2	7	1	4
Sometimes people get hurt in the child's work place	5	6	4	3	7	1	2
Health and safety associated with child's work	5	2	3	6	6	4	1
Extreme fatigue due to child's work	7	6	5	3	1	4	2
Children exposed to dust, fumes	7	4	3	2	1	5	6
Children exposed to extreme cold or heat	2	7	5	4	1	6	3
Total	48	43	43	41	40	36	29

The table above presents districts where children are being affected by child labor with some worst forms of child labor. From the results, the district with the highest level of severity is Nyamasheke, and Rubavu has the lowest.

7.4.4 Summary

The three thematic categories combined make one district considered having more child labor than another.

Table LXXVIII Comparative analysis on child labor in the seven districts

Major Categories	Nyarugenge	Nyamasheke	Nyaruguru	Gicumbi	Nyagatare	Rubavu	Kayonza
Level of Vulnerability	63	42	52	48	55	62	40
Extent in involvement child labor	42	55	42	37	36	31	35
Severity in children affected by child labor	48	41	43	43	36	29	40
TOTAL	153	138	137	128	127	122	115
<i>Proportion of target beneficiaries</i>	<i>16.6%</i>	<i>15.0%</i>	<i>14.9%</i>	<i>13.9%</i>	<i>13.8%</i>	<i>13.3%</i>	<i>12.5%</i>

Table LXXVIII above summarizes the results from the three major categories used to arrive at a decision on what district needs more attention in child labor than another. From the results, the following is the order of districts needing intervention with regard to child labor: Kayonza (12.5%), Rubavu (13.3%), Nyagatare (13.8%), Gicumbi (13.9%), Nyaruguru (14.9%), Nyamasheke (15.0%), and Nyarugenge (16.6%).

In terms of proportion of intervention and target beneficiaries, the rates are calculated proportionally with the total marks of each district.

From these proportions by district, there is a way to forecast the dispatch of beneficiaries by each district. This is done by applying the percentage for each category of direct and indirect beneficiaries, as disclosed in the table on the following pages.

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

Table LXXIX REACH project targeted direct beneficiaries by district, based on baseline survey findings on CL vulnerability, involvement and affection in seven districts

Target Beneficiary	Project Activity	Children Prevented Ages 5-12	Children Withdrawn, Ages 13-17	Out of School Children, Withdrawn Ages 16-17	Total	Kayonza	Rubavu	Nyagatare	Gicumbi	Nyaruguru	Nyamasheke	Nyarugenge
						12.5%	13.3%	13.8%	13.9%	14.9%	15.0%	16.6%
Primary Schools, Grades 1-6, Ages 7-12	Full scholarships with uniforms and kits	2,000	-	-	2,000	250	266	276	278	298	300	332
Primary Schools, Grades 1-6, Ages 13-17	Full scholarships with uniforms and kits	-	700	-	700	88	93	97	97	104	105	116
Tronc Commun, Grades 7-9, All ages	Full scholarships with uniforms and kits	600	-	-	600	75	81	82	83	89	90	100
Tronc Commun, Grades 7-9, All ages	Full scholarships with uniforms and kits	-	1,000	-	1,000	125	133	138	139	149	150	166
Conditional Family Support Scholarship (all ages)	Scholarship kit (covers education costs)	100	100	-	200	25	26	28	28	30	30	33
Model farm school, Ages 16-17 (first intake, August 2010)	Scholarship with tool kits and safety gear	-	-	440	440	55	58	61	61	66	66	73
Model farm school, Ages 16-17	Scholarship with tool kits and safety gear	-	-	1,760	1,760	220	235	243	244	262	264	292
Catch up program, Drop-outs, All ages	Scholarship kit and T-Shirt	800	800	-	1,600	200	213	221	222	238	240	266
Total by Target Group		3,500	2,600	2,200	8,300	1,038	1,105	1,146	1,152	1,236	1,245	1,378

The same spirit allows also to divide the indirect beneficiaries of the REACH project as follows:

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

Table LXXX REACH project targeted indirect beneficiaries by district, based on baseline survey findings on CL vulnerability, involvement and affection in seven districts

Activity	Youth/ Community Activist Mentors	Parents	Siblings	Teachers	Children	Business Leaders	Donors	Public Officials	TOTAL	Kayanza	Rubavu	Nyagatare	Gicumbi	Nyaruguru	Nyamashe ke	Nyarugenge
										12.5%	13.3%	13.8%	13.9%	14.9%	15.0%	16.6%
Formal School	0	0	0	150	0				150	19	20	20	21	22	23	25
Model Farm Schools (observers, not enrolled)	550								550	69	73	76	76	82	83	91
Model Farm Schools (observers, not enrolled)		750							750	94	100	104	104	112	112	124
Model Farm Schools (observers, not enrolled)				50					50	6	7	7	7	7	8	8
Model Farm Schools (observers, not enrolled)					220				220	27	30	30	31	32	33	37
<i>Pre-Primary Siblings of Child Heads of Household</i>			500						500	62	66	69	70	75	75	83
<i>Other Siblings of Child Heads of Household</i>					200				200	25	26	28	28	30	30	33
Community Focus Groups	30								30	4	4	4	4	4	5	5
Community Focus Groups		1000							1000	125	133	138	139	149	150	166
Community Focus Groups				150					150	19	20	21	21	22	22	25
Community Focus Groups					50				50	6	7	7	7	7	8	8
Community Focus Groups							150		150	19	20	21	21	22	22	25
Community Focus Groups								50	50	6	7	7	7	7	8	8

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

Activity	Youth/ Community Activist Mentors	Parents	Siblings	Teachers	Children	Business Leaders	Donors	Public Officials	TOTAL	Kayonza	Rubavu	Nyagatare	Gicumbi	Nyaruguru	Nyamashe ke	Nyarugenge
										12.5%	13.3%	13.8%	13.9%	14.9%	15.0%	16.6%
REACH Awareness and Prevention Campaign	1525								1525	190	200	210	210	230	235	250
REACH Awareness and Prevention Campaign		1525							1525	190	200	210	210	230	235	250
REACH Awareness and Prevention Campaign				1650					1650	205	220	230	230	245	250	270
REACH Awareness and Prevention Campaign					1525				1525	190	200	210	210	230	235	250
REACH Awareness and Prevention Campaign						1525			1525	190	200	210	210	230	235	250
REACH Awareness and Prevention Campaign							1525		1525	190	200	210	210	230	235	250
REACH Awareness and Prevention Campaign								150	150	19	20	21	21	22	22	25
Total	2,105	3,275	500	2,000	1,995	1,525	1,675	200	13,275	1,655	1,753	1,833	1,837	1,988	2,026	2,183

CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS

8.0 Introduction

- ☞ Exploitive child labor is a sad reality in all the seven districts visited and across the testimonies of all types of respondents and key informants met. It deprives the child's rights as human being and as children especially the right to education and protection from harm. Across all the themes on exploitive child labor, the differences on the magnitude of the problem amongst the districts are small and overlapping.
- ☞ This phenomenon will discontinue if the government, district & local leaders, civil society and the private sector embark on a serious path of implementing the policies on protecting the child, as well as developing new ones.
- ☞ Effective strategies for implementation must be designed to remove the obstacles for children's education and growth, as well as provide incentives that children and families need to stimulate their desire for children's education over work. This will be achieved if a collaborative approach is taken where all stakeholders in development work are involved.
- ☞ Successful measures will require effective collaboration, partnerships and co-operation among key stakeholders and making one front, to eliminate exploitive child labor. When efforts are boosted by synergy from all stakeholders, the whole exercise becomes easily manageable.
- ☞ In order to eliminate exploitive child labor, the REACH Project has been asked to put efforts to support MIFOTRA and other stakeholders to finalize, validate, and disseminate the policy targeting children at risk of involvement in child labor; children already harmed by exposure to child labor; and children on the verge of getting in exploitive and the worst forms of child labor.

8.1 Social economic status and interventions

- ☞ The availability and size of land is an indicator of poverty on one hand, but also an indicator of possibilities of children's work activities on the other hand. From the range of size of land provided, land size below one hectare is considered very small. Most of the respondents were from rural communities without sufficient dwelling and farming activities, mainly in Nyamasheke, Nyarugenge, Nyaruguru and Rubavu. This is an indicator of poverty.
- ☞ Any strategy to alleviate family poverty and/or support children and youth in acceptable work should consider income generating activities that do not rely a lot on a big space in order to be

productive. The linkage with existing structures and/or other stakeholders in the community would help in these matters.

- ☞ Sources of energy are a great determinant of child labor especially with regard to fetching firewood and selling charcoal. A majority in all districts uses firewood for cooking and heating, while for lighting, they use kerosene. This means children in all districts are prone to domestic labor, especially fetching firewood.
 - ☞ This challenge opens an opportunity to initiate biogas community projects. This would enhance living conditions of families, while providing the child time to for his/her schooling, instead of looking for firewood. SNV expertise and input will be very significant in this area.
- ☞ Livestock has significance in prestige and livelihoods support. Most homes owned a cow, sheep or poultry. Though the number of animals per household could be higher, the distribution of those who owned it might be lower.
 - ☞ It is important to keep in mind that even with one cow, a child could be very busy with feeding it and cleaning the enclosure. Therefore, any intervention to prevent and/or to withdraw children from cattle keeping, should not consider only the households with big number of livestock, but rather the time a child puts in related work, at home or outside the home.
 - ☞ Appropriate strategies need to be drawn up that consider not only children involved in animal herding outside their homes, but also the labor of children on the family livestock at home.
 - ☞ Any intervention in combating child labor, especially in the districts that feature prominently in social economic indicators, as favoring child labor, should focus more on promoting family welfare and improving livelihood conditions. This will ensure that children focus more on education as a right, and are less distracted by the need to get work to support or complement family earnings. These includes close proximity to water sources, alternative source of energy to firewood, provision of livestock, resettling the landless, and support in construction of dwellings. This should focus most in the districts of Nyagatare, Nyarugenge, Nyaruguru and Rubavu.

8.2 Education

- ☞ The literacy levels in all the districts, is commendable, with up to 78% who can read and write against 22% who cannot. But as knowledge driven economy, literacy is not enough, skills acquisition is critical. On average, the number of girls who can read and write in each district is higher that the

number of boys. Literacy levels are particularly low in Gicumbi and Rubavu districts, for both boys and girls where it is at 34.5% and 31% of total respondents respectively.

- ↳ In all child labor interventions that focus on education, special attention should be given to both boy and girl children. Many efforts to promote attendance should be focused in Rubavu, Nyarugenge, Nyagatare and Kayonza, with a special focus on boys in Kayonza and Nyarugenge, and girls in Rubavu.
- ☞ Up to 80% of children between 5-17 years of age going to school are in pre-school and primary school, for both boys and girls, and over 65% are enrolled at the age of 7.
- ☞ Schools are generally less than a kilometer away in most districts. Gicumbi, Nyagatare, and Nyarugenge have large percentages of schools that are more than 3 kilometers away. This is a great impediment to motivation on schooling.
 - ↳ Interventions for proximity to schooling are in demand mainly in Nyarugenge. Within schools, motivation of students to like and be retained in school should focus content on reinforcement and professional development for teachers in skills upgrading and child centered learning.
- ☞ What most children like at school are learning lessons, knowledgeable teachers, and friendly teachers that account for 40%, 20% and 10% respectively.
 - ↳ Learning facilities needs to be considered, as well as training teachers in more friendly learning/teaching methodology.
 - ↳ Extra lessons to develop small business skills of the students are great and could be taken into consideration.
- ☞ In terms of extra lessons that respondents would need, children have got various preferences by district:
 - ↳ It is important to adapt interventions on expectations and needs of children; there would be adjustment according to the market needs and availability of resources.
- ☞ Absenteeism that is more than a week in a month is arguably long enough. There were children who missed school more than 7 days. Specifically, those who missed school 8 days and above were, Gicumbi 71%, Kayonza 29%, Nyarugenge 23%, Nyaruguru 20%, Nyagatare 16%, Rubavu 9% and Nyamasheke 4%. In general, except for Nyarugenge and Rubavu, the percentage of boys verses that of girls present does not have great variation. In the two mentioned districts, there were more boys than girls in present attendance.

- ☞ Children missed school mostly because attended to domestic chores, help family in business, work outside family business, or as a result of injuries/sickness. Domestic chores are a major obstacle to going to school mainly in Nyaruguru, Nyarugenge and Rubavu, with 73%, 65% and 58%. In all the districts, over 80% would leave school for a job.
 - ↳ Interventions on absenteeism should be based on regulating or managing causal factors such as domestic chores that include also farming and cattle feeding at home, help family in business, work outside family business and injuries/sickness.
- ☞ Most families have problems in paying school fees especially in the districts of Nyamasheke and Rubavu, with 38% and 42% not capable. Even though this is not tuition fees, but supplementary fees to support teachers and the school, most of the children would be sent home if they do not pay these fees, in all the districts.
- ☞ In all the districts, over 80% of parents have no ability to buy school uniform. Most of the children would be asked to leave school if they have no school uniform.
 - ↳ Support for secondary education, and especially through the nine years basic education will keep most children away from the working activities, especially when they drop from P6. The extra three years will ensure maturity and informed choices.
 - ↳ It is important to emphasize on advocacy towards education officers and local authorities, to ensure that the child's right to free education is not hampered at all by the lack of uniform, fees and/or any other school or teachers initiatives..
- ☞ Overall, all children respondents thought school is important. This shows that even the ones in child labor are ready to leave child labor for school, which demands a strong commitment from stakeholders.
 - ↳ Interventions to keep children in school are critical. Sensitizing family and the public on the side effects of exploitive child labor, and social economic promotion of the households is fundamental.
- ☞ Many children head their houses, (21%) with critical level in Gicumbi 38%. In addition, 8% children are bread winners in the households.
- ☞ A sizeable percentage of children (32%) takes the responsibilities of taking care of the sick, mainly in Nyarugenge 64%, Rubavu 32%, Nyagatare 27% and Nyaruguru 22%. This is a major obstacle to schooling and can lead to labor involvement.

- ↳ There is a need to consider domestic child labor with special support on child headed households, mainly in Gicumbi, Rubavu, Nyaruguru, and Nyagatare.
- ↳ Above that, sensitization on children who miss school looking after sick should be carried out in Nyarugenge, Rubavu, Nyagatare and Nyaruguru.
- ↳ For those who left school, in general, the main reason were to help in family farm without pay, and to help at home with household chores.
 - ↳ For school dropouts or those who can continue with formal education, vocational training is the best alternative. There is however high demand for these institutions, as well as raising the standards of the existing ones.
- ↳ Some of the training needs suggested are crop farming and animal husbandry, small scale businesses, mechanics, carpentry and wood work, and tailoring. On availability of vocational training centers, there is 1, in Nyaruguru, 1 in Nyarugenge, 1 in Rubavu, 1 in Nyamasheke, 1 in Kayonza, and none in Gicumbi. Those in Nyaruguru and Kayonza are in bad condition, while those in Rubavu, Nyagatare and Nyamasheke need improvement.
 - ↳ This may suggest that Model farm schools will be welcome as they will respond to a real community need.
 - ↳ In order to realize those interventions, local opinion leaders, including teachers and cell leaders have a role to play in the fight against child labor.
 - The greatest role they could play is working hand in hand with parents and local leadership in the fight against child labor within the household, paid or unpaid.
 - The most important role for local leader should be to follow up and quality education.
 - Parents and guardians are encouraged to make sure domestic chores do not fall into child labor.
 - Non Governmental Organizations could be involved in supporting poor households in getting out of poverty.
 - The greatest action that business people and investors could do is to stop using children for work.

8.3 Children's involvement in work

- ☞ The situation of mass poverty in the surveyed districts makes child labor part of the survival strategy of poor families. When many children are involved in work, it increases the pool of workers, which in turn drives wage rates down, further convincing families that their children should work rather than go to school. This makes many children work mostly to supplement family income.
- ☞ In all the districts, children work from 8-20 hours a week.
- ☞ In all the districts, more than 55% of the respondents work at their dwellings. Additionally, in Gicumbi, Nyagatare, Nyamasheke and Nyaruguru 29%, 20%, 15% and 27% respectively, work in plantations. Predominantly, all children either work as casual employees or unpaid family worker.
- ☞ Most children begin working activities at the age of 4 years, but others as early as 3 years old. In most districts, between the age of 4 and 10, over 60% of the children have begun involvement in work activities. There is a wide age differences as perceived by parents and teachers, who revealed that children start working at later age.
 - ☞ This show the imperative need to clarify with as much precisions as possible, which domestic chore a child at each age should be allowed to do; this should consider double shift education system.
- ☞ Few of the children do not look for jobs because of schooling, and this accounts for about 35% of the child respondents.
 - ☞ It is obvious that successful strategies of child labor withdrawal will consider also alternatives for family income, that could compensate children's income. This requires therefore a close collaboration with community opinion leaders and parents.
- ☞ In all districts, most children have not received any training on the work they do.
- ☞ Children are involved in work activities for a number of reasons. In all the districts, the major reason is to supplement family income, and was highly.
- ☞ In the entire district, most children do not work for pay at home. In the week before the data was collected, in all the districts, most children were involved in work at the family farm without pay.
 - ☞ It is important to make parents and the community aware about the danger of non paid domestic child labor and distinguish it from acceptable domestic chores;

- ↳ There is a need for the MIFOTRA and other key stakeholders to make clear distinctions about the types of acceptable domestic chores that are part of children family education, as well as the maximum number of hours for domestic chores per age.
- ↳ The money children work for is used mainly for buying things for themselves (45% for boys and 45% for girls), for the households (23% boys and 24% girls) and for school in that order. There is a likelihood the things children buy for themselves, would otherwise be provided through family earnings. A high percentage also buys school things from their earnings, 16% boys and 18% girls.
- ↳ While this may look as a good picture where children work mainly for their own benefit, it may prevent parents from doing their responsibilities and push other children to leave school for money.
- ↳ The category of children using the benefits for buying things for themselves may logically include domestic house boys/girls, as some of them are victims of trafficking and work in similar conditions of servitude.
 - ↳ To put tangible efforts in advocacy, lobbying and protection of house boys/girls, through the support of the few existing associations for house boys/girls and touching local authorities of the rural zones from where most of house boys/girls came.
 - ↳ Mobilization to involve workers' syndicates, human rights activists and other stakeholders will yield good results;
 - ↳ Specific campaigns on child trafficking are important, mainly sex trafficking within and outside the borders;
- ↳ The nature of labor children are involved in presents several dynamics. The main features of children work is that if they do not get enough work, they get into trouble, they have not received any training on the work they do, and they are sometimes abused or beaten, in that order. It is Nyaruguru, Gicumbi and Nyagatare where many children responded that if they do not get enough work they will get into trouble.
 - ↳ Strategies to alleviate child labor may be associated with human and child's rights, trauma counseling for children themselves, their parents and employers.
- ↳ In all districts except for Nyagatare, children respondents involved in work activities indicated that the hours they are mostly involved in work is during the day between 6 am and 6 pm, mostly in Rubavu 30%, Nyaruguru 27%, and Gicumbi 26%. As well, many children work before or after school,

mostly in Kayonza 47%, Nyaruguru 44%, Nyamasheke 40%, and Gicumbi 36%. It is in Nyarugenge and Nyaruguru where many children work during the night, Nyaruguru 9%, and Nyarugenge 6%.

- ☞ Children are involved in different work activities in each district. In farming for the family, this happens mostly in Gicumbi 13%, Rubavu 9% and Nyaruguru 8% of the different activities children are involved in. Commercial farming takes 9% in Nyarugenge, 8% in Kayonza and 6% in Nyagatare and Rubavu. Collecting water is a predominant activity in Nyarugenge 17% Gicumbi 16% and Nyaruguru 16%. Collecting firewood is a main feature in Nyaruguru 15%, Nyarugenge 14%, Nyagatare 12% and Gicumbi 12%. Herding livestock is practiced mostly in Rubavu 18%, Nyamasheke 12%, Gicumbi 12% and Nyamasheke 12%. Cooking and washing clothes is other works that children are involved in all the districts.
- ☞ Children who work outside the home are most present in Nyamasheke and Nyagatare, both 59%, followed by Kayonza 50% and Nyarugenge 47%.
 - ↳ With zero grazing system (in which animals are reared and fed at home, as part of domestic work) and school double shift, strategies to focus on out of school, drop out and/or absenteeism have to be completed with community monitoring of heavy and/or too tiring non paid domestic chores, that yet allow the child to go to school, but impede to his/her performances.
- ☞ In all districts, over 75% expressed that they do not get assistance from the community. Those who get assistance, the main support they get is food that accounts for 33% , followed by clothing and school materials, each at 15%, of all other supports they get. Most of the support comes from neighbors, family members in the households, and friends accounting for 21%, 18% and 16% of all those who provide support. The most challenging support that parents have is nurturing, feeding, instructing them on culture and respect, sending them to school, catering for treatment and clothing them.
 - ↳ It is important to strengthen and support the sustainability of existing of community support. Any intervention should focus on improving existing structures, instead of creating an artificial one that has high risk of stopping with the end of the project.
- ☞ In all the districts, the most susceptible category of children were child headed household, children from very poor families, orphans of one parent or single mother families, children in foster families (with whom they have no relations), refugee children of those deserted, and children in domestic work and street children in ascending order.

- ↳ The prevention and withdrawal interventions and policies of child labor will succeed if they are in harmony and complement the existing OVC (orphans and vulnerable children) policy and strategies.
- ↳ It is important to work closely with all OVC stakeholders in the districts of the REACH zones.
- ↳ In regions where there is commercial farming: Gicumbi, Nyagatare, Nyamasheke and Nyaruguru, child labor becomes almost a norm, and the demand for education will be low, hence it can be difficult to enforce laws on minimum age and compulsory education.
 - ↳ This demand for significant sensitization for parents and the populace on the significance of education and elimination of exploitive child labor, besides demand on the side government to enforce compulsory educational policies and those against child labor. All efforts to have children enrolled in school should focus on the age of 4-10 years.
 - ↳ It is important for the government agencies and NGOs to work towards an equilibrium in which the forces for the elimination of child labor combine efforts synergistically. This involves reinforcing the Government of Rwanda's policy and legislations against child labor as well as compulsory nine years education programs with incentives and supports such as scholastic materials, school feeding programs, and teachers' professional training programs to attract and retain children at school.
 - ↳ Much sensitization to parents, employers and the population in general is required so families who send the children to work rather than school face social disapproval or legal action particularly in Nyamasheke, Nyagatare, Kayonza and Nyarugenge. Families should also be educated to reduce the amount of domestic work children do, which is alarming in magnitude, and prevent them from going to school, especially in the districts of Nyaruguru and Nyarugenge.
 - ↳ It is important to realize that poverty in itself is not a sufficient explanation of child labor. From a human rights perspective, discrimination and exclusion are contributing factors, especially in situations where there is gender discrepancies, as a result of gender preferences and discrimination. A comprehensive and coherent approach to child labor must therefore aim at poverty reduction, provision of quality education, and social protection measures including protection of workers' rights, to respond to the multidimensional reality of child labor in Rwanda.

8.4 Impact of work on children's health, safety and education

- ☞ Overall, in all the districts, work affects children's health and safety (54%). This is the highest in the districts of Kayonza and Nyamasheke with 68% of interviewed children..
- ☞ There are a host of problems facing children involved in work activities, but mainly extreme fatigue and headache. Injuries and poor health most affect children's education and work.
- ☞ Seventeen percent of children are abused or beaten sometimes mostly in Gicumbi, Rubavu and Nyamasheke. Specifically, in Kayonza District, there are many children who are injured at work, about 33% of all the problems reported.
- ☞ The type of injuries children suffer from does not stop many of them from work, but in Nyagatare Nyamasheke and Nyarugenge the casualties stopped work for a short time having 49%, 38% and 28% from all the districts. In Kayonza and Nyamasheke 7% and 5% respectively stopped work completely.
- ☞ On the effect of injuries on schooling, most children did not stop schooling, but 46% in Nyagatare, 39% in Nyamasheke and 33% in Nyarugenge stopped school for a short time. The injuries/illnesses made 8% in Kayonza, 7% in Nyarugenge and 6% in Nyagatare stop school completely.
- ☞ On the type of hazardous work children do, heavy weights feature dominantly in Nyaruguru 76%, Nyarugenge 69%, Nyamasheke 64% and Kayonza 55%. The percentage of children working with heavy machines is low in all districts; it is high in Nyarugenge 34%, Rubavu 12% and Gicumbi 9%. Heavy machines mostly feature with boys.
- ☞ Children are exposed to a variety of hazards, mostly dust and fumes 34%, extreme cold or heat 27%, and fire/gas/fumes 10%.
 - ↳ Sensitization on the bad consequences of child labor on child health is a key. This will also include how the child sickness affects family/parents' economy.
- ☞ The number of hours of work is an important indicator in determining the nature of the link between work and school. An IPEC study drawing on new data from Brazil, Kenya, Lebanon, Sri Lanka and Turkey indicated that some differences did exist between working and non-working children in terms of educational inputs (for example, regular attendance, tardiness or tiredness).
 - ↳ Children should be supported to go (back) to school, as this protects them against the potential negative effects of working activities both at home and out of home.

- ↳ Having all children in school is the most effective way of getting them away from the risks of labor. A concerted effort with other the local leaders to enforce legislations that bar employers from giving children work, as well compensation mechanisms for children injured at work should be devised. The most effective way of going about this is a strong advocacy strategy through all means of communication to reach children, parents, employers and all those involved in child labor.

APPENDICES

Appendix 1: Consent form for individual Interviews to be in a REACH baseline on child labor

WINROCK INTERNATIONAL in collaboration with SNV and FAWE invite you to be a research participant in the REACH baseline survey on child labor. Please ask questions if there is anything you do not understand.

Principal Investigator: Felix Muramutsa

Executive Agency: Winrock International

Funding agency: Unites States Department of Labor (USDOL)

Study Purpose

The purpose of this study is to assess the situation of child labor in seven districts of the REACH intervention.

The findings will help Winrock International, the Government of Rwanda, (GOR) and other stakeholders to fine-tune their interventions for child laborers and at-risk children aged 5-17 years old.

Your involvement

Your participation is entirely voluntary. You are not obliged to participate and you are able to end the interview at any time if you feel uncomfortable with the topics covered. Ending the interview will not have any impact on your relationship with the stakeholders or your ability to receive their services. If you work for an implementing partner or project site, your supervisors will not know if you do not participate in this study.

As children who will participate are still minors, we will request their parents/guardians to sign the consent forms on their (on their behalf)

Duration

In principle, we hope that each individual household questionnaire will last approximately 45 minutes.

Audio recording, confidentiality

The interview and questionnaire will be conducted in a quiet and secure place with only you and the interviewer.

If needed, the discussion will be tape recorded. All information you give will be kept confidential by the interviewers and will be stored under lock and key. The findings will only be used for the research purpose. Your name will not be connected with any of the results of this study.

Risks

If you find the discussion upsetting in any way, the data collectors are able to put you in contact with someone in your area who can provide professional counseling. It would be up to you to decide.

Benefits

There is no direct benefit for participating in this research. However, your input is highly valuable as it will help Winrock International, SNV, FAWE, GOR and other stakeholders to improve the situation of child laborers.

Participants who will be obliged to move from their habitual residence will be given transport fees.

Dissemination of findings

There will be public dissemination and some research participants could be invited to participate. In addition, the report may be available on Winrock's website upon request to allow anybody to consult it.

Questions or worries

If you have any questions about this study or how this information will be used, please contact REACH Project Director, Dr John NKURIKIYINKA 078 852 5708 or the principal investigator, Felix Muramutsa 078 830 7890.

I have been told about this study. I have been allowed to ask questions. I had all of my questions answered. I would like to be in this study. By signing the form, I agree to be in the study.

Signature of participant

Date

b. Informed Assent Form for children aged 5 to 17 years participating in REACH baseline survey

This Informed Assent Form will complete the consent form signed by parents or guardians. The assent is in addition to the consent and signifies the child's willing cooperation in the study.

Informed Assent Form for 5 to 17 years old

Name the group of individuals for whom this assent is written: children participating in the REACH baseline survey

Name of Principal Investigator: Felix Muramutsa

Name of Organization: Winrock International

Name of Sponsor: USDOL

Name of Project and Version: REACH

Part I: Information Sheet

Introduction

My name is ___ and my colleague's name is..... . Winrock in collaboration with SNV and FAWE have asked me to conduct interviews and Focus group discussions with children and their parents/guardians to assess the situation, the causes, the consequences of child labor in this region.

This will help the REACH Project to identify the situation of child labor in the seven districts and then suggest appropriate programs and activities to prevent and withdrawn children from child labor through education.

I am going to give you information and invite you to be part of a research study. You can choose whether or not you want to participate. We have discussed this research with your parent(s)/guardian and they know that we are also asking you for your agreement. If you are going to participate in the research, your parent(s)/guardian also have to agree.

But if you do not wish to take part in the research, you do not have to, even if your parents/guardians have agreed.

You may discuss anything in this form with your parents/guardians or friends or anyone else you feel comfortable talking to. Participation is voluntary, you can decide whether to participate or not after, you have talked it over. You do not have to decide immediately.

There may be some words you do not understand or things that you want me to explain more about because you are interested or concerned. Please ask me to stop at anytime and I will take time to explain.

I have checked with the child and he/she understands that participation is voluntary __ (initials)

Risks of Discomforts: Will it hurt?

In general, participation in this research will cause no physical or psychological discomfort. However, if one feels not at ease of talking about child labor and related issues, such as exploitive labor, he/she should let us know. He/she may want us to share such feelings with the parents/guardians, or to refer him/her to a professional counselor.

I have checked with the child and they understand the risks and discomforts ____ (initials)

Benefits: Is there anything good that happens to the participant?

In general, there is no direct benefit for participating in this research. However, the findings will help the REACH Project and other stakeholders to improve the situation of child labor.

I have checked with the child and they understand the benefits ____ (initials)

Incentives: Does the participant get anything for being in the research?

In principle, the surveyor will meet you at your residence, and no incentive /transport fee was planned.

Audio recording, confidentiality

The interview and Focus Group Discussion (FGD) will be conducted in a quiet and secure place with only you and the interviewer.

If needed, some FGD would be tape recorded. All information you give will be kept confidential by the interviewers and will be stored under lock and key. The findings will only be used for the research purpose. Your name will not be connected with any of the results of this study. Your parents/guardians will not be told what you said during the research.

Sharing the Findings

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In general, the research findings will be shared in research reports and public dissemination will be organized. However, the report will be written in confidential fashion, so that information cannot be linked to the respondents. There will be dissemination at district levels, so that some research participants could be invited.

Who to Contact: Who can the participant talk to or ask questions to?

Questions or worries

If you have any questions about this study or how this information will be used, please contact REACH Project Director, Dr John NKURIKIYINKA 078 852 5708 or the principal investigator, Felix Muramutsa 078 830 7890.

If you find the discussion upsetting in any way, or have any other question, the data collectors are able to put you in contact with someone in your areas who can provide professional counseling or to report back to your parents/guardians. It would be up to you to decide if you want to talk to your parents/guardian, health provider, a family friend, a teacher).

If you choose to be part of this research I will also give you a copy of this paper to keep for yourself. You can ask your parents/guardians to look after it if you want.

PART 2: Certificate of Assent

This section can be written in the first person. It should include a few brief statements about the research and be followed by a statement similar to the one identified as 'suggested wording' below. If the child is illiterate but gives oral assent, a witness must sign instead. A researcher or the person going over the informed assent with the child must sign all assents.

I know that I can choose to be in the research study or choose not to be in the research study. I know that I can stop whenever I want.

I have read this information (or had the information read to me) and I understand it.

I have had my questions answered and know that I can ask questions later if I have them.

I understand any changes to this will be discussed with me.

I agree to take part in the research.

OR

I do not wish to take part in the research and I have not signed the assent below. _____ (initialed by child/minor)

Only if child assents:

Print name of child _____

Signature of child: _____

Date: _____ (day/month/year)

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Children who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given assent freely.

Print name of witness (not a parent) _____ and Thumb print of child/ minor

Signature of witness _____

Date _____

Day/month/year

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given assent freely.

Print name of researcher _____

Signature of researcher _____

Date _____ Day/month/year

Copy provided to the participant _____ (initialed by researcher/assistant)

Parent/Guardian has signed an informed consent ___Yes ___No _____ (initialed by researcher/assistant)

Appendix 2: Questionnaires and interview guides



MAY 2010

Tool 1. Household questionnaire: children

(Addressed to the most knowledgeable member of the household)

GENERAL INFORMATION					
PROVINCE..... CODE __ DISTRICT.....CODE __ __ SECTOR..... CODE __ __ CELL..... CODE __ __ VILLAGE.....CODE __ __ House Hold.....CODE __ __ __			TELEPHONE		ENUMERATION AREA CODE PROVINCE/DISTRICT/ SECTOR/CELL/VILLAGE __ __ __ __ __ __
INTERVIEWER VISITS			FINAL VISIT		
	1	2	3	DATE/MONTH/YEAR	__ __ - __ __ - __ __ __
DATE				RESULT *	__
INTERVIEWER'S NAME				(*) RESULT CODES	
				1. Completed 2. Number of household members at home or no competent respondent 3. Entire Household absent for extended period of time, 4. Postponed	5. Refused 6. Dwelling vacant or address not a dwelling 7. Dwelling destroyed 8. Dwelling not found 9. Other (Specify).....
SUPERVISOR'S NAME				ELIGIBILITY	
				<ul style="list-style-type: none"> Number of persons in the household..... Number of children (0-17) Number of children (12-17) 	<ul style="list-style-type: none"> __ __ __ __
NEXT VISIT				<ul style="list-style-type: none"> Starting Time: Ending Time: 	: : : : : :
				If Additional Questionnaires used indicate Number?	___/___

HOUSEHOLD CHARACTERISTICS

SECTION I

Addressed to the most knowledgeable member of household
Housing and Household Characteristics and Socio-Economic Status

A1. In what type of dwelling does the household live?				Skip to question
1. Apartment/flat.....				
2. Private house.....	1			
3. Part of a private house.....	2			
4. Mobile home (e.g. tent).	3			
5. Shelter not meant for living purposes	4			
6. Shanty.....	5			
7. Other.....	6			
	7			
Other (specify)				
A2. What is the ownership status of this dwelling?				
1. Owned by any household member.....				
2. Co-owner.....	1			
3. Provided free	2			
4. Subsidised by employer (lodging	3			
5. Rented	4			
6. Other.....	5			
	6			
Other (specify)				
A3. How many rooms are there in this dwelling?		_ _		
A4. What is the size of dwelling in square metres?				
1. Less than 20 square metres...				
2. 20 to 39 square metres.....	1			
3. 40 to 69 square metres.....	2			
4. 70 to 99 square metres.....	3			
5. 100 square metres or more.....	4			
	5			
A5. Are there any of these facilities available to the household? (Enter appropriate code for each facility)	KITCHEN	BATHROOM	TOILET	
1. Inside house and exclusive.....	1	1	1	
2. Inside house and shared.....	2	2	2	
3. Outside house and exclusive...	3	3	3	
4. Outside house and shared....	4	4	4	
5. Not available.....	5	5	5	
A6. What is the main source of energy?	COOKING	HEATING	LIGHTING	Skip to question

1. Wood.....	1	1	1	
2. Coal.....	2	2	2	
3. Kerosene.....	3	3	3	
4. Gas.....	4	4	4	
5. Electricity.....	5	5	5	
6. Solar.....	6	6	6	
7. Other...	7	7	7	
Other (Specify)				
A7. What is the main source of drinking water?				
1. Pipe-borne inside house.....		1		
2. Pipe-borne outside house....		2		
3. Pipe else where.....		3		
4. Tanker service.....		4		
5. River/stream.....		5		
6. Bore-hole/tubewell		6		
7. Well.....		7		
8. Dug out/pond.....		8		
9. Rain water.....		9		
10. Other.....		10		
Other (Specify)				
A8. Has the household ever changed the place of residence?				
1. Yes.....		1		→A9
2. No.....		2		→A12
A9. In which district/country was the last place of residence?				
Name of the District				
(For official use) Use District Code as applicable			_ _ _	
A10. In which year did you move to the present place of residence?				
			_ _ _ _	
A11. What was the main reason for coming or changing to the present place of residence?				
1. Job transfer.....		1		
2. Found a job.....		2		
3. Looking for job.....		3		
4. Looking for better agricultural land...		4		
5. Looking for better grazing land		5		
6. Schooling/training.....		6		
7. Other		7		

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A12. Does the household own any of the following? (Indicate several responses)	Yes	No	
1. Automobile.....			
2. Tractor.....	1	1	
3. Motor-bike.....	2	2	
4. Bicycle.....	3	3	
5. Animal drawn-cart...	4	4	
6. Television.....	5	5	
7. Iron.....	6	6	
8. VCD/DVD player.....	7	7	
9. Washing machine.....	8	8	
10. Oven.....	9	9	
11. Dishwasher.....	10	10	
12. Refrigerator.....	11	11	
13. Computer.....	12	12	
14. Sewing machine.....	13	13	
15. Satellite/Cable TV.....	14	14	
16. Telephone (Land line)...	15	15	
17. Mobile phone.....	16	16	
18. Radio.....	17	17	
	18	18	
A13. Does the household own any livestock?			
1. Yes.....	1		→A14
2. No.....	2		→A15
A14. How many?	<i>In number</i>		
1. Cow	_		
2. Goat	_		
3. Sheep	_		
4. Pig	_		
5. Rabbit	_		
6. Poultry (Hen, turkey, duck....)	_		
7. Other	_		
Other (Specify)	_		
A15. Does the household own any land?			
1. Yes.....	1		→A16
2. No.....	2		→A17
A16. How many hectare of land does the household own?	<i>Hectare</i>		
1. Agricultural (cultivable)....	_ _		
2. Other	_ _		
Other (Specify)	_ _		

A17. What is the household's average monthly expenditure? (in local currency) (This question is to be recorded as expenditure incurred at the household level.)	_ _ _ _	
A18. What is the household's average monthly income? (in local currency)	_ _ _ _	

Go to the 3rd part of the Questionnaire to interview each child (12-17)

Section II: : PARENT/GUARDIAN QUESTIONNAIRE

Household Composition and Characteristics for All Household Members (Addressed to the most knowledgeable member of household)

Person's serial number in household	Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household? <i>(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household)</i>	Which household member provided information of the individual (write serial number from A1)	What is (NAME)'s relationship to head of the household 1. Household Head 2. Spouse 3. Son/ Daughter 4. Brother/Sister 5. Daughter-in-law/son-in-law 6. Grandchild 7. Niece/Nephew 8. Step child 9. Aged parent/parent-in-law 10. Servant (live-in) 11. Other relative 12. Non-relative	What is the sex of each of these individual household members? 1. Male 2. Female	How old was (NAME) at (his/her) last birthday? <i>(In completed years)</i>	Indicate With "1" if person is between 12-17 years old, "0" otherwise	What is (NAME)'s marital status (for persons 12 years or above) 1. Single and never married 2. Married 3. Separated 4. Divorced 5. Widowed 6. Co-habiting	For all household members		
								Please indicate the serial number of (NAME)'s .		
								Spouse <i>(if applicable and s/he is among the household members)</i>	Natural Mother <i>(if she is among the household members)</i>	Natural Father <i>(if he is among the household members)</i>
A19	A20	A21	A22	A23	A24	A25	A26	A27	A28	A29
01		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
02		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
03		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
04		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
05		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
06		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
07		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _
08		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _

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	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Skip to Question	
	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
B7. Do you like your school?										
1. Yes.....	1	1	1	1	1	1	1	1	→B8	→B8
2. No.....	2	2	2	2	2	2	2	2	→B9	→B9
B8. What do you like about your school? (Read each of the following options and circle two most appropriate option)									} B9	} B9
1. Learning lessons	1	1	1	1	1	1	1	1		
2. Friendly Teachers	2	2	2	2	2	2	2	2		
3. Knowledgeable Teachers	3	3	3	3	3	3	3	3		
4. Availability of Books	4	4	4	4	4	4	4	4		
5. Availability of Play time	5	5	5	5	5	5	5	5		
6. Working in the Garden	6	6	6	6	6	6	6	6		
7. Organized sports available	7	7	7	7	7	7	7	7		
8. Has Good Friends	8	8	8	8	8	8	8	8		
9. Adequate Homework	9	9	9	9	9	9	9	9		
10. Moderate Peer Pressure	10	10	10	10	10	10	10	10		
Other (Specify).....										
B9. What do you dislike about school? (Select all that apply)										
1. No time to Learn lessons	1	1	1	1	1	1	1	1		
2. Unfriendly Teachers	2	2	2	2	2	2	2	2		
3. Teachers not Knowledgeable	3	3	3	3	3	3	3	3		
4. Non-availability of Books	4	4	4	4	4	4	4	4		
5. Play time is not enough	5	5	5	5	5	5	5	5		
6. Too much work in the Garden	6	6	6	6	6	6	6	6		
7. Violence from teachers at school	7	7	7	7	7	7	7	7		
8. Violence from children at school	8	8	8	8	8	8	8	8		
9. No Organized sports	9	9	9	9	9	9	9	9		
10. No Good Friends	10	10	10	10	10	10	10	10		
11. Too much Homework	11	11	11	11	11	11	11	11		
12. Too much Peer Pressure	12	12	12	12	12	12	12	12		
Other (Specify).....										
B10. What type of extra lessons support would you like to have? (select all that apply)										
1. Small Business Skills	1	1	1	1	1	1	1	1		
2. Agricultural skills	2	2	2	2	2	2	2	2		
3. Animal Husbandry skills	3	3	3	3	3	3	3	3		

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	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
4. Masonry	4	4	4	4	4	4	4	4		
5. Woodworks/Carpentry	5	5	5	5	5	5	5	5		
6. Mechanic	6	6	6	6	6	6	6	6		
7. Sewing / Tailoring	7	7	7	7	7	7	7	7		
8. Fishing	8	8	8	8	8	8	8	8		
Other (Specify).....										
B11. Is there a sufficient supply of the following materials for all children at your school?(Read each of the following options and circle two most appropriate option)									} B12	} B12
1. Learning materials	1	1	1	1	1	1	1	1		
2. Teaching facilities	2	2	2	2	2	2	2	2		
3. Stationery	3	3	3	3	3	3	3	3		
4. Books	4	4	4	4	4	4	4	4		
5. Desks	5	5	5	5	5	5	5	5		
6. Teachers	6	6	6	6	6	6	6	6		
7. Recreational facilities (example: football pitch)	7	7	7	7	7	7	7	7		
8. Recreational equipment	8	8	8	8	8	8	8	8		
B12. What do you want to do after completing your studies at this school? (Select only one)										
1. Settle at home and assist with household activities	1	1	1	1	1	1	1	1		
2. Proceed to Secondary Education	2	2	2	2	2	2	2	2		
3. Proceed to a Vocational School	3	3	3	3	3	3	3	3		
4. Go straight to work outside the family	4	4	4	4	4	4	4	4		
Other (Specify).....										
B13. What type of work would like to do after completing your studies? (Select only one)										
1. Help in a family farm without pay	1	1	1	1	1	1	1	1		
2. Help in a family farm with salary or pay	2	2	2	2	2	2	2	2		
3. Work in coffee plantations	3	3	3	3	3	3	3	3		
4. Work in tea plantations	4	4	4	4	4	4	4	4		
5. Work in sugar cannes plantations	5	5	5	5	5	5	5	5		
6. Work in rice plantations	6	6	6	6	6	6	6	6		
7. Fishing	7	7	7	7	7	7	7	7		
8. Mining activities.	8	8	8	8	8	8	8	8		
9. Proceed to Secondary Education	9	9	9	9	9	9	9	9		
10. Proceed to a Vocational School	10	10	10	10	10	10	10	10		
11. Proceed to a Vocational School	11	11	11	11	11	11	11	11		

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	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
11. Go straight to work outside the family,	12	12	12	12	12	12	12	12		
12. Commercial farming	13	13	13	13	13	13	13	13		
13. Carpentry	14	14	14	14	14	14	14	14		
14. Masonry	15	15	15	15	15	15	15	15		
15. Tailor/ Sewing	16	16	16	16	16	16	16	16		
16. other semi professional carriers	17	17	17	17	17	17	17	17		
17. Small business										
Other (Specify).....										
B14. Did you miss any school day during the last month?										
1. Yes.....	1	1	1	1	1	1	1	1	→B15	→B15
2. No.....	2	2	2	2	2	2	2	2	→B18	→B18
B15. How many school days did you miss during the last month? (write the number of days)	_	_	_	_	_	_	_	_		
B16. Why did you miss school last month? (Select all that apply) ?										
1. Distance to school too long	1	1	1	1	1	1	1	1		
2. Looking after an ill family member	2	2	2	2	2	2	2	2		
3. No money for Transport	3	3	3	3	3	3	3	3		
4. I was going to be late at school	4	4	4	4	4	4	4	4		
5. Have not completed my homework	5	5	5	5	5	5	5	5		
6. Uniform was not clean	6	6	6	6	6	6	6	6		
7. Afraid of Teachers	7	7	7	7	7	7	7	7		
8. Do not have teachers at school	8	8	8	8	8	8	8	8		
9. My parents / guardians refused me to go to school	9	9	9	9	9	9	9	9		
10. Did not have food at home	10	10	10	10	10	10	10	10		
11. Other (please specify)	11	11	11	11	11	11	11	11		
B17. Why didn't you attend school during the last month ? (Read each of the following options and circle two most appropriate option)										
1. School vacation period.....	1	1	1	1	1	1	1	1	} B18	} B18
2. Teacher was absent	2	2	2	2	2	2	2	2		
3. Bad weather conditions.....	3	3	3	3	3	3	3	3		
4. To help family business.....	4	4	4	4	4	4	4	4		

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	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Skip to Question	
	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
5. To help at home with household chores	5	5	5	5	5	5	5	5		
6. Working outside family business....	6	6	6	6	6	6	6	6		
7. Illness/ Injury/disablement	7	7	7	7	7	7	7	7		
8. Other (Specify).....	8	8	8	8	8	8	8	8		
Other (Specify).....										
B18. Has working at home ever prevented you from attending school?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
B19. If you are offered a job, will you consider leaving school?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
B20. Is paying school teachers' incentives or other fees a problem for your family?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
B21. Will the school ask you to leave if you do not pay Teachers' incentive or other fees?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
3. Not sure	3	3	3	3	3	3	3	3		
B22. Is buying school uniform a problem for your family?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
3. Not sure	3	3	3	3	3	3	3	3		
B23. Will the school ask you to leave if you do not wear school uniform?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
3. Not sure	3	3	3	3	3	3	3	3		
B24. Do you think it is important for children to go to school?										
1. Yes	1	1	1	1	1	1	1	1		
2. No	2	2	2	2	2	2	2	2		
3. Not sure	3	3	3	3	3	3	3	3		

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	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Skip to Question	
	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
B25. If you have a problem related to schooling, which of these people will you talk to? (select all that apply)										
1. Parent	1	1	1	1	1	1	1	1		
2. Guardian	2	2	2	2	2	2	2	2		
3. Family member / Relative	3	3	3	3	3	3	3	3		
4. Teacher	4	4	4	4	4	4	4	4		
5. School Prefect	5	5	5	5	5	5	5	5		
6. Class Monitor	6	6	6	6	6	6	6	6		
7. Religious Leader	7	7	7	7	7	7	7	7		
8. Friends	8	8	8	8	8	8	8	8		
9. Community worker	9	9	9	9	9	9	9	9		
10. Local authority/Leader	10	10	10	10	10	10	10	10		
11. No-one	11	11	11	11	11	11	11	11		
12. Other (please specify)	12	12	12	12	12	12	12	12		
B26. Have you ever attended school?										
1. Yes.....	1	1	1	1	1	1	1	1	→B28	→C28
2. No.....	2	2	2	2	2	2	2	2	→B27	→C27
B27. Who is the main person who looks after you at home? (Select only one)										
1. Myself	1	1	1	1	1	1	1	1		
2. Mother	2	2	2	2	2	2	2	2		
3. Father	3	3	3	3	3	3	3	3		
4. Sister	4	4	4	4	4	4	4	4		
5. Brother	5	5	5	5	5	5	5	5		
6. Grandmother	6	6	6	6	6	6	6	6		
7. Grandfather	7	7	7	7	7	7	7	7		
8. Aunt	8	8	8	8	8	8	8	8		
9. Uncle	9	9	9	9	9	9	9	9		
10. Other guardians/adults without relationship	10	10	10	10	10	10	10	10		
11. Other (please specify)	11	11	11	11	11	11	11	11		
B28. Who is the primary bread winner in your family? (Select only one)										
1. Myself	1	1	1	1	1	1	1	1		
2. Household head	2	2	2	2	2	2	2	2		
3. Mother	3	3	3	3	3	3	3	3		
4. Father	4	4	4	4	4	4	4	4		
5. Sister	5	5	5	5	5	5	5	5		
6. Brother	6	6	6	6	6	6	6	6		
7. Grandmother	7	7	7	7	7	7	7	7		

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	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Serial No in A19	Skip to Question	
	01	02	03	04	05	06	07	08		
Name of household member										
Age of household member	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
8. Grandfather	8	8	8	8	8	8	8	8		
9. Aunt	9	9	9	9	9	9	9	9		
10. Uncle	10	10	10	10	10	10	10	10		
11. Other guardians/adults without relationship	11	11	11	11	11	11	11	11		
12. There is no-one earning money in my home	12	12	12	12	12	12	12	12		
13. Other (please specify)	13	13	13	13	13	13	13	13		
B29. When your parents / guardians are very sick or away from home, which of these people takes care of the children in your home? (select all that apply)										
1. Myself	1	1	1	1	1	1	1	1		
2. Mother	2	2	2	2	2	2	2	2		
3. Father	3	3	3	3	3	3	3	3		
4. Sister	4	4	4	4	4	4	4	4		
5. Brother	5	5	5	5	5	5	5	5		
6. Grandmother	6	6	6	6	6	6	6	6		
7. Grandfather	7	7	7	7	7	7	7	7		
8. Aunt	8	8	8	8	8	8	8	8		
9. Uncle	9	9	9	9	9	9	9	9		
B30. Who takes care of sick persons in your family? (Select all that apply)										
1. Myself	1	1	1	1	1	1	1	1		
2. Mother	2	2	2	2	2	2	2	2		
3. Father	3	3	3	3	3	3	3	3		
4. Sister	4	4	4	4	4	4	4	4		
5. Brother	5	5	5	5	5	5	5	5		
6. Grandmother	6	6	6	6	6	6	6	6		
7. Grandfather	7	7	7	7	7	7	7	7		
8. Aunt	8	8	8	8	8	8	8	8		
9. Uncle	9	9	9	9	9	9	9	9		
10. Other guardians/adults without relationship	10	10	10	10	10	10	10	10		
B31. If you have a private problem, which of these people will you talk to? (select all that apply)										
1. Parent	1	1	1	1	1	1	1	1		
2. Guardian	2	2	2	2	2	2	2	2		
3. Family member / Relative	3	3	3	3	3	3	3	3		
4. Teacher	4	4	4	4	4	4	4	4		
5. School Prefect	5	5	5	5	5	5	5	5		
6. Class Monitor	6	6	6	6	6	6	6	6		
7. Religious Leader	7	7	7	7	7	7	7	7		

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip to Question	
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
8. Friends	8	8	8	8	8	8	8	8		
9. Community worker	9	9	9	9	9	9	9	9		
10. Local authority/Leader	10	10	10	10	10	10	10	10		
11. No-one	11	11	11	11	11	11	11	11		
12. Other (please specify)	12	12	12	12	12	12	12	12		
B32. Who is the primary bread winner in your family? (Select only one)										
1. Myself	1	1	1	1	1	1	1	1		
2. Household head	2	2	2	2	2	2	2	2		
3. Mother	3	3	3	3	3	3	3	3		
4. Father	4	4	4	4	4	4	4	4		
5. Sister	5	5	5	5	5	5	5	5		
6. Brother	6	6	6	6	6	6	6	6		
7. Grandmother	7	7	7	7	7	7	7	7		
8. Grandfather	8	8	8	8	8	8	8	8		
9. Aunt	9	9	9	9	9	9	9	9		
10. Uncle	10	10	10	10	10	10	10	10		
11. All the family	11	11	11	11	11	11	11	11		
12. There is no-one earning money in my home	12	12	12	12	12	12	12	12		
13. Other (please specify)	13	13	13	13	13	13	13	13		
B33. Why didn't you attend school? (read each of the following options and circle the most appropriate option)										
1. Too young for school.....	1	1	1	1	1	1	1	1	}	B32
2. Disabled/ illness.....	2	2	2	2	2	2	2	2		
3. School too far.....	3	3	3	3	3	3	3	3		
4. Cannot afford schooling.....	4	4	4	4	4	4	4	4		
5. Family did not allow schooling...	5	5	5	5	5	5	5	5		
6. Not interested in school.....	6	6	6	6	6	6	6	6		
7. Education not considered valuable	7	7	7	7	7	7	7	7		
8. School not safe.....	8	8	8	8	8	8	8	8		
9. To learn a job.....	9	9	9	9	9	9	9	9		
10. To work for pay as employee or (as paid/unpaid worker) in family business or farm	10	10	10	10	10	10	10	10		
11. To help at home with household chores.	11	11	11	11	11	11	11	11		
12. Other (Specify).....	12	12	12	12	12	12	12	12		
Other(Specify)										

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip to Question	
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
B34. What is the highest level/type of school and grade you have attended? Level (L) Grade (G)	L G	L G	L G	L G	L G	L G	L G	L G	L G	
1. Pre-school.....	1	1	1	1	1	1	1	1	1	
2. Primary.....	2	2	2	2	2	2	2	2	2	
3. Secondary.....	3	3	3	3	3	3	3	3	3	
4. High school.....	4	4	4	4	4	4	4	4	4	
5. Non standard curriculum....	5	5	5	5	5	5	5	5	5	
B35 At what age did you begin school? (Age in completed years).....	_ _	_ _	_	_ _	_ _	_ _	_ _	_ _		
B36. At what age did you leave school? (Age in completed years).....	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		
B37. Why did you leave school? (Read each of the following options and circle the most appropriate option) Completed his/her compulsory schooling (if c18=x)										B32
1. Help in a family farm without pay	1	1	1	1	1	1	1	1	1	
2. Help in a family farm with salary or pay	2	2	2	2	2	2	2	2	2	
3. Work in coffee plantations	3	3	3	3	3	3	3	3	3	
4. Work in tea plantations	4	4	4	4	4	4	4	4	4	
5. Work in sugar canes plantations	5	5	5	5	5	5	5	5	5	
6. Work in rice plantations	6	6	6	6	6	6	6	6	6	
7. Fishing	7	7	7	7	7	7	7	7	7	
8. Mining activities.	8	8	8	8	8	8	8	8	8	
9. Too old for school.....	9	9	9	9	9	9	9	9	9	
10. Disabled/ illness.....	10	10	10	10	10	10	10	10	10	
11. School too far.....	11	11	11	11	11	11	11	11	11	
12. Cannot afford schooling...	12	12	12	12	12	12	12	12	12	
13. Family did not allow schooling.	13	13	13	13	13	13	13	13	13	
14. Poor in studies/not interested in school.	14	14	14	14	14	14	14	14	14	
15. Education not considered valuable	15	15	15	15	15	15	15	15	15	
16. School not safe.....	16	16	16	16	16	16	16	16	16	
17. To learn a job.....	17	17	17	17	17	17	17	17	17	
18. To work for pay as employee or (as paid/unpaid worker) in family business or farm	18	18	18	18	18	18	18	18	18	
19. Help at home with household chores.	19	19	19	19	19	19	19	19	19	
20. Other (Specify).....	20	20	20	20	20	20	20	20	20	
Other(Specify)										

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Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children aged 5-9 years	Children aged 10-17 years
B38. Have you ever received/are you receiving any vocational/ skill training from which you obtained/will obtain a certificate? 1. Yes 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2		→B39 →C1
B39. Describe subject of vocational training received/being received. (e.g Carpentry, Car repair, Nursing,etc) (If more than one choice then indicate the most important)										
For official use (Check list of training courses)	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _		

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SECTION IV: CURRENT ACTIVITY STATUS OF ALL HOUSEHOLD MEMBERS (5 AND ABOVE) DURING THE REFERENCE MONTH

	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
C1. For each day engaged during the last week, how many hours did you do unpaid household chores? (Record for each day separately)									
1. Monday.....	_	_	_	_	_	_	_	_	
2. Tuesday.....	_	_	_	_	_	_	_	_	
3. Wednesday.....	_	_	_	_	_	_	_	_	
4. Thursday.....	_	_	_	_	_	_	_	_	
5. Friday.....	_	_	_	_	_	_	_	_	
6. Saturday.....	_	_	_	_	_	_	_	_	
7. Sunday.....	_	_	_	_	_	_	_	_	
TOTAL	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
C2. Where did you carry out his/her main work during the last month?									
1. At (his/her) family dwelling...	1	1	1	1	1	1	1	1	
2. Employer's house.....	2	2	2	2	2	2	2	2	
3. Formal office	3	3	3	3	3	3	3	3	
4. Factory/ Atelier	4	4	4	4	4	4	4	4	
5. Plantations/farm/garden.....	5	5	5	5	5	5	5	5	
6. Construction sites.....	6	6	6	6	6	6	6	6	
7. Mines/ or quarrying sites.....	7	7	7	7	7	7	7	7	
8. Shop/market/kiosk/coffee house	8	8	8	8	8	8	8	8	
9. Different places (mobile).....	9	9	9	9	9	9	9	9	
10. Pond/lake/river.	10	10	10	10	10	10	10	10	
11. On the street (fixed place)	11	11	11	11	11	11	11	11	
12. Other.....	12	12	12	12	12	12	12	12	
Other (specify)									
C3. During the last month, which of the following best describe your work situation at his/her main work? (Read out responses below)									
1. Regular employee.....	1	1	1	1	1	1	1	1	
2. Casual employee.....	2	2	2	2	2	2	2	2	
3. Own account worker (His/her own business without employees)	3	3	3	3	3	3	3	3	
4. Employer (His/her own business with	4	4	4	4	4	4	4	4	

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
employees).									
5. Member of producers` cooperatives	5	5	5	5	5	5	5	5	
6. Unpaid family worker.....	6	6	6	6	6	6	6	6	
C4. Which one of the following best describes your employment contract type?									
1. No contract	1	1	1	1	1	1	1	1	
2. Oral contract of unlimited duration	2	2	2	2	2	2	2	2	
3. Oral contract of limited duration between 12-36 months	3	3	3	3	3	3	3	3	
4. Oral contract of limited duration under 12 months	4	4	4	4	4	4	4	4	
5. Written contract of unlimited duration	5	5	5	5	5	5	5	5	
6. Written contract of limited duration between 12-36 months.	6	6	6	6	6	6	6	6	
7. Written contract of limited duration under 12 months.	7	7	7	7	7	7	7	7	
8. Don't know	8	8	8	8	8	8	8	8	
C5. What is your average monthly cash income from the main work? (in RWF)	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
C6. What other benefits do you usually receive in your main work? (Read each of the following questions and circle answers)									
1. Not applicable if B16= 3, 4 or 6.	1	1	1	1	1	1	1	1	
2. Weekly rest days....	2	2	2	2	2	2	2	2	
3. Medical expenses.....	3	3	3	3	3	3	3	3	
4. Assistance with schooling/vocational training	4	4	4	4	4	4	4	4	
5. Free accommodation.....	5	5	5	5	5	5	5	5	
6. Food/meal.....	6	6	6	6	6	6	6	6	
7. Paid leave	7	7	7	7	7	7	7	7	
8. Clothing.....	8	8	8	8	8	8	8	8	
9. Transportation	9	9	9	9	9	9	9	9	
10. Other	10	10	10	10	10	10	10	10	
11. Nothing	11	11	11	11	11	11	11	11	
Other (specify)									
C7. In addition to your main work, did you do other work during the last month?									
1. Yes.....	1	1	1	1	1	1	1	1	
2. No.....	2	2	2	2	2	2	2	2	
C8. For each day worked during the last week how	M O	M O	M O	M O	M O	M O	M O	M O	

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question												
Name of household member →																					
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _													
many hours did you actually work for pay? <i>Main: (M) Other: (O)</i>																					
1. Monday.....	_	_	_	_	_	_	_	_													
2. Tuesday.....	_	_	_	_	_	_	_	_													
3. Wednesday.....	_	_	_	_	_	_	_	_													
4. Thursday.....	_	_	_	_	_	_	_	_													
5. Friday.....	_	_	_	_	_	_	_	_													
6. Saturday.....	_	_	_	_	_	_	_	_													
7. Sunday.....	_	_	_	_	_	_	_	_													
TOTAL	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _													
C9. At what age have you started to work for the first time in your life (As regular or casual employee, self employed, employer or unpaid family worker)?	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _													
C10. Did you engage in any work at any time during the last 12 months?(As regular or casual employee, self employed, employer or unpaid family worker)																					
1. Yes.....	1	1	1	1	1	1	1	1	→C11 →C13												
2. No.....	2	2	2	2	2	2	2	2													
C11. In each month during the last year did you work or have a job A) the whole month, B) part of the month, C) not at all?	A	B	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	
1. January.....																					
2. February.....																					
3. March.....																					
4. April.....																					
5. May.....																					
6. June.....																					
7. July.....																					
8. August.....																					
9. September.....																					
10. October.....																					
11. November.....																					
12. December.....																					
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question	
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		
	6 7 8 9 1 0 1 1 1 2	6 6 8 9 1 0 1 1 1 2	6 7 8 9 10 11 12	6 7 8 9 10 11 12	6 7 8 9 10 11 12	6 7 8 9 10 11 12	6 7 8 9 10 11 12	6 6 8 9 10 11 12		
TOTAL	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		
B. Unemployment										
									Aged 5-9 years	Aged 10 years and over
C12. Were you seeking work during the last month? (As a regular employee, casual employee, employer or self employed to establish his/her own business) 1. Yes..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2		→C13 →C14
C13. What steps did you take to seek work during the last month? (Mark at most 4 boxes) 1. Asked friend or relatives to find a job for him/her. 2. Applied to the employment office/mediator 3. Placed/answered job advertisements in newspaper 4. Submitted job application 5. Tried to obtain equipment, credit and a work place to establish is/her own business 6. Other 7. Nothing.....	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		} → C14
Other (specify)										
C14. What is the main reason why you did not seek work during the last month? (Indicate the most important reason) 1. Found a job but waiting to start 2. Works seasonally 3. Tired of looking for work, believes no suitable	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2		

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
work is available....	3	3	3	3	3	3	3	3	
4. Lacks of employers` requirement (training, experience, qualification)	4	4	4	4	4	4	4	4	
5. Does not know where to search for a job	5	5	5	5	5	5	5	5	
6. Student (studying)...	6	6	6	6	6	6	6	6	
7. Family/parents/spouse does not allow.	7	7	7	7	7	7	7	7	
8. Engaged in household chores (keeping house)	8	8	8	8	8	8	8	8	
9. On retirement, no need to work	9	9	9	9	9	9	9	9	
10. Unable to work (illness, disability)	10	10	10	10	10	10	10	10	
11. Other.....	11	11	11	11	11	11	11	11	
Other (specify)									
C15. How long have you been out of work and seeking work?									
1. Less than one month....	1	1	1	1	1	1	1	1	
2. 1 to 3 month.....	2	2	2	2	2	2	2	2	
3. 4 to 6 month.....	3	3	3	3	3	3	3	3	
4. 7 to 12 month.....	4	4	4	4	4	4	4	4	
5. 13 to 24 months.....	5	5	5	5	5	5	5	5	
6. More than 2 years....	6	6	6	6	6	6	6	6	
<i>Perceptions of Parents/Guardians about working children (12-17)</i>									
<i>These questions are intended to solicit views from parents or guardians about children's work Therefore reference should only be made about children who were reported to be working.</i>									
C16. What do you prefer you to be doing at this time? (Read the options)									
1. Help in a family farm without pay	1								
2. Help in a family farm with salary or pay	2	1							
3. Assist family business.....		2	1						
4. Work for income mainly.....	3	3	3	3	3	3	3	3	
5. Assist with household chores	4	4	4	4	4	4	4	4	
6. Attend school only.....	5	5	5	5	5	5	5	5	
7. Attend school and assist with family business	6	6	6	6	6	6	6	6	
8. Attend school and assist with household chores...	8	8	8	8	8	8	8	8	
9. Combine work for income and schooling	9	9	9	9	9	9	9	9	
10. Other	10	10	10	10	10	10	10	10	
Other (specify)									
C17. What problems do you have on account of your work? (Read the options and circle all the appropriate ones.)									

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Name of household member →																				
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _												
1. Injuries, illnesses or poor health.....	1	1	1	1	1	1	1	1												
2. Poor grades in school.....	2	2	2	2	2	2	2	2												
3. Emotional harassment (intimidation, scolding, insulting).	3	3	3	3	3	3	3	3												
4. Physical harassment (beating)...	4	4	4	4	4	4	4	4												
5. Sexual abuse.....	5	5	5	5	5	5	5	5												
6. Extreme fatigue.....	6	6	6	6	6	6	6	6												
7. No play time.....	7	7	7	7	7	7	7	7												
8. No time to go to school.....	8	8	8	8	8	8	8	8												
9. None	9	9	9	9	9	9	9	9												
C18. What are the main the reasons for you to work? (Indicate the most important problem)									Go to the next HH member in Section II											
1. Supplement family income.....	1	1	1	1	1	1	1	1												
2. Help pay family debt.....	2	2	2	2	2	2	2	2												
3. Help in household enterprise...	3	3	3	3	3	3	3	3												
4. Learn skills.....	4	4	4	4	4	4	4	4												
5. Schooling not useful for future...	5	5	5	5	5	5	5	5												
6. School too far.....	6	6	6	6	6	6	6	6												
7. Cannot afford school fees.....	7	7	7	7	7	7	7	7												
8. Child not interested in school.....	8	8	8	8	8	8	8	8												
9. Temporarily replace someone unable to work.	9	9	9	9	9	9	9	9												
10. Prevent from making bad friends and/or being led astray/	10	10	10	10	10	10	10	10												
11. Other.	11	11	11	11	11	11	11	11												
Other (specify)																				
A. Economic Activity																				
C19. Do you think it is good for children to work in their home?																				
1. Yes	1	1	1	1	1	1	1	1												
2. No	2	2	2	2	2	2	2	2												
C20. Do you work at home?																				
1. Yes	1	1	1	1	1	1	1	1												
2. No	2	2	2	2	2	2	2	2												
C21. Do you get paid for work that you do in your home? (Select only one)																				
1. Yes, always	1	1	1	1	1	1	1	1												
2. Sometimes	2	2	2	2	2	2	2	2												
3. Never	3	3	3	3	3	3	3	3												
C22. During the last month did you undertake any of the following activities ? (Read each of the	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		

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Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<i>following questions until the first affirmative response is obtained.)</i>									
1. Help in a family farm without pay									
2. Help in a family farm with salary or pay									
3. Work in coffee plantations									
4. Work in tea plantations									
5. Work in sugar cannes plantations									
6. Work in rice plantations									
7. Fishing									
8. Mining activities.									
9. Cultivate or harvest agricultural products for sale/own consumption									
10. Work as a domestic servant in someone else's home.....									
11. Prepare food, clothes or handicrafts for sale									
12. Sell articles, newspapers, drinks, food or agricultural products.									
13. Wash, clean clothes for someone else for payment in cash or in-kind.									
14. Repair tools or equipment for someone else for payment in cash or in-kind									
15. Transportation of goods to market or for storage									
16. Construction, maintenance of buildings, homes for someone else.									
17. Fetching firewood/water.									
18. Serve food/drinks in eatery/bar									
19. Any other economic activity (<i>specify</i>)									
	1	1	1	1	1	1	1	1	
	2	2	2	2	2	2	2	2	
	3	3	3	3	3	3	3	3	
	4	4	4	4	4	4	4	4	
	5	5	5	5	5	5	5	5	
	6	6	6	6	6	6	6	6	
	7	7	7	7	7	7	7	7	
	8	8	8	8	8	8	8	8	
	9	9	9	9	9	9	9	9	
	10	10	10	10	10	10	10	10	
	11	11	11	11	11	11	11	11	
	12	12	12	12	12	12	12	12	

If any "YES" →C27

Other wise →C28

Oth er wis e → C2 8

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question	
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		
	13	13	13	13	13	13	13	13		
	14	14	14	14	14	14	14	14		
	15	15	15	15	15	15	15	15		
	16	16	16	16	16	16	16	16		
	17	17	17	17	17	17	17	17		
	18	18	18	18	18	18	18	18		
	19	19	19	19	19	19	19	19		
Other (specify)										
C23. Even if you were not working during the last month, did you have a job, business, or enterprise from which you were temporarily absent and you will return? 1. Yes..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	→C27 →C28	→ C27 → C28
C24. Describe the main job/task you were performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc. "Main" refers to the work on which you spent most of the time of the week.										
Job/Task										
CODE : For official use	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _		
. Describe briefly the main activity i.e. goods produced and services rendered where you are doing this job or task										
Activity / Type										
CODE For official use	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _		
C25. What is the mode of payment for the last payment period? 1. Piece rate. 2. Hourly. 3. Daily 4. Weekly. 5. Monthly. 6. Other (specify).	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6		
Other (specify)										

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	Serial No in A19 01	Serial No in A19 02	Serial No in A19 03	Serial No in A19 04	Serial No in A19 05	Serial No in A19 06	Serial No in A19 07	Serial No in A19 08	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
C26. What do you usually do with your earnings? (Multiple answers are allowed)									
1. Employer gives all/part of money to my parents/guardians...	1	1	1	1	1	1	1		
2. Pay my school fees.....	2	2	2	2	2	2	2		
3. Buy things for school ...	3	3	3	3	3	3	3		
4. Buy things for household	4	4	4	4	4	4	4		
5. Buy things for myself	5	5	5	5	5	5	5		
6. Save	6	6	6	6	6	6	6		
C27. Which of the following is true about the work you do? (Select all that apply)									
1. I do not get paid as much as an adult would get for the work I do	1	1	1	1	1	1	1		
2. If I do not do enough work I get into trouble	2	2	2	2	2	2	2		
3. I stay at the place where I work	3	3	3	3	3	3	3		
4. Sometimes people get hurt in the place where I work	4	4	4	4	4	4	4		
5. I work with chemicals/fertilizers/pesticides	5	5	5	5	5	5	5		
6. I am given protective clothing when I work with chemicals	6	6	6	6	6	6	6		
7. I have received some training for the work that I do	7	7	7	7	7	7	7		
8. I have received no training for the work I do	8	8	8	8	8	8	8		
9. I am sometimes afraid while I am at work	9	9	9	9	9	9	9		
10. I am sometimes beaten or abused at work	10	10	10	10	10	10	10		
11. Other (please specify)	11	11	11	11	11	11	11		
C28. What are the things you like about working? (Select all that apply)									
1. Learning new skills	1	1	1	1	1	1	1		
2. I like having money	2	2	2	2	2	2	2		
3. I like to be independent	3	3	3	3	3	3	3		
4. I like being responsible for myself	4	4	4	4	4	4	4		
C29. What are the things you do not like about working? (Select all that apply)									

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Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
The pay I get is not adequate to meet my needs									
1.I work in a difficult environment (hot, smelly, lonely etc)	1	1	1	1	1	1	1		
2.The work I do is dangerous	2	2	2	2	2	2	2		
3.I do not want to work long hours	3	3	3	3	3	3	3		
4.Working makes me miss school	4	4	4	4	4	4	4		
5.Makes me miss time to play with friends	5	5	5	5	5	5	5		
6. I do not want to be abused (mistreated) or exploited (taken advantage of)	6	6	6	6	6	6	6		
7. I like working - there is nothing I do not like about the work I do	7	7	7	7	7	7	7		
8.Other (please specify)	8	8	8	8	8	8	8		
C30. When do you work? (Select all that apply)									
<u>For ALL children:</u>									
1. During the day (between 6 am. and 6 p.m.)	1	1	1	1	1	1	1		
2. During the evening or night (after 6 p.m.)	2	2	2	2	2	2	2		
3. Day and evening (all day).	3	3	3	3	3	3	3		
4. from Monday to Friday	4	4	4	4	4	4	4		
5. Week-end.....	5	5	5	5	5	5	5		
6. Sometimes during the day, sometimes during the evening	6	6	6	6	6	6	6		
7. Whenever I can	7	7	7	7	7	7	7		
8. only mornings	8	8	8	8	8	8	8		
9. only afternoons	9	9	9	9	9	9	9		
<u>For school going children ONLY:</u>									
10. After school	10	10	10	10	10	10	10		
11. Before school.	11	11	11	11	11	11	11		
12. Before and after school....	12	12	12	12	12	12	12		
13. Week-end.....	13	13	13	13	13	13	13		

SECTION VI : HOUSEHOLD CHORES OF CHILDREN (12-17)

	Serial No in A19 01	Serial No in A1 02	Serial No in A1 03	Serial No in A1 04	Serial No in A1 05	Serial No in A1 06	Serial No in A1 07	Serial No in A1 08	Skip to Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
C31 During which months do some agricultural activities prevent you from attending school some hours or days? (Select all that apply)									
1. January	1	1	1	1	1	1	1	1	
2. February	2	2	2	2	2	2	2	2	
3. March	3	3	3	3	3	3	3	3	
4. April	4	4	4	4	4	4	4	4	
5. May	5	5	5	5	5	5	5	5	
6. June	6	6	6	6	6	6	6	6	
7. July	7	7	7	7	7	7	7	7	
8. August	8	8	8	8	8	8	8	8	
9. September	9	9	9	9	9	9	9	9	
10. October	10	10	10	10	10	10	10	10	
11. November	11	11	11	11	11	11	11	11	
12. December	12	12	12	12	12	12	12	12	
C32. Do you think it is good if a child works outside his/her home?									
1. Yes	1	1	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	2	2	
C33 Which of these people pay you to do work? (Select all that apply)									
1. Parents	1	1	1	1	1	1	1	1	
2. Relatives	2	2	2	2	2	2	2	2	
3. Teachers	3	3	3	3	3	3	3	3	
4. Neighbors	4	4	4	4	4	4	4	4	
5. Non-family member of the community	5	5	5	5	5	5	5	5	
6. Commercial Employers	6	6	6	6	6	6	6	6	
7. Other	7	7	7	7	7	7	7	7	
C34 How many children do you know in your Village who are currently working for pay? (Select only one)									
1. None	1	1	1	1	1	1	1	1	
2. Less than 5	2	2	2	2	2	2	2	2	
3. 5 to 10	3	3	3	3	3	3	3	3	
4. More than 10	4	4	4	4	4	4	4	4	
5. Do not Know	5	5	5	5	5	5	5	5	

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	Serial No in A19	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08	
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
C35 (If knows children in the village who are working for pay) What kind of work do these children do? (Select all that apply)									
1. Farming for my family	1	1	1	1	1	1	1	1	
2. Commercial Farming	2	2	2	2	2	2	2	2	
3. Collecting Water	3	3	3	3	3	3	3	3	
4. Collecting Wood	4	4	4	4	4	4	4	4	
5. Home / Domestic chores	5	5	5	5	5	5	5	5	
6. Herding Livestock	6	6	6	6	6	6	6	6	
7. Washing Clothes	7	7	7	7	7	7	7	7	
8. Cooking	8	8	8	8	8	8	8	8	
9. Doing Small business	9	9	9	9	9	9	9	9	
10. Selling vegetables	10	10	10	10	10	10	10	10	
11. Selling other goods	11	11	11	11	11	11	11	11	
12. Taking care of younger children	12	12	12	12	12	12	12	12	
13. Looking after sick adults	13	13	13	13	13	13	13	13	
14. Looking after old people	14	14	14	14	14	14	14	14	
15. Taking care of family members	15	15	15	15	15	15	15	15	
16. Other ...	16	16	15	16	16	16	16	16	
C36 How do you feel about children who work? (Select only one)									
1. Sympathetic	1	1	1	1	1	1	1	1	
2. Proud	2	2	2	2	2	2	2	2	
3. Normal activity	3	3	3	3	3	3	3	3	
4. Do not Know	4	4	4	4	4	4	4	4	
C37. Do you ever work outside your home?									
1. Yes	1	1	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	2	2	
C38 Are your basic needs (food, clothes, water, shelter, health, education) being satisfied through your household income?									
1. Yes									
2. No									
C39 Do you get any assistance from the community provides?									
1. Yes	1	1	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	2	2	
C40 If yes, what type of assistance the community provides? (select all that apply)									
1. Financial	1	1	1	1	1	1	1	1	
2. Food	2	2	2	2	2	2	2	2	

Rwanda Education Alternatives for Children (REACH) Baseline Assessment

	Serial No in A19	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08	
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
3. Shelter	3	3	3	3	3	3	3	3	
4. Clothing	4	4	4	4	4	4	4	4	
5. School stationery	5	5	5	5	5	5	5	5	
6. School Uniform	6	6	6	6	6	6	6	6	
7. School fees	7	7	7	7	7	7	7	7	
8. Other (please specify)	8	8	8	8	8	8	8	8	
C41 Who in the community provides assistance to you? (select all that apply)									
1. Teachers	1	1	1	1	1	1	1	1	
2. Family members in my household	2	2	2	2	2	2	2	2	
3. Family members who do not live in my household	3	3	3	3	3	3	3	3	
4. Neighbors	4	4	4	4	4	4	4	4	
5. Religious Leader	5	5	5	5	5	5	5	5	
6. Friends	6	6	6	6	6	6	6	6	
7. Community worker	7	7	7	7	7	7	7	7	
8. Local authority/Leader	8	8	8	8	8	8	8	8	
9. Organizations providing assistance to girls	9	9	9	9	9	9	9	9	
10. Organizations providing assistance to OVC	10	10	10	10	10	10	10	10	
11. None	11	11	11	11	11	11	11	11	
12. Other (please specify)									
C42 What do you think the community should do to help children stay in school? (Select all that apply)									
1. Raise issues of school drop out during school committee meetings	1	1	1	1	1	1	1	1	
2. Follow up their children's daily progress at school	2	2	2	2	2	2	2	2	
3. Communicate with School teachers	3	3	3	3	3	3	3	3	
4. Sensitize parents to encourage children to remain in school	4	4	4	4	4	4	4	4	
5. Abolish child labor	5	5	5	5	5	5	5	5	
6. Punish individuals contributing to children not going to school	6	6	6	6	6	6	6	6	
7. Provide Mid day meals at school	7	7	7	7	7	7	7	7	
8. Others (Specify)	8	8	8	8	8	8	8	8	
C43 Do you know any children or adults in your community who is member of Association of people living with HIV or AIDS?									
1. Yes	1	1	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	2	2	

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	Serial No in A19	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08	
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
C44 Do children / your friends in the community miss school because HIV and AIDS affect their families or lives? 1. Yes 2. No	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
C45 Do you think that children who are affected by HIV and AIDS need support at school? 1. Yes 2. No	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
C46 What support do you think they need? (select all that apply) 1. Fees waiver / assistance 2. Uniform support 3. Exercise books support 4. Food support 5. Shelter support 6. Emotional support 7. Others (specify)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
C47 Are you aware of any existing micro lending programs through banks (or micro finance institutions) that can be used by small income earners to boost their business or agriculture? 1. Yes 2. No	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
C48 What do you think needs to be done to help children stay in school? (select all that apply) 1. Avail financial support for pre primary education 2. Avail financial support for primary education 3. Avail financial support to families 4. Avail Scholarships / kits/school materials/supplies 5. Provide Mentoring support to primary school pupils 6. Introduce/reinforce Vocational Training in schools 7. Provide Mid day meals at schools	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
C49 What is your best time to listen to the radio? (Select all that apply) 1. All times of the day	1	1	1	1	1	1	1	1	

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	Serial No in A19	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08	
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
2. Early morning before 0700	2	2	2	2	2	2	2	2	
3. Mid to late morning 0700 -1200	3	3	3	3	3	3	3	3	
4. Lunchtime 1200 – 1400	4	4	4	4	4	4	4	4	
5. Afternoon 1400-1800	5	5	5	5	5	5	5	5	
6. Evening 1800-2200	6	6	6	6	6	6	6	6	
7. Night 2200-0700	7	7	7	7	7	7	7	7	
C50 If there were messages on child labor, what radio stations would you recommend to pass through the messages? (Select all that apply)									
1. City Radio	1	1	1	1	1	1	1	1	
2. Contact FM	2	2	2	2	2	2	2	2	
3. Radio 10	3	3	3	3	3	3	3	3	
4. Radio BBC	4	4	4	4	4	4	4	4	
5. Radio Flash	5	5	5	5	5	5	5	5	
6. Radio Ijwi ry’America	6	6	6	6	6	6	6	6	
7. Radio Ijwi ry’Ibyiringiro	7	7	7	7	7	7	7	7	
8. Radio Izuba	8	8	8	8	8	8	8	8	
9. Radio Maria	9	9	9	9	9	9	9	9	
10. Radio Rwanda	10	10	10	10	10	10	10	10	
11. Radio Salus	11	11	11	11	11	11	11	11	
12. Radio Sana	12	12	12	12	12	12	12	12	
13. Radio Umucyo	13	13	13	13	13	13	13	13	
14. Radio y’abaturage Rubavu	14	14	14	14	14	14	14	14	
15. Radio y’abaturage Rusizi	15	15	15	15	15	15	15	15	
16. Voice of Africa	16	16	16	16	16	16	16	16	
17. Other	17	17	17	17	17	17	17	17	

SECTION VII HEALTH AND SAFETY ISSUES ABOUT WORKING CHILDREN (12-17)

	Serial No in A1 01		Serial No in A1 02		Serial No in A1 03		Serial No in A1 04		Serial No in A1 05		Serial No in A1 06		Serial No in A1 07		Serial No in A1 08		Skip to Question
Name of household member →																	
Age of household member →	_ _		_ _		_ _		_ _		_ _		_ _		_ _		_ _		Children Aged 12-17 years
D1. Have you fallen ill or been injured in the last 12 months because of the work related activities that you carried out? 1. Yes..... 2. No.....	1 2		1 2		1 2		1 2		1 2		1 2		1 2		1 2		
D2 Did you have any of the following that was related to work in the last 12 months? (Read each of the following options and circle affirmative answers)	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	If all "NO" → D6
1. Back/muscle pains	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2. Headache.....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
3. Wounds/deep cuts.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4. Breathing problems	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
5. Eye problems	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
6. Skin problems...	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
7. Stomach problems...	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
8. Fever.....	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
9. Extreme fatigue.	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
10. Other (specify).	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Other (specify)																	
D3. How did this/these affect your work/schooling?																	
1. Not serious- not stopped work.	1		1		1		1		1		1		1		1		
2. Stopped work or school for a short time	2		2		2		2		2		2		2		2		
3. Stopped work or school completely.	3		3		3		3		3		3		3		3		
D4. How did this/these affect your work/schooling?																	
1. Not serious- not stopped schooling.	1		1		1		1		1		1		1		1		
2. Stopped work or school for a short time	2		2		2		2		2		2		2		2		
3. Stopped work or school completely.	3		3		3		3		3		3		3		3		
D5. Think about your most serious illness/injury, what were you doing exactly when this happened?																	
Job/Task																	

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	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08										
Name of household member →																		
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 12-17 years
D6. Do you carry heavy loads at your main job/work? 1. Yes 2. No	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
D7. Do you operate any machinery/heavy equipment at your main job/work? 1. Yes..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	→ D7 → C8
D8. What type of tools, equipment or machines do you use at your main job/work? (Write down 2 mostly used)	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	1..... 2.....	
D9. Are you exposed to any of the following at your main job/work? (Read each of the following options and circle answers)	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	
1. Dust, fumes,	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	
2. Fire, gas, flames.	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	
3. Loud noise or vibration	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	
4. Extreme cold or heat	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	
5. Dangerous tools (knives etc)	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	
6. Work underground	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	
7. Work at heights	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	
8. Work in water/lake/pond/river/pond	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	
9. Workplace too dark or confined	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	
10. Insufficient ventilation.	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	10 10	
11. Chemicals (pesticides, glues, etc.)	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	11 11	
12. Explosives.	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	12 12	
13. Other things, process or conditions bad for your health or safety (specify).	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	13 13	
Other (specify)																		

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	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Serial No in A1	Skip to Question
	01	02	03	04	05	06	07	08		
Name of household member →										
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		Children Aged 12-17 years
D10. Have you ever been shouted at, insulted, beaten or sexually molested (touched or done things to you did not want) by somebody at your main job/work? (Read each of the following options and circle answers)										→ D12 } D11
1. No	1	1	1	1	1	1	1	1	1	
Yes by										
2. Employer or supervisor	2	2	2	2	2	2	2	2	2	
3. Other (older) worker	3	3	3	3	3	3	3	3	3	
4. Other child	4	4	4	4	4	4	4	4	4	
5. Client.....	5	5	5	5	5	5	5	5	5	
6. Stranger, passer-by.....	6	6	6	6	6	6	6	6	6	
7. Police or other authority	7	7	7	7	7	7	7	7	7	
8. Other (Specify).....	8	8	8	8	8	8	8	8	8	
Other (specify)										
D11. How often did this happen in the last 12 months?										
1. 1 or 2 times	1	1	1	1	1	1	1	1	1	
2. Between 3 – 10 times	2	2	2	2	2	2	2	2	2	
3. More than 10 times	3	3	3	3	3	3	3	3	3	

D12. Have you been interviewed in the company of an adult or an older child?									
1. Yes	1	1	1	1	1	1	1	1	1
2. No	2	2	2	2	2	2	2	2	2

END OF INTERVIEW

Tool 2: Interview guide with parents/guardians

Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters					
IDENTIFICATION					
VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				
DATE OF INTERVIEW: Day__ Month __ Year: ____	____/____/____				
INSTRUCTIONS TO INTERVIEWER					
<p><i>This interview will be conducted in one out of five household visited. One parent/guardian is enough per household, the preference is the head of family.</i></p> <p>Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which ‘natural’ conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information.</p> <p>The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information.</p> <p>However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data.</p> <p>For questions that have several possible answers, please encourage multiple answers. For example, if you ask “what are the most important aspects of a child’s development?” and the respondent simply says “education”, prompt further by asking questions such as “what other things are important besides school?”</p> <p>Please ensure that all questions are answered and recorded in-full. Short responses are inadequate.</p> <p>Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.</p>					
INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<table border="1"> <tr><td> </td></tr> </table>				
FIELD SUPERVISOR: _____	<table border="1"> <tr><td> </td></tr> </table>				
FIELD EDITED BY: _____	<table border="1"> <tr><td> </td></tr> </table>				
KEYED IN BY: _____	<table border="1"> <tr><td> </td></tr> </table>				

Introduction to the Interviewee
<p>We are carrying out a baseline assessment to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that this discussion is strictly confidential, and does not have any other influence on your current job nor your relationships with employers/authorities. Everything you will tell us will be used to meet only the purpose of this assessment. The definition of a Child during our discussion is any person from the age of 5 up to and including the age of 17. Can we continue?</p>

SECTION A: DEMOGRAPHIC INFORMATION

1. Code Number:
2. Gender:
 - a. Female
 - b. Male
3. Age:years
4. Name of the Village where you live:

- 5. Number of years you have lived constantly in this Village:
- 6. Do you have any other position in the community?
 - a. Village Chairperson or member of village leadership
 - b. Cell Executive Secretary
 - c. School Teacher
 - d. School Head Teacher
 - e. Chairperson of Parents School Committee
 - f. Sector Professional in charge of Education
 - g. Sector Executive Secretary
 - h. Religious Leader (Pastor / Priest/ Imam)
 - i. Other (Please Specify)
- 7. What is your highest education level?

SECTION B: EDUCATION

- 8. How do you describe the situation of the education system in this District/Sector/Cell: rooms, school materials; learning materials, teaching aids, stationery, books, desks, equipment and facilities, recreational facilities/equipment, quality of education in (enough/not enough, good/bad working conditions, supportive environment or not..)
 - a. Pre-primary
 - b. Primary
 - c. Tronc Commun
 - d. TVET centers
- 9. Is it more common for girls or boys to go to school?
 - a. a. Girls
 - b. b. Boys
 - c. c. No difference
- 10. Can you please talk about school children absence, drop out?
 - a. What is the situation at your area?
 - b. What are the main factors of these problems? (probe with each of the following:)
 - i. Lack of school materials and related issues (notebooks, uniform, ...)
 - ii. Perception of bad teaching practices
 - iii. Fear of Physical punishment
 - iv. Inadequate school facilities
 - v. long distance,
 - vi. Farming activities
 - vii. Herding Livestock
 - viii. Fishing
 - ix. Coffee plantations
 - x. Tea plantations
 - xi. Rice
 - xii. Sugar canes
 - xiii. Mining
 - xiv. Other household responsibilities
 - xv. care of younger children,
 - xvi. Looking after old/ill persons...
 - xvii. refusal by parents / guardians,
 - xviii. Parents are dead
 - xix. Parents/ Guardians are poor
 - xx. Parents/ Guardians are too old
 - xxi. Perception of bad teachers
 - xxii. Others (Please specify) _____
 - c. What do you suggest to tackle them?
- 11. What programs, incentives or projects can be implemented in this community to encourage children remain in school? (Select all that apply)
 - a. a. Financial support for pre primary
 - b. b. education Financial support for primary
 - c. c. education Financial support to families
 - d. d. Scholarships / kits
 - e. e. Mentoring support to primary school pupils
 - f. f. Vocational Training

- g. g. Mid day meals at schools
 - h. h. Availability of Sports Fields
 - i. i. Others (Specify)
12. What happens when parents in this community do not send their children to school?
- a. Explain your answer?
13. What skills should girls be equipped with at primary schools to enable them improve the income of their household after completing studies? (Select all that apply)
- a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworking
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
14. What skills should boys be equipped with at primary school to enable them improve the income of their households after completing studies? (Select all that apply)
- a. Farming & Animal Husbandry
 - b. Run Small Business
 - c. Mechanic
 - d. Masonry
 - e. Carpentry / Woodworking
 - f. Tailoring / Sewing
 - g. Fishing
 - h. No one,
 - i. Other
15. Are you aware of any TVET centers available in this community for children who missed primary education?
16. Are you aware of secondary schools existing in this community (sector)?
- a. Are those secondary schools in this sector enough for all children eligible for secondary education that live here to attend school?
 - i. a. Yes
 - ii. b. No
 - iii. Explain your answer?

SECTION C: CHILD WORK

17. Some people say that people under 18 years old perform better than those aged of 18 years and beyond.
- a. What do you think about that?
18. Do you know cases/examples of business, cooperatives, factories ...where people under 16 years old are working in this District/Sector/Cell?
- i. If yes, what are the main reasons of this child labor
 - ii. What do you think of those who hire them?
19. According to you, how would you define child labor?
- a. What is the difference between child work and child labor?
 - b. When should you say that a child is doing exploitive labor?
20. At what age do you think a child should start assuming adult household responsibilities? (Mention only one age)
- a. Do domestic Chores (washing of family clothing, cooking for the family;)
 - b. Work on the family farm
 - c. Do Small business for the family
 - d. Working on a farm for pay
 - e. Do other non farm work for pay
21. At what age do you think a child should assume financial responsibility for the family? (Mention only one)
22. At what age are most of children in your community being employed? (probe for a specific age)
23. What kind of work do children in this community receive payment for? (You may select more than one)
- a. Basic Farming
 - b. Collecting Water
 - c. Collecting Wood
 - d. Home / Domestic chores
 - e. Herding Livestock

- f. Washing Clothes
 - g. Cooking
 - h. Selling vegetables, fruits
 - i. Selling other goods
 - j. Taking care of younger children
 - k. Looking after sick adults
 - l. Looking after old people
 - m. Taking care of family members
 - n. Fishing activities
 - o. Working in Coffee plantations
 - p. Working in Tea plantations
 - q. Working in Rice
 - r. Working in Sugar canes
 - s. Working in Mining activities
 - t. Others (please specify)
24. For whom do children in the village work? (You may select more than one)
- a. Parents
 - b. Neighbors
 - c. Relatives
 - d. Teachers
 - e. Other monthly paid staff
 - f. Non-family member of the community
 - g. Small Commercial Employers
 - h. Giant Industries/factories/Business Companies
 - i. Other (please specify)

SECTION D: EXPLOITIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4). The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6).

25. Do you know some cases in this cell/sector of child labor according to this law?
26. In your opinion, what are the causes of exploitive child labor in this community? (Please select all that apply)
- a. Intra Family Violence
 - b. Internal trafficking
 - c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents
 - m. Lack of future prospects
 - n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
27. What activities do you consider to be the Worst Forms of Exploitive Child Labor? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces

- c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
28. (If any WFCLs are mentioned) Which of these are most prevalent in this community? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
29. At what time of the day are most of children engaged in exploitive child labor in this community? (Select all that apply)
- a. a. Before 08h00 am
 - b. b. Between 08h00 am and 12h00 pm
 - c. c. Between 12h00 pm and 02h00 pm
 - d. d. Between 02h00 pm and 05h00 pm
 - e. e. Between 05h00 pm and 09h00 pm
 - f. f. After 09h00 pm
 - g. g. We do not have exploitive child labor in this community
30. From your personal experience, how do you assess that children are involved in exploitive child labor in your community? (Select all that apply)
- a. a. Behavioral changes with the child
 - b. b. Attitudinal changes (negative, rebellious, scared)
 - c. c. Emotional changes (emotional, tearful, angry, frustrated)
 - d. d. Physical changes (bruises, marks)
 - e. e. Children tell their stories unsolicited (self reporting)
 - f. f. Parents & neighbors tell the stories
 - g. g. Through child committees, forums reporting
 - h. h. Other, Please specify _____
31. Who are the children who are most vulnerable to exploitive child labor practices? (Select all that apply)
- a. Child headed households (CHH)
 - b. Children from poor families
 - c. Orphans who live with their mothers alone
 - d. Orphans who live with their fathers alone
 - e. Orphans who have lost both parents
 - f. Children of refugees and displaced peoples
 - g. Fostered and/or under guardianship children
 - h. Orphans living within extended families
 - i. Housemaid children
 - j. Handicapped children
 - k. Children of migrant workers
 - l. Street children
 - m. Others (please specify) _____
32. What do you suggest to help children performing acceptable work in this community?
- a. How feasible is it this?
33. Are girls or boys more vulnerable to exploitive labor practices?
- a. a. Boys
 - b. b. Girls
 - c. c. No Difference
 - i. (If girls) Why do you think girls are more vulnerable to child labor practices?
 - ii. (If boys) Why do you think boys are more vulnerable to exploitive child labor practices?
34. How do children occupy their free time? (Answer every question—encourage multiple answers by prompting and hinting at other possible responses.)
- a. a. Play alone and/or with Friends / Other sports activities

- b. b. Study / Do Homework
 - c. c. Listen to Radio
 - d. d. Watch Video /TV shows
 - e. e. Read books
 - f. f. Do domestic Chores
 - g. g. Work on family farm
 - h. h. Do Small business for the family
 - i. i. Working on a farm for a pay
 - j. j. Do other non farm work for a pay
 - k. k. Spend time with family
 - l. l. Religious activities
35. What are the duties of a parent to their children?
36. How most parents in your community fulfill these duties to their children?
- a. Very well
 - b. Well
 - c. Not well
- Please explain each of your choice
37. Under what circumstances are children withdrawn from exploitive child labor?
38. Do you know a program in this community to help children reintegrate into the community if they are withdrawn from an exploitive child labor situation?
- a. Yes
 - b. No
 - c. Not sure
39. (If yes) What are these programs doing to help children reintegrate into the community after being withdrawn from an exploitive child labor situation? (Select all that apply)
- a. a. Provision of Loans / Grants
 - b. b. Support to continue with primary education (
 - c. c. Providing Vocational Training opportunities
 - d. d. Provision of basic needs (clothing, shelter, food, education, health services)
 - e. e. Linking children with their parents / relatives
 - f. f. Support children and employer to perform acceptable child work
 - g. Others (Specify)
40. Some people say that Education is the best tool of elimination of child labor. What is your opinion about that?
41. Some people think that some community programs such as biogas, water, sanitation and hygiene programs could reduce child labor? What is your opinion on that?
- SECTION E: HIV/AIDS and orphans
42. Is HIV and AIDS openly discussed in your village?
- a. a. Yes
 - b. b. No
 - c. c. Not sure
43. How could HIV and AIDS in this region influence child labor?
44. Some people think that HIV orphans are at high risk of engaging in child labor compared to other vulnerable children. What is your opinion on that?
45. What other categories of vulnerable children are at high risk of engaging in child labor in this region?
- a. Why?
 - b. What can be done to anticipate or tackle that child labor issue?
- SECTION F: ABOUT CHILD TRAFFICKING IN RWANDA
46. Please tell us what you know about child trafficking in this region?
- a. Internal trafficking?
 - b. Cross borders trafficking?
47. To what kind of conditions are the trafficking victims subjected?
48. Are certain groups of children more at risk of human trafficking (e.g. boys versus girls, certain categories of OVC, refugees, etc.)?
- a. If so, please specify the type of exploitation for which these groups are most at risk
49. Who are the traffickers/exploiters? (probe with the following)
- a. Independent business people?
 - i. Small or family-based crime groups?
 - ii. Large international organized crime groups?

- b. Relatives,
 - c. Neighbors
 - d. Etc
50. What methods are used to gain direct access to victims?
- a. For example, are the traffickers recruiting victims through lucrative job offers?
 - b. Are victims sold or given by their families, or approached by friends of friends?
 - c. Are victims "self-presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?
 - d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
51. What else should you tell us about child trafficking?
SECTION G: GENERAL
52. Are there any Organizations existing in the community that enable villagers to access small credit grants through banks?
- a. a. Yes
 - b. b. No
53. What do you think needs to be done in this community to help children stay in school? (Select all that apply)
- a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees
 - e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
54. If there were messages on child labor, what radio stations would you recommend to pass through the messages? (Select all that apply)
- a. City Radio
 - b. Contact FM
 - c. Radio 10
 - d. Radio BBC
 - e. Radio Flash
 - f. Radio Ijwi ry'America
 - g. Radio Ijwi ry'Ibyiringiro
 - h. Radio Izuba
 - i. Radio Maria
 - j. Radio Rwanda
 - k. Radio Salus
 - l. Radio Sana
 - m. Radio Umucyo
 - n. Radio y'abaturage Rubavu
 - o. Radio y'abaturage Rusizi
 - p. Voice of Africa
 - q. Other
55. What is your best time to listen to the radio? (Select all that apply)
- a. a. All times of the day
 - b. b. Early morning before 0700
 - c. c. Mid to late morning 0700 -1200
 - d. d. Lunchtime 1200 – 1400
 - e. e. Afternoon 1400-1800
 - f. f. Evening 1800-2200
 - g. g. Night 2200-0700
56. What would be the best time to pass the messages per radio programs on each of the above mentioned radio stations?
57. How do you find the role of Mothers vis avis of the one of fathers in combating child labor?
58. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?

59. What would be the best modern agricultural programs/activities to engage in?
60. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
61. What vocational training programs should be offered to children who will be withdrawn from exploitive labor? (Probe with carpentry, health worker, agriculturist, etc)
62. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
 - a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of REACH Project in particular?
 - f. What would be the role of business community (cooperatives, factories ...)?
63. Do you have anything to add to this interview?

Tool 3: Interview guide with teachers and headmasters

Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters

IDENTIFICATION					
VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 20px;"></td></tr> <tr><td style="width: 100px; height: 20px;"></td></tr> <tr><td style="width: 100px; height: 20px;"></td></tr> <tr><td style="width: 100px; height: 20px;"></td></tr> </table>				

DATE OF INTERVIEW: Day __ Month __ Year: ____	____ / ____ / ____
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INSTRUCTIONS TO INTERVIEWER

Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which ‘natural’ conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information.

The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information.

However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data.

For questions that have several possible answers, please encourage multiple answers. For example, if you ask “what are the most important aspects of a child’s development?” and the respondent simply says “education”, prompt further by asking questions such as “what other things are important besides school?”

Please ensure that all questions are answered and recorded in-full. Short responses are inadequate.

Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.

INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<table border="1" style="margin: auto;"> <tr><td style="width: 150px; height: 25px;"></td></tr> </table>	

FIELD SUPERVISOR: _____	<table border="1" style="margin: auto;"> <tr><td style="width: 150px; height: 20px;"></td></tr> </table>	

FIELD EDITED BY: _____	<table border="1" style="margin: auto;"> <tr><td style="width: 150px; height: 20px;"></td></tr> </table>	

KEYED IN BY: _____	<table border="1" style="margin: auto;"> <tr><td style="width: 150px; height: 20px;"></td></tr> </table>	

Introduction to the Interviewee

We are carrying out a baseline assessment to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that this discussion is strictly confidential, and does not have any other influence on your current job nor your relationships with employers/authorities. . Everything you will tell us will be used to meet only the purpose of this assessment. The definition of a Child during our discussion is any person from the age of 5 up to and including the age of 17. Can we continue?

SECTION A: DEMOGRAPHIC INFORMATION

1. Code Number:
2. Sex :
 - a. Female
 - b. Male
3. Age range: 15-19; 20-24; 25-29; 30-34, 35-39; 40-49, 50-59; 60 and more
4. Number of years you have lived constantly in this Village:
5. Do you have any other position in the community?
 - a. Member of village/cell committee

- b. School Headmaster
- c. PTA member
- d. Other (specify)

6. What is your highest education level?

SECTION B: EDUCATION

7. How do you describe the situation of education system in this District/Sector/Cell: rooms, school materials; learning materials, Teaching aids, Stationery, Books, Desks, equipment and facilities, recreational facilities/equipment, quality of education in (enough/not enough, good/bad working conditions, supportive environment or not..)

Education level	Description of teaching and learning conditions		
	enough/not enough,	good/bad working conditions,	supportive environment or not
a. Pre-primary			
b. Primary			
c. Tronc Commun			
d. TVET centers			
e. Secondary level			

8. Is it more common for girls or boys to go to school?

- a. a. Girls
- b. b. Boys
- c. c. No difference

9. Can you please talk about school children absence, drop out?

- a. What is the situation at this area?
- b. What are the main factors of these problems? (probe with each of the following)
 - i. Lack of school materials and related issues (notebooks, uniform, ...)
 - ii. Perception of bad teaching practices
 - iii. Fear of Physical punishment
 - iv. Inadequate school facilities
 - v. long distance,
 - vi. Farming activities
 - vii. Herding Livestock
 - viii. Fishing
 - ix. Coffee plantations
 - x. Tea plantations
 - xi. Rice
 - xii. Sugar canes
 - xiii. Mining
 - xiv. Other household responsibilities
 - xv. care of younger children,
 - xvi. Looking after old/ill persons...
 - xvii. refusal by parents / guardians,
 - xviii. Parents are dead
 - xix. Parents/ Guardians are poor
 - xx. Parents/ Guardians are too old
 - xxi. Perception of bad teachers
 - xxii. Others (Please specify) _____

c. What do you suggest to tackle them?

10. What programs, incentives or projects can be implemented in this community to encourage children remain in school?

(Select all that apply)

- a. a. Financial support for pre primary
- b. b. education Financial support for primary
- c. c. education Financial support to families
- d. d. Scholarships / kits
- e. e. Mentoring support to primary school pupils
- f. f. Vocational Training
- g. g. Mid day meals at schools
- h. h. Availability of Sports Fields

- i. i. Others (Specify)
- 11. What happens when parents in this community do not send their children to school? Explain your answer?
- 12. What skills should girls be equipped with at primary schools to enable them improve the income of their household after completing studies? (Select all that apply)
 - a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
- 13. What skills should boys be equipped with at primary school to enable them improve the income of their households after completing studies? (Select all that apply)
 - a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
- 14. How many TVET centers available in this community for children who missed primary education?
- 15. How do you rate the quality of education provided at TVET centers in this community?
 - a. a. Very poor
 - b. b. Poor
 - c. c. Moderate
 - d. d. Good
 - e. e. Very good
 - f. f. Do not Know
- 16. How many secondary schools exist in this community (sector)?
- 17. Are those secondary schools in this sector enough for all children eligible for secondary education that live here to attend school?
 - a. a. Yes
 - b. b. No
 - c. Explain your answer?

SECTION C: CHILD WORK

- 18. Some people say that people under 18 years old perform better than those aged of 18 years and beyond. What do you think about that?
- 19. Do you know cases/examples of business, cooperatives, factories ...where children under 16 years old are working in this District/Sector/Cell?
 - a. If yes, what are the main reasons of this child labor
 - b. What do you think for those who hire them?
- 20. According to you, how would you define child labor?
 - a. What is the difference between child chores and child labor?
 - b. When should you say that a child is doing exploitive labor?
- 21. At what age do you think a child should start assuming household responsibilities? (Mention only one age)
 - a. Do domestic Chores (washing of family clothing, cooking for the family;)==.....
 - b. Work on the family farm==.....
 - c. Do Small business for the family==.....
 - d. Working on a farm for a pay==.....
 - e. Do other non farm work for a pay==.....
- 22. At what age do you think a child should assume financial responsibility for the family? ==.....
- 23. At what age are most of children in your community being employed? (probe for a specific age)==.....

24. What kind of work do children under 16 years old in this community receive payment for? (You may select more than one)
- a. Basic Farming
 - b. Collecting Water
 - c. Collecting Wood
 - d. Home / Domestic chores
 - e. Herding Livestock
 - f. Washing Clothes
 - g. Cooking
 - h. Selling vegetables, fruits
 - i. Selling other goods
 - j. Taking care of younger children
 - k. Looking after sick adults
 - l. Looking after old people
 - m. Fishing activities
 - n. Working in Coffee plantations
 - o. Working in Tea plantations
 - p. Working in Rice
 - q. Working in Sugar canes
 - r. Working in Mining activities
 - s. Others (please specify).....
25. For whom do children under 16 years old in the village work? (You may select more than one)
- a. Parents
 - b. Neighbors
 - c. Relatives
 - d. Teachers
 - e. Other monthly paid staff
 - f. Non-family member of the community
 - g. Small Commercial Employers
 - h. Giant Industries/factories/Business Companies
 - i. Other (please specify)

SECTION D: EXPLOITATIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4). The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6) .

26. Do you know some cases in this cell/sector of child labor (under 16 years old) according to this law? Please provide some examples:
27. In your opinion, what are the causes of child labor in this community? (Please select all that apply)
- a. Intra Family Violence
 - b. Internal trafficking
 - c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents
 - m. Lack of future prospects

- n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
28. What activities do you consider to be the Worst Forms of Exploitive Child Labor?
29. (If any WFCLs are mentioned) Which of these is the most prevalent in this community?
30. At what time of the day are most of children engaged in exploitive child labor in this community? (Select all that apply)
- a. a. Before 08h00 am
 - b. b. Between 08h00 am and 12h00 pm
 - c. c. Between 12h00 pm and 02h00 pm
 - d. d. Between 02h00 pm and 05h00 pm
 - e. e. Between 05h00 pm and 09h00 pm
 - f. f. After 09h00 pm
 - g. g. We do not have exploitive child labor in this community
31. From your personal experience, how do you assess that children are involved in exploitive child labor in your community? (Select all that apply)
32. Who are the children who are most vulnerable to exploitive child labor practices?
33. What do you suggest to help children performing acceptable work in this community?
34. Are girls or boys more vulnerable to exploitive labor practices?
- a. a. Boys
 - b. b. Girls
 - c. c. No Difference
 - i. (If girls) Why do you think girls are more vulnerable to child labor practices?
 - ii. (If boys) Why do you think boys are more vulnerable to exploitive child labor practices?
35. How do children occupy their free time? (Answer every question—encourage multiple answers by prompting and hinting at other possible responses.)
- a. a. Play alone and/or with Friends / Other sports activities
 - b. b. Study / Do Homework
 - c. c. Listen to Radio
 - d. d. Watch Video /TV shows
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 - f. f. Do domestic Chores
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- a. a. Yes
 - b. b. No
 - c. c. Not sure
39. (If yes) What are these programs doing to help children reintegrate into the community after being withdrawn from an exploitive child labor situation? (Select all that apply)
- a. Provision of Loans / Grants
 - b. Support to continue with primary education
 - c. Support to Literacy and numeracy, skills development

- d. Providing Vocational Training opportunities
 - e. Provision of basic needs (clothing, shelter, food, education, health services)
 - f. Linking children with their parents / relatives
 - g. Support children and employer to perform acceptable child work
 - h. Others (Specify)
40. Some people say that Education is the best tool of elimination of child labor. What is your opinion about that?
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- SECTION E: HIV/AIDS and orphans
42. Is HIV and AIDS openly discussed in your village?
- a. a. Yes
 - b. b. No
 - c. c. Not sure
43. How HIV and AIDS in this region could influence child labor?
44. Some people think that HIV orphans are at high risk of engaging in child labor than other vulnerable children. What is your opinion on that?
45. What other categories of children at high risk in engaging in child labor in this region?
- a. Why?
 - b. What can be done to anticipate or tackle that child labor issue?
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46. Please tell us what you know about child trafficking in this region?
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 - b. Are victims sold or given by their families, or approached by friends of friends?
 - c. Are victims "self- presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?
 - d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
51. What else should you tell us about child trafficking?
- SECTION H: GENERAL
52. Are there any Organizations existing in the community that enable villagers to access small credit grants through banks?
- a. a. Yes
 - b. b. No
53. What do you think needs to be done in this community to help children stay in school? (Select all that apply)
- a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees
 - e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
54. What organizations exist in your community that are working with children?

55. What kind of support activities do these organizations offer to children?
56. Who takes care of children younger than 5 years of age in this community?
57. Do you think that adults taking care of children younger than 5 years of age reduces time for production?
 - a. a. Yes
 - b. b. No
58. If there were messages on child labor, what radio stations would you recommend to pass through the messages?
(Select all that apply)
 - a. City Radio
 - b. Contact FM
 - c. Radio 10
 - d. Radio BBC
 - e. Radio Flash
 - f. Radio Ijwi ry’America
 - g. Radio Ijwi ry’Ibyiringiro
 - h. Radio Izuba
 - i. Radio Maria
 - j. Radio Rwanda
 - k. Radio Salus
 - l. Radio Sana
 - m. Radio Umucyo
 - n. Radio y’abaturage Rubavu
 - o. Radio y’abaturage Rusizi
 - p. Voice of Africa
 - q. Other
59. What would be the best time to pass messages on community awareness on child labor on each of the above mentioned radio stations?.....;
 - a. a. All times of the day
 - b. b. Early morning before 0700
 - c. c. Mid to late morning 0700 -1200
 - d. d. Lunchtime 1200 – 1400
 - e. e. Afternoon 1400-1800
 - f. f. Evening 1800-2200
 - g. g. Night 2200-0700
60. How do you find the role of Mothers vis avis of the one of fathers in combating child labor?
61. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
62. What would be the best modern agricultural programs/activities to engage in?
63. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
64. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
 - a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of business community (cooperatives, factories ...)?
65. Do you have anything to add to this interview?

Tool 4: Interview guide with district officials and local authorities

Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters

IDENTIFICATION	
VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<input style="width: 100px; height: 20px;" type="text"/> <input style="width: 100px; height: 20px;" type="text"/> <input style="width: 100px; height: 20px;" type="text"/> <input style="width: 100px; height: 20px;" type="text"/>
DATE OF INTERVIEW: Day__ Month __ Year: ____ / ____ / ____	
INSTRUCTIONS TO INTERVIEWER	
<p>Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which ‘natural’ conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information.</p> <p>The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information.</p> <p>However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data.</p> <p>For questions that have several possible answers, please encourage multiple answers. For example, if you ask “what are the most important aspects of a child’s development?” and the respondent simply says “education”, prompt further by asking questions such as “what other things are important besides school?”</p> <p>Please ensure that all questions are answered and recorded in-full. Short responses are inadequate.</p> <p>Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.</p>	
INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<input style="width: 150px; height: 20px;" type="text"/>
FIELD SUPERVISOR: _____	<input style="width: 150px; height: 20px;" type="text"/>
FIELD EDITED BY: _____	<input style="width: 150px; height: 20px;" type="text"/>
KEYED IN BY: _____	<input style="width: 150px; height: 20px;" type="text"/>
Introduction to the Interviewee	
<p>We are carrying out a baseline assessment to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that this discussion is strictly confidential, and does not have any other influence on your current job nor your relationships with employers/authorities. . Everything you will tell us will be used to meet only the purpose of this assessment. The definition of a Child during our discussion is any person from the age of 5 up to and including the age of 17. Can we continue?</p>	

SECTION A: DEMOGRAPHIC INFORMATION

1. Code Number:
2. Gender:
 - a. Female
 - b. Male
3. Age:years
4. What is your position in the community? (Select only one)
 - a. Village Chairperson or member of village leadership
 - b. Cell Executive Secretary

- c. School Teacher
 - d. School Head Teacher
 - e. Chairperson of Parents School Committee
 - f. Sector Professional in charge of Education
 - g. Sector Executive Secretary
 - h. Religious Leader (Pastor / Priest/ Imam)
 - i. Other (Please Specify)
5. What is your highest education level? (Select only one)
SECTION B: EDUCATION (teachers & headmasters, District and local authorities)
6. How do you describe the situation of education system in this District/Sector/Cell: rooms, school materials; learning materials, Teaching aids, Stationery, Books, Desks, equipment and facilities, recreational facilities/equipment, quality of education in (enough/not enough, good/bad working conditions, supportive environment or not..)
- a. Pre-primary
 - b. Primary
 - c. Tronc Commun
 - d. TVET centers
7. What are the major obstacles to school attendance? (Select all that apply)
- a. a. Finance
 - b. b. Household responsibilities
 - c. c. Perception of bad teachers
 - d. d. Perception of bad teaching practices
 - e. e. Physical punishment
 - f. f. Inadequate school facilities
 - g. g. Parents are dead
 - h. h. Parents/ Guardians are poor
 - i. i. Parents/ Guardians are too old
 - j. j. Others (Please specify) _____
8. Is it more common for girls or boys to go to school?
- a. a. Girls
 - b. b. Boys
 - c. c. No difference
9. Can you please talk about school children absence, drop out?
- a. What is the situation at this area?
 - b. What are the main factors of these problems? (probe with each of the following)
 - i. Lack of school materials and related issues (notebooks, uniform, ...)
 - ii. Perception of bad teaching practices
 - iii. Fear of Physical punishment
 - iv. Inadequate school facilities
 - v. long distance,
 - vi. Farming activities
 - vii. Herding Livestock
 - viii. Fishing
 - ix. Coffee plantations
 - x. Tea plantations
 - xi. Rice
 - xii. Sugar canes
 - xiii. Mining
 - xiv. Other household responsibilities
 - xv. care of younger children,
 - xvi. Looking after old/ill persons...
 - xvii. refusal by parents / guardians,
 - xviii. Parents are dead
 - xix. Parents/ Guardians are poor
 - xx. Parents/ Guardians are too old
 - xxi. Perception of bad teachers
 - xxii. Others (Please specify) _____

- c. What do you suggest to tackle them?
10. What programs, incentives or projects can be implemented in this community to encourage children remain in school?
(Select all that apply)
- a. a. Financial support for pre primary
 - b. b. education Financial support for primary
 - c. c. education Financial support to families
 - d. d. Scholarships / kits
 - e. e. Mentoring support to primary school pupils
 - f. f. Vocational Training
 - g. g. Mid day meals at schools
 - h. h. Availability of Sports Fields
 - i. i. Others (Specify)
11. What happens when parents in this community do not send their children to school?
- a. Explain your answer?
12. What skills should girls be equipped with at primary schools to enable them improve the income of their household after completing studies? (Select all that apply)
- a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
13. What skills should boys be equipped with at primary school to enable them improve the income of their households after completing studies? (Select all that apply)
- a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
14. How many TVET centers available in this community for children who missed primary education?
15. How do you rate the quality of education provided at TVET centers in this community?
- a. a. Very poor
 - b. b. Poor
 - c. c. Moderate
 - d. d. Good
 - e. e. Very good
 - f. f. Do not Know
16. How many secondary schools exist in this community (sector)?
17. Are those secondary schools in this sector enough for all children eligible for secondary education that live here to attend school?
- a. a. Yes
 - b. b. No
 - c. Explain your answer?

SECTION C: CHILD WORK

18. Some people say that people under 18 years old perform better than those aged of 18 years and beyond.
- a. What do you think about that?
19. Do you know cases/examples of business, cooperatives, factories ...where people under 16 years old are working in this District/Sector/Cell?
- a. If yes, what are the main reasons of this child labor

- b. What do you think for those who hire them?
- 20. According to you, how would you define child labor?
 - a. What is the difference between child work and child labor?
 - b. When should you say that a child is doing exploitive labor?
- 21. At what age do you think a child should start assuming adult household responsibilities? (Mention only one age)
 - a. Do domestic Chores (washing of family clothing, cooking for the family)
 - b. Work on the family farm
 - c. Do Small business for the family
 - d. Working on a farm for a pay
 - e. Do other non farm work for a pay
- 22. At what age do you think a child should assume financial responsibility for the family? (Mention only one)
- 23. At what age are most of children in your community being employed? (probe for a specific age)
- 24. What kind of work do children in this community receive payment for? (You may select more than one)
 - a. Basic Farming
 - b. Collecting Water
 - c. Collecting Wood
 - d. Home / Domestic chores
 - e. Herding Livestock
 - f. Washing Clothes
 - g. Cooking
 - h. Selling vegetables, fruits
 - i. Selling other goods
 - j. Taking care of younger children
 - k. Looking after sick adults
 - l. Looking after old people
 - m. Taking care of family members
 - n. Fishing activities
 - o. Working in Coffee plantations
 - p. Working in Tea plantations
 - q. Working in Rice
 - r. Working in Sugar canes
 - s. Working in Mining activities
 - t. Others (please specify)
- 25. For whom do children in the village work? (You may select more than one)
 - a. Parents
 - b. Neighbors
 - c. Relatives
 - d. Teachers
 - e. Other monthly paid staff
 - f. Non-family member of the community
 - g. Small Commercial Employers
 - h. Giant Industries/factories/Business Companies
 - i. Other (please specify)

SECTION D: EXPOITIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4). The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6).

- 26. Do you know some cases in this cell/sector of child labor according to this law?
- 27. In your opinion, what are the causes of exploitive child labor in this community? (Please select all that apply)
 - a. Intra Family Violence
 - b. Internal trafficking

- c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents
 - m. Lack of future prospects
 - n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
28. What activities do you consider to be the Worst Forms of Exploitive Child Labor? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
29. (If any WFCLs are mentioned) Which of these are most prevalent in this community? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
30. At what time of the day are most of children engaged in exploitive child labor in this community? (Select all that apply)
- a. a. Before 08h00 am
 - b. b. Between 08h00 am and 12h00 pm
 - c. c. Between 12h00 pm and 02h00 pm
 - d. d. Between 02h00 pm and 05h00 pm
 - e. e. Between 05h00 pm and 09h00 pm
 - f. f. After 09h00 pm
 - g. g. We do not have exploitive child labor in this community
31. From your personal experience, how do you assess that children are involved in exploitive child labor in your community? (Select all that apply)
- a. a. Behavioral changes with the child
 - b. b. Attitudinal changes (negative, rebellious, scared)
 - c. c. Emotional changes (emotional, tearful, angry, frustrated)
 - d. d. Physical changes (bruises, marks)
 - e. e. Children tell their stories unsolicited (self reporting)
 - f. f. Parents & neighbors tell the stories
 - g. g. Through child committees, forums reporting
 - h. h. Other, Please specify _____
32. Who are the children who are most vulnerable to exploitive child labor practices? (Select all that apply)
- a. Child headed households (CHH)
 - b. Children from poor families

- c. Orphans who live with their mothers alone
 - d. Orphans who live with their fathers alone
 - e. Orphans who have lost both parents
 - f. Children of refugees and displaced peoples
 - g. Fostered and/or under guardianship children
 - h. Orphans living within extended families
 - i. Housemaid children
 - j. Handicapped children
 - k. Children of migrant workers
 - l. Street children
 - m. Others (please specify) _____
33. What do you suggest to help children performing acceptable work in this community?
- a. How feasible is it this?
34. Are girls or boys more vulnerable to exploitive labor practices?
- a. a. Boys
 - b. b. Girls
 - c. c. No Difference
 - i. (If girls) Why do you think girls are more vulnerable to child labor practices?
 - ii. (If boys) Why do you think boys are more vulnerable to exploitive child labor practices?
35. How do children occupy their free time? (Answer every question—encourage multiple answers by prompting and hinting at other possible responses.)
- a. a. Play alone and/or with Friends / Other sports activities
 - b. b. Study / Do Homework
 - c. c. Listen to Radio
 - d. d. Watch Video /TV shows
 - e. e. Read books
 - f. f. Do domestic Chores
 - g. g. Work on family farm
 - h. h. Do Small business for the family
 - i. i. Working on a farm for a pay
 - j. j. Do other non farm work for a pay
 - k. k. Spend time with family
 - l. l. Religious activities
36. What are the duties of a parent to their children?
37. How most parents in your community fulfill these duties to their children?
- a. Very well
 - b. Well
 - c. Not well
- Please explain each of your choice
38. Under what circumstances are children withdrawn from exploitive child labor?
39. Under what circumstances are children withdrawn from exploitive child labor?
40. Do you know a program in this community to help children reintegrate into the community if they are withdrawn from an exploitive child labor situation?
- a. Yes
 - b. No
 - c. Not sure
41. (If yes) What are these programs doing to help children reintegrate into the community after being withdrawn from an exploitive child labor situation? (Select all that apply)
- a. a. Provision of Loans / Grants
 - b. b. Support to continue with primary education (
 - c. c. Providing Vocational Training opportunities
 - d. d. Provision of basic needs (clothing, shelter, food, education, health services)
 - e. e. Linking children with their parents / relatives
 - f. f. Support children and employer to perform acceptable child work
 - g. Others (Specify)
42. What aspects related to child labor have been treated in the Agendas of the JADF and JADF commissions in the districts
- a. What resulted from these agenda points?
43. How do you see the relationship between gender, education and a child labor

44. How does child labor impact on the girl child compared to boy child
45. What is Mothers' role vis a vis fathers' one in combating child labor
46. How Literacy and numeracy skills development could impact combating child labor
47. Some people say that Education is the best tool of elimination of child labor. What is your opinion about that?
48. Some people think that some community programs such as biogas, water, sanitation and hygiene programs could reduce child labor? What is your opinion on that?

SECTION E: HIV/AIDS and orphans

49. Is HIV and AIDS openly discussed in your village?
 - a. Yes
 - b. No
 - c. Not sure
50. How HIV and AIDS in this region could influence child labor?
51. Some people think that HIV orphans are at high risk of engaging in child labor than other vulnerable children. What is your opinion on that?
52. What other categories of children at high risk in engaging in child labor in this region?
 - a. Why?
 - b. What can be done to anticipate or tackle that child labor issue?

SECTION F: ABOUT CHILD TRAFFICKING IN RWANDA

53. Please tell us what you know about child trafficking in this region?
 - a. Internal trafficking?
 - b. Cross borders trafficking?
54. In case of cross borders trafficking
 - a. Is Rwanda a country of origin, transit, and/or destination for children subjected to conditions of child labor, such as commercial sexual exploitation, forced or bonded labor, or other slave-like conditions?
 - b. Are citizens or residents of Rwanda subjected to such trafficking conditions within the country?
 - i. From which parts of Rwanda are children recruited or from where do they migrate prior to being subjected to these exploitative conditions?
 - ii. To what other countries are children trafficked and for what purposes?
55. To what kind of conditions are the trafficking victims subjected?
56. Are certain groups of children more at risk of human trafficking (e.g. children, boys versus girls, certain categories of OVC, refugees, etc.)?
 - a. If so, please specify the type of exploitation for which these groups are most at risk
57. Who are the traffickers/exploiters?
 - a. Are they independent business people?
 - i. Small or family-based crime groups?
 - ii. Large international organized crime groups?
58. What methods are used to gain direct access to victims?
 - a. For example, are the traffickers recruiting victims through lucrative job offers?
 - b. Are victims sold or given by their families, or approached by friends of friends?
 - c. Are victims "self-presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?
 - d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
59. Which government agencies and/or other stakeholders involved in combating child trafficking?
60. What else should you tell us about child trafficking?

SECTION F: GENERAL

61. Are there any Organizations existing in the community that enable villagers to access small credit grants through banks?
 - a. Yes
 - b. No
62. What is the water and sanitation hygiene (WASH) capacity gap and how many WASH technicians are needed in the District to have full access to sustainable water and sanitation facilities?
63. What do you think needs to be done in this community to help children stay in school? (Select all that apply)
 - a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees

- e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
64. What is your best time to listen to the radio? (Select all that apply)
- a. a. All times of the day
 - b. b. Early morning before 0700
 - c. c. Mid to late morning 0700 -1200
 - d. d. Lunchtime 1200 – 1400
 - e. e. Afternoon 1400-1800
 - f. f. Evening 1800-2200
 - g. g. Night 2200-0700
65. If there were messages on child labor, what radio stations would you recommend to pass through the messages? (Select all that apply)
- a. City Radio
 - b. Contact FM
 - c. Radio 10
 - d. Radio BBC
 - e. Radio Flash
 - f. Radio Ijwi ry’America
 - g. Radio Ijwi ry’Ibyiringiro
 - h. Radio Izuba
 - i. Radio Maria
 - j. Radio Rwanda
 - k. Radio Salus
 - l. Radio Sana
 - m. Radio Umucyo
 - n. Radio y’abaturatione Rubavu
 - o. Radio y’abaturatione Rusizi
 - p. Voice of Africa
 - q. Other
66. What would be the best time to pass the messages per radio programs on each of the above mentioned radio stations?
67. How do you find the role of Mothers vis a vis of the one of fathers in combating child labor?
68. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
69. What would be the best modern agricultural programs/activities to engage in?
70. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
71. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
- a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of REACH Project in particular?
 - f. What would be the role of business community (cooperatives, factories ...)?
72. Do you have anything to add to this interview?

Tool 5: Interview guide with NGOs & CSO

Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters

IDENTIFICATION	
VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/>
DATE OF INTERVIEW: Day__ Month __ Year: ____ / ____ / ____	
INSTRUCTIONS TO INTERVIEWER	
<p>Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which ‘natural’ conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information.</p> <p>The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information.</p> <p>However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data.</p> <p>For questions that have several possible answers, please encourage multiple answers. For example, if you ask “what are the most important aspects of a child’s development?” and the respondent simply says “education”, prompt further by asking questions such as “what other things are important besides school?”</p> <p>Please ensure that all questions are answered and recorded in-full. Short responses are inadequate.</p> <p>Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.</p>	
INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<input style="width: 100%; height: 20px;" type="text"/>
FIELD SUPERVISOR: _____	<input style="width: 100%; height: 20px;" type="text"/>
FIELD EDITED BY: _____	<input style="width: 100%; height: 20px;" type="text"/>
KEYED IN BY: _____	<input style="width: 100%; height: 20px;" type="text"/>
Introduction to the Interviewee	
<p>We are carrying out a baseline assessment to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that this discussion is strictly confidential, and does not have any other influence on your current job nor your relationships with employers/authorities. . Everything you will tell us will be used to meet only the purpose of this assessment. The definition of a Child during our discussion is any person from the age of 5 up to and including the age of 17. Can we continue?</p>	

SECTION A: DEMOGRAPHIC INFORMATION

1. Code Number:
2. Gender:
 - a. Female
 - b. Male
3. Age:years
4. Name of the District/sector where you work:
5. Number of years you have lived constantly in this area:
6. What is your position in the organization?
7. What is the highest education level you have reached?

SECTION B: EDUCATION

8. How do you describe the situation of education system in this District/Sector/Cell: rooms, school materials; learning materials, Teaching aids, Stationery, Books, Desks, equipment and facilities, recreational facilities/equipment, quality of education in (enough/not enough, good/bad working conditions, supportive environment or not..)
 - a. Pre-primary
 - b. Primary
 - c. Tronc Commun
 - d. TVET centers
9. What are the major obstacles to school attendance? (Select all that apply)
 - a. a. Finance
 - b. b. Household responsibilities
 - c. c. Perception of bad teachers
 - d. d. Perception of bad teaching practices
 - e. e. Physical punishment
 - f. f. Inadequate school facilities
 - g. g. Parents are dead
 - h. h. Parents/ Guardians are poor
 - i. i. Parents/ Guardians are too old
 - j. j. Others (Please specify) _____
10. What programs, incentives or projects can be implemented in this community to encourage children remain in school? (Select all that apply)
 - a. a. Financial support for pre primary
 - b. b. education Financial support for primary
 - c. c. education Financial support to families
 - d. d. Scholarships / kits
 - e. e. Mentoring support to primary school pupils
 - f. f. Vocational Training
 - g. g. Mid day meals at schools
 - h. h. Availability of Sports Fields
 - i. i. Others (Specify)
11. What skills should girls be equipped with at primary schools to enable them improve the income of their household after completing studies? (Select all that apply)
 - a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
12. What skills should boys be equipped with at primary school to enable them improve the income of their households after completing studies? (Select all that apply)
 - a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other
13. How TVET centers available in this community could help better children who missed primary education?
14. Are those secondary schools in this sector enough for all children eligible for secondary education that live here to attend school?
 - a. a. Yes
 - b. b. No

c. Explain your answer?

SECTION C: WORKING CHILDREN

15. Some people say that people under 18 years old perform better than those aged of 18 years and beyond.
 - a. What do you think about that?
 - b. Do you know cases/examples of business, cooperatives, factories ...where people under 16 years old are working in this District/Sector/Cell?
 - i. If yes, what are the main reasons of this child labor
 - ii. What do you think for those who hire them?
16. According to you, how would you define child labor?
 - a. What is the difference between child work and child labor?
 - b. When should you say that a child is doing exploitive labor?
17. At what age do you think a child should start assuming adult household responsibilities? (Mention only one age)
 - a. Do domestic Chores (washing of family clothing, cooking for the family;)
 - b. Work on the family farm
 - c. Do Small business for the family
 - d. Working on a farm for a pay
 - e. Do other non farm work for a pay
18. At what age do you think a child should assume financial responsibility for the family? (Mention only one)
19. At what age are most of children in your community being employed? (probe for a specific age)

SECTION D: EXPOITIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

*According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4).
The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6).*

20. Do you know some cases in this District of child labor?
21. In your opinion, what are the causes of exploitive child labor in this community? (Please select all that apply)
 - a. Intra Family Violence
 - b. Internal trafficking
 - c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents
 - m. Lack of future prospects
 - n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
22. What do you suggest to help children performing acceptable work in this community?
 - a. How feasible is it this?
23. What activities do you consider to be the Worst Forms of Exploitive Child Labor? (Select all that apply)
 - a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)

- f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
24. (If any WFCLs are mentioned) Which of these are most prevalent in this community? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
25. At what time of the day are most of children engaged in exploitive child labor in this community? (Select all that apply)
- a. a. Before 08h00 am
 - b. b. Between 08h00 am and 12h00 pm
 - c. c. Between 12h00 pm and 02h00 pm
 - d. d. Between 02h00 pm and 05h00 pm
 - e. e. Between 05h00 pm and 09h00 pm
 - f. f. After 09h00 pm
 - g. g. do not have information
26. From your personal experience, how do you assess that children are involved in exploitive child labor in your community? (Select all that apply)
- a. a. Behavioral changes with the child
 - b. b. Attitudinal changes (negative, rebellious, scared)
 - c. c. Emotional changes (emotional, tearful, angry, frustrated)
 - d. d. Physical changes (bruises, marks)
 - e. e. Children tell their stories unsolicited (self reporting)
 - f. f. Parents & neighbors tell the stories
 - g. g. Through child committees, forums reporting
 - h. h. Other, Please specify _____
27. Who are the children who are most vulnerable to exploitive child labor practices? (Select all that apply)
- a. a. Child headed households (CHH)
 - b. b. Children from poor families
 - c. c. Orphans who live with their mothers alone
 - d. d. Orphans who live with their fathers alone
 - e. e. Orphans who have lost both parents
 - f. f. Children of refugees and displaced peoples
 - g. g. Fostered and/or under guardianship children
 - h. h. Orphans living within extended families
 - i. i. Housemaid children
 - j. j. Handicapped children
 - k. k. Children of migrant workers
 - l. l. Street children
 - m. m. Others (please specify) _____
28. Are girls or boys more vulnerable to exploitive labor practices?
- a. a. Boys
 - b. b. Girls
 - c. c. No Difference
 - i. (If girls) Why do you think girls are more vulnerable to child labor practices?
 - ii. (If boys) Why do you think boys are more vulnerable to exploitive child labor practices?
29. Under what circumstances are children withdrawn from exploitive child labor?
30. Do you know a program in this community to help children reintegrate into the community if they are withdrawn from an exploitive child labor situation?
- a. a. Yes
 - b. b. No
 - c. c. Not sure

31. (If yes) What are these programs doing to help children reintegrate into the community after being withdrawn from an exploitive child labor situation? (Select all that apply)
- a. a. Provision of Loans / Grants
 - b. b. Support to continue with primary education (
 - c. c. Providing Vocational Training opportunities
 - d. d. Provision of basic needs (clothing, shelter, food, education, health services)
 - e. e. Linking children with their parents / relatives
 - f. f. Support children and employer to perform acceptable child work
 - g. Others (Specify)
32. For whom do children in the village work? (You may select more than one)
- a. a. Parents
 - b. b. Neighbors
 - c. c. Relatives
 - d. d. Teachers
 - e. e. Other monthly paid staff
 - f. f. Non-family member of the community
 - g. g. Small Commercial Employers
 - h. h. giant Industries/factories/Business Companies
 - i. i. Other (please specify)
33. What aspects related to child labor have been treated in the Agendas of the JADF and JADF commissions in the districts
- a. What resulted from these agenda points?
34. Some people say that Education is the best tool of elimination of child labor. What is your opinion about that?
35. Some people think that some community programs such as biogas, water, sanitation and hygiene programs could reduce child labor? What is your opinion on that?

SECTION E: HIV/AIDS and orphans

36. Is HIV and AIDS openly discussed in this region?
- a. a. Yes
 - b. b. No
 - c. c. Not sure
37. How HIV and AIDS in this region could influence child labor?
38. Some people think that HIV orphans are at high risk of engaging in child labor than other vulnerable children. What is your opinion on that?
39. What other categories of children at high risk in engaging in child labor in this region?
- a. Why?
 - b. What can be done to anticipate or tackle that child labor issue?

SECTION F: ABOUT CHILD TRAFFICKING IN RWANDA

40. Please tell us what you know about child trafficking in Rwanda?
- a. Internal trafficking?
 - b. Cross borders trafficking?
41. In case of cross borders trafficking
- a. Is Rwanda a country of origin, transit, and/or destination for children subjected to conditions of child labor, such as commercial sexual exploitation, forced or bonded labor, or other slave-like conditions?
 - b. Are citizens or residents of Rwanda subjected to such trafficking conditions within the country?
 - i. From which parts of Rwanda are children recruited or from where do they migrate prior to being subjected to these exploitive conditions?
 - ii. To what other countries are children trafficked and for what purposes?
42. To what kind of conditions are the trafficking victims subjected?
43. Are certain groups of children more at risk of human trafficking (e.g. children, boys versus girls, certain categories of OVC, refugees, etc.)?
- a. If so, please specify the type of exploitation for which these groups are most at risk
44. Who are the traffickers/exploiters?
- a. Are they independent business people?
 - i. Small or family-based crime groups?
 - ii. Large international organized crime groups?
45. What methods are used to gain direct access to victims?
- a. For example, are the traffickers recruiting victims through lucrative job offers?
 - b. Are victims sold or given by their families, or approached by friends of friends?

- c. Are victims "self- presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?
 - d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
46. Which government agencies and/or other stakeholders involved in combating child trafficking?
47. What else should you tell us about child trafficking?
- SECTION G: GENERAL
48. Are there any Organizations existing in the community that enable villagers to access small credit grants through banks?
- a. a. Yes
 - b. b. No
49. What is the water and sanitation hygiene (WASH) capacity gap and how many WASH technicians are needed in the District to have full access to sustainable water and sanitation facilities?
50. What do you think needs to be done in this community to help children stay in school? (Select all that apply)
- a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees
 - e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
51. If there were messages on child labor, what radio stations would you recommend to pass through the messages? (Select all that apply)
- i. City Radio
 - ii. Contact FM
 - iii. Radio 10
 - iv. Radio BBC
 - v. Radio Flash
 - vi. Radio Ijwi ry’America
 - vii. Radio Ijwi ry’Ibyiringiro
 - viii. Radio Izuba
 - ix. Radio Maria
 - x. Radio Rwanda
 - xi. Radio Salus
 - xii. Radio Sana
 - xiii. Radio Umucyo
 - xiv. Radio y’abaturage Rubavu
 - xv. Radio y’abaturage Rusizi
 - xvi. Radio y’abaturage Musanze
 - xvii. Radio y’abaturage Nyagatare
 - xviii. Radio y’abaturage Huye
 - xix. Isango Star
 - xx. Voice of Africa
 - xxi. Other
52. What would be the best time to pass the messages per radio programs on each of the above mentioned radio stations?
53. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
54. How do you find the role of Mothers vis avis of the one of fathers in combating child labor?
55. What do you think could be opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
56. What would be the best modern agricultural programs/activities to engage in?
57. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
58. What would be the best modern agricultural programs/activities to engage in?
59. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?

60. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
- a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of REACH Project in particular?
 - f. What would be the role of business community (cooperatives, factories ...)?
61. Do you have anything to add to this interview?

Tool 6: Interview guide with employers

Instructions	
Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters	
Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which 'natural' conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information. The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information. However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data. For questions that have several possible answers, please encourage multiple answers. For example, if you ask "what are the most important aspects of a child's development?" and the respondent simply says "education", prompt further by asking questions such as "what other things are important besides school?" Please ensure that all questions are answered and recorded in-full. Short responses are inadequate. Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.	
IDENTIFICATION	
NAME OF SCHOOL _____ VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
INTERVIEW SUMMARY	
DATE OF INTERVIEW: Day ____ Month ____ Year: _____	____/____/____
INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<input type="text"/>
FIELD SUPERVISOR: _____	<input type="text"/>
FIELD EDITED BY: _____	<input type="text"/>
Introduction to the Interviewee	
We are carrying out a baseline assessment of Communities and Schools to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that the information you will tell us will be used to meet only the purpose of this assessment. Can you continue?	

SECTION A: DEMOGRAPHIC INFORMATION

1. Code number:
2. Gender:
 - a. Female
 - b. Male
3. Types of business you are engaged in (mention all that generate any income, probe if necessary)
4. What is the highest education level you have reached? (Select only one)
5. How many permanent staff are they working in your businesses very regularly?
6. How many temporal staff are they working in your businesses sometimes?
7. What is the group age of most of your staff?

- a. Permanent staff
- b. Temporal staff
- c. How many are those aged of 18 years old and/or beyond?
- d. How many are those aged 17 years old and/or below?

SECTION B: CHILD WORK

8. Some people say that people under 18 years old perform well than those aged of 18 years and beyond.
- a. What do you think about that?
 - b. Do you know cases/examples of business, cooperatives, factories ...where people under 16 years old are working in this District/Sector/Cell?
 - i. If yes, what are the main reasons of this child labor
 - ii. What do you think for those who hire them?
- (If there is no staff aged below 18 years)*
9. Why did not you hire people below 18 years?
10. What do you think for those who hire them?
(If some staff are aged 17 years and below)
11. What were the reasons of hiring people below 18 years?
12. How do you compare their work with adults' one?
13. With whom *staff aged 17 years and below* are better to work with : girls or boys?
 - a. Please elaborate more.
14. According to you, how would you define child labor?
 - a. What is the difference between child work and child labor?
 - b. When should you say that a child is doing exploitive labor?

SECTION C: EXPOITIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4). The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6).

15. At what age do you think a child should start assuming adult household responsibilities? (Mention only one age)
- a. Do domestic Chores (washing of family clothing, cooking for the family;)
 - b. Work on the family farm
 - c. Do Small business for the family
 - d. Working on a farm for a pay
 - e. Do other non farm work for a pay
16. At what age do you think a child should assume financial responsibility for the family? (Mention only one)
17. At what age are most of children in your community being employed? (probe for a specific age)
18. What do you suggest to help children performing acceptable work in this community?
 - a. How feasible is it this?
19. Do you know some cases in this cell/sector of child labor according to this law?
20. In your opinion, what are the causes of exploitive child labor in this community? (Please select all that apply)
- a. Intra Family Violence
 - b. Internal trafficking
 - c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents

- m. Lack of future prospects
 - n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
21. What activities do you consider to be the Worst Forms of Exploitive Child Labor? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
22. (If any WFCLs are mentioned) Which of these are most prevalent in this community? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
23. How would you help children performing acceptable work in your business?
- a. How feasible is it this?
 - b. Have you ever done such before?
 - i. If yes, what were the results,
 - ii. If not, why?
24. What programs, incentives or projects can be implemented in this community to encourage children remain in school? (Select all that apply)
- a. a. Financial support for pre primary
 - b. b. education Financial support for primary
 - c. c. education Financial support to families
 - d. d. Scholarships / kits
 - e. e. Mentoring support to primary school pupils
 - f. f. Vocational Training
 - g. g. Mid day meals at schools
 - h. h. Availability of Sports Fields
 - i. i. Others (Specify)
25. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
- a. What would be the best modern agricultural programs/activities to engage in?
 - b. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
26. What skills should girls be equipped with at primary schools to enable them improve the income of their household after completing studies? (Select all that apply)
- a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,

- i. i. Other
- 27. What skills should boys be equipped with at primary school to enable them improve the income of their households after completing studies? (Select all that apply)
 - a. a. Farming & Animal Husbandry
 - b. b. Run Small Business
 - c. c. Mechanic
 - d. d. Masonry
 - e. e. Carpentry / Woodworks
 - f. f. Tailoring / Sewing
 - g. g. Fishing
 - h. h. No one,
 - i. i. Other

SECTION D: ABOUT CHILD TRAFFICKING IN RWANDA

- 28. Please tell us what you know about child trafficking in this region?
 - a. Internal trafficking?
 - b. Cross borders trafficking?
- 29. To what kind of conditions are the trafficking victims subjected?
- 30. Are certain groups of children more at risk of human trafficking (e.g. boys versus girls, certain categories of OVC, refugees, etc.)?
 - a. If so, please specify the type of exploitation for which these groups are most at risk
- 31. Who are the traffickers/exploiters?
 - a. Are they independent business people?
 - i. Small or family-based crime groups?
 - ii. Large international organized crime groups?
- 32. What methods are used to gain direct access to victims?
 - a. For example, are the traffickers recruiting victims through lucrative job offers?
 - b. Are victims sold or given by their families, or approached by friends of friends?
 - c. Are victims "self-presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?
 - d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
- 33. What else should you tell us about child trafficking?

SECTION E: GENERAL

- 34. What is your best time to listen to the radio? (Select all that apply)
 - a. All times of the day
 - b. Early morning before 0700
 - c. Mid to late morning 0700 -1200
 - d. Lunchtime 1200 – 1400
 - e. Afternoon 1400-1800
 - f. Evening 1800-2200
 - g. Night 2200-0700
- 35. If there were messages on child labor, what radio stations would you recommend to pass through the messages? (Select all that apply)
 - a. City Radio
 - b. Contact FM
 - c. Radio 10
 - d. Radio BBC
 - e. Radio Flash
 - f. Radio Ijwi ry'America
 - g. Radio Ijwi ry'Ibyiringiro
 - h. Radio Izuba
 - i. Radio Maria
 - j. Radio Rwanda
 - k. Radio Salus

- l. Radio Sana
 - m. Radio Umucyo
 - n. Radio y'abaturage Rubavu
 - o. Radio y'abaturage Rusizi
 - p. Voice of Africa
 - q. Other
36. What would be the best time to pass the messages per radio programs on each of the above mentioned radio stations?
37. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
- a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of REACH Project in particular?
 - f. What would be the role of business community (cooperatives, factories ...)?
38. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
- a. What would be the best modern agricultural programs/activities to engage in?
 - b. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
39. What do you think needs to be done in this community to help children stay in school? (Select all that apply)
- a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees
 - e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
40. Do you have anything to add to this interview?

Tool 7: Semi structured interview with key partners at ministry level and human rights activists

Fill on the blank line, dotted line or shade the circle corresponding to the right answer. Use Black or Blue pen, do not use a pencil. Complete all information in block capital letters

IDENTIFICATION	
VILLAGE _____ CELL _____ SECTOR _____ DISTRICT _____	<div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>
DATE OF INTERVIEW: Day__ Month__ Year: ____	____/____/____
INSTRUCTIONS TO INTERVIEWER	
<p>Please note that this is a semi-structured interview. A semi-structured interview is defined as an interview with a pre-set list of topics, but in which 'natural' conversation is attempted and the interviewer listens and decides whether the interviewee has provided sufficient information.</p> <p>The questions provided in this instrument provide a framework in which to conduct the semi-structured interview. In some instances, probes are provided to obtain more information.</p> <p>However, please probe for further details and clarity on all questions, and try to obtain as much information as possible. Please make sure that qualitative questions (those with narrative answers) are answered and recorded in-full. Short, one sentence responses are insufficient for producing comprehensive, usable data.</p> <p>For questions that have several possible answers, please encourage multiple answers. For example, if you ask "what are the most important aspects of a child's development?" and the respondent simply says "education", prompt further by asking questions such as "what other things are important besides school?"</p> <p>Please ensure that all questions are answered and recorded in-full. Short responses are inadequate.</p> <p>Ask for reasons, examples, and implications of their answers in order to record a sufficient understanding of the experiences, knowledge, and opinions of the community members.</p>	
INTERVIEW RESULTS: 1. Completed; 2. Refused; 3. Partly completed 4. Postponed; 5. Other (specify)	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>
FIELD SUPERVISOR: _____	

Introduction to the Interviewee
<p>We are carrying out a baseline assessment to identify and assess issues pertaining to Child Labor and Education, identify gaps and existing capacities and capabilities. We would like to reassure you that this discussion is strictly confidential, and does not have any other influence on your current job nor your relationships with employers/authorities. . Everything you will tell us will be used to meet only the purpose of this assessment. The definition of a Child during our discussion is any person from the age of 5 up to and including the age of 17. Can we continue?</p>

- SECTION A: DEMOGRAPHIC INFORMATION
- 1. Code Number:
- 2. Gender:
 - a. Female
 - b. Male
- 3. Age:years
- 4. Name of the Institution where you work:
- 5. Number of years you have worked constantly in this area:
- 6. What is your position in the Ministry/organization?
- SECTION B: INFORMATION ON CHILD LABOR
- 7. According to you, how would you define child labor?

- a. Are you aware of the child labor laws and legal working age in Rwanda? (if yes)
- b. What is the difference between child work and child labor?
- c. When should you say that a child is doing exploitive labor?

SECTION C: EXPOITIVE CHILD LABOR

Note to surveyor: read the following paragraph on labor law.

According to the Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, it is prohibited to employ a child in any company, even as 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 4). The same law states that the rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours (Article 5). In addition, 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 6).

8. In your opinion, what are the causes of exploitive child labor in this community? (Please select all that apply)
- a. Intra Family Violence
 - b. Internal trafficking
 - c. External trafficking
 - d. Easy mobility of people
 - e. Poverty
 - f. poor education
 - g. Poor knowledge of consequences of exploitive child labor
 - h. Inadequate protection from family members
 - i. Corruption
 - j. Begging
 - k. Negative traditional practices
 - l. Alcohol abuse by parents
 - m. Lack of future prospects
 - n. Inequality / gender issues
 - o. Insufficient, weak or inadequate public policies
 - p. Poor agricultural outputs
 - q. Violence in the community / School
 - r. Sickness and/or death of adults/parents/guardians
 - s. Other (specify)
9. What activities do you consider to be the Worst Forms of Exploitive Child Labor? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. Are you aware of a list of hazards for children working? In agriculture? (Using pesticides or machines, ..)
 - i. h. Others (specify)
10. (If any WFCLs are mentioned) Which of these are most prevalent in Rwanda? (Select all that apply)
- a. a. Work that exposes children to physical, psychological or sexual abuse
 - b. b. Work performed by children under water, at dangerous heights or in confined spaces
 - c. c. Work performed by children using dangerous machinery or tools or involves heavy loads
 - d. d. Work that exposes children to hazardous substances, temperatures, noise or vibrations
 - e. e. Work that exposes children to difficult conditions (long hours, night, or confinement)
 - f. f. Use of children in production and trafficking of drugs
 - g. g. Use of children for prostitution and pornographic production / performances
 - h. h. Others (specify)
11. Who are the children who are most vulnerable to exploitive child labor practices? (Select all that apply)

12. What do you suggest to help children performing acceptable work in their community?
 - a. How feasible is it this?
13. Are girls or boys more vulnerable to exploitive labor practices?
 - a. a. Boys
 - b. b. Girls
 - c. c. No Difference
 - i. (If girls) Why do you think girls are more vulnerable to child labor practices?
 - ii. (If boys) Why do you think boys are more vulnerable to exploitive child labor practices?
14. Who are the main employers of children in Rwanda? (You may select more than one)
 - a. a. Parents
 - b. b. Neighbors
 - c. c. Relatives
 - d. d. Teachers
 - e. e. Other monthly paid staff
 - f. f. Non-family member of the community
 - g. g. Small Commercial Employers
 - h. h. giant Industries/factories/Business Companies
 - i. i. Other (please specify)
15. How do you see the relationship between gender, education and a child labor
16. How does child labor impact on the girl child compared to boy child
17. How Literacy and numeracy skills development could impact combating child labor
18. Some people say that Education is the best tool of elimination of child labor. What is your opinion about that?
19. Some people think that some community programs such as biogas, water, sanitation and hygiene programs could reduce child labor? What is your opinion on that?
SECTION D: HIV/AIDS and orphans
20. How HIV and AIDS in this region could influence child labor?
21. Some people think that HIV orphans are at higher risk of engaging in child labor than other vulnerable children. What is your opinion on that?
SECTION E: ABOUT CHILD TRAFFICKING
22. Please tell us what you know about child trafficking in Rwanda?
 - a. Internal trafficking?
 - b. Cross borders trafficking?
23. In case of cross borders trafficking
 - a. Is Rwanda a country of origin, transit, and/or destination for children subjected to conditions of child labor, such as commercial sexual exploitation, forced or bonded labor, or other slave-like conditions?
 - b. Are citizens or residents of Rwanda subjected to such trafficking conditions within the country?
 - i. From which parts of Rwanda are children recruited or from where do they migrate prior to being subjected to these exploitive conditions?
 - ii. To what other countries are children trafficked and for what purposes?
 - iii. Are children trafficked into agricultural labor? If so, what sectors?
24. To what kind of conditions are the trafficking victims subjected?
25. Are certain groups of children more at risk of human trafficking (e.g. children, boys versus girls, certain categories of OVC, refugees, etc.)?
 - a. If so, please specify the type of exploitation for which these groups are most at risk
26. Who are the traffickers/exploiters?
 - a. Are they independent business people?
 - i. Small or family-based crime groups?
 - ii. Large international organized crime groups?
27. What methods are used to gain direct access to victims?
 - a. For example, are the traffickers recruiting victims through lucrative job offers?
 - b. Are victims sold or given by their families, or approached by friends of friends?
 - c. Are victims "self- presenting" (approaching the exploiter without the involvement of a recruiter or transporter)?

- d. If recruitment or transportation is involved, what methods are used to recruit or transport victims (e.g., are false documents or false promises being used)?
 - e. Are employment, travel, and tourism agencies or marriage brokers involved with or fronting for traffickers or crime groups to traffic individuals?
 28. Which government agencies are involved in efforts to combat sex and labor trafficking - including forced labor –
 - a. Which agency, if any, has the lead in these efforts?
 - b. Are there other stakeholders involved in combating child trafficking?
 29. What measures has the government taken to establish the identity of local populations, especially new born, including birth registration, citizenship, and nationality?
 30. Does the country have a law or laws specifically prohibiting trafficking in persons -- both sexual exploitation and labor?
 - a. Are these other laws being used in child trafficking cases?
- SECTION F. PUNISHMENT OF SEX TRAFFICKING OFFENSES:
31. What are the prescribed and imposed penalties for labor trafficking offenses, including all forms of forced labor involving children?
 32. Did the government take legal action against human trafficking offenders during the last year?
 - a. What were the actual punishments imposed on convicted trafficking offenders?
 - b. Are they serving the time sentenced?
 - c. If not, why not?
 33. Does the government cooperate with other governments in the investigation and prosecution of trafficking cases of children?
 34. What kind of protection is the government able under existing law to provide for victims and witnesses?
 - a. Does it provide these protections in practice?
 - b. Does the country have victim care facilities (shelters or drop-in centers) which are accessible to child trafficking victims?
 - c. Does the government provide child trafficking victims with access to legal, medical and psychological services?
 35. What else should you tell us about child labor and child trafficking?
- SECTION G: GENERAL
36. What do you think needs to be done in this country to help children stay in school? (Select all that apply)
 - a. a. Sensitization of parents
 - b. b. Provision of Mid day meals
 - c. c. Provision of school uniforms
 - d. d. Provision of school fees
 - e. e. Provision of Medical assistance to sick children
 - f. f. Improved facilities and equipments
 - g. g. Qualified teachers
 - h. h. Others (Specify) _____
 37. What would be the best time to pass the messages per radio programs on child labor?
 38. What are opportunities to help parents/guardians to retain and or maintain their offspring from child labor?
 39. What do you see as income generating opportunities for children withdrawn from child labor and their parents/guardians?
 40. REACH project will be supporting the community to reintegrate child laborers into formal education and/or catch up programs. Other children will be trained in model farm schools, while some of them could join apprenticeships with local business people in this community.
 - a. What would be your advises to the project in order to succeed?
 - b. What would be the role of teachers/headmasters in this program?
 - c. What would be the role of district officials local authorities
 - d. What would be the role of NGOs, Civil Society organizations?
 - e. What would be the role of REACH Project in particular?
 - f. What would be the role of business community (cooperatives, factories ...)?
 41. Do you have anything to add to this interview?

Appendix 3: Key indicators on Rwanda

Indicators		Year of reference	Source
Country	: Rwanda		
Capital City	: Kigali	2009	RNIS
Official languages	: Kinyarwanda, English, French	2009	RNIS
Estimated population in 2010	: 10746311	2009	RNIS
Population density (per sq.Km)	: 408	2009	RNIS
Under 5 years old (% of the total population)	: 16.3	2009	RNIS
Under 15 years old (% of the total population)	: 42.1	2009	RNIS
Area	: 26.338 Km ²	2009	RNIS
Labor force	: 4.446 million	2007	RNIS
Labor in agriculture	: 90%	2009	RNIS
Number of households	: 2 286 396	2008	Statistic Year Book 2009
Size of households	: 4.3	2008	Statistic Year Book 2009
Total fertility rate	: 5.5	2008	Statistic Year Book 2009
Under-five mortality rate per 1000 live births	: 103	2008	Statistic Year Book 2009
HIV prevalence rate among people tested in VCT	: 3.30%	2008	Statistic Year Book 2009
population having water	: 64.20%	2006	Statistic Year Book 2009
population having hygienic sanitation	: 58.50%	2006	Statistic Year Book 2009
Number of primary students	: 2,190,256	2008	Statistic Year Book 2009
% of Boys	: 49.1%	2008	Statistic Year Book 2009
% of Girls	: 50.9%	2008	Statistic Year Book 2009
Gross Enrolment Rate (GER)	: 127.9%	2008	Statistic Year Book 2009
GER Boys	: 127.3%	2008	Statistic Year Book 2009
GRE Girls	128.5%	2008	Statistic Year Book 2009
Net Enrolment Rate (NER)	: 94.2%	2008	Statistic Year Book 2009
NER Boys	: 93.3%	2008	Statistic Year Book 2009
NER Girls	: 95.1%	2008	Statistic Year Book 2009
Completion Rate Overall	: 52.5%	2008	Statistic Year Book 2009
Number of teachers	: 33,706	2008	Statistic Year Book 2009
% of Qualified Teacher	: 96.9%	2008	Statistic Year Book 2009
Pupil Teacher Ratio	: 65	2008	Statistic Year Book 2009
Pupil Teacher Qualified Ratio	: 67	2008	Statistic Year Book 2009
Schools	: 2,432	2008	Statistic Year Book 2009
Classroom	: 30,989	2008	Statistic Year Book 2009
Pupil classroom ratio	: 71	2008	Statistic Year Book 2009
Female head of households	: 23.5%	2006	EICV 2005
Children head of household	: 0.7%	2006	EICV 2005